

Fort Bend Independent School District

Lake Olympia Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: D



Mission Statement

Fort Bend ISD's Mission Statement:

FBISD exists to inspire and equip ALL students to pursue futures beyond what they can imagine.

Lake Olympia Middle School's Mission Statement:

Mustangs will lead with Positivity, Respect, Integrity, Dedication, and Empathy (PRIDE) to ensure that all students are inspired and equipped to pursue futures beyond what they can imagine.

Vision

Fort Bend ISD's Vision Statement:

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

Lake Olympia Middle School's Vision Statement:

Our vision is for all students to enter with a promise and exit with a purpose – to ensure all Mustangs acquire the necessary tools to be life-long learners, collaborative problem-solvers who empower themselves and others, leaders within their own communities, and both culturally-responsive and productive members of society.

Value Statement

We strive for success...Failure is not an option.

1 **Core Belief:** All students can reach their full potential.

Commitment: FBISD will provide an educational system that will enable all students to reach their full potential.

2 **Core Belief:** We believe student success is best achieved...

A: Through effective teachers that inspire learning.

Commitment: FBISD will recruit, develop and retain effective teachers.

B: In a supportive climate and safe environment.

Commitment: FBISD will provide a supportive climate and safe learning/working environment.

C: By empowered and effective leaders throughout the system.

Commitment: FBISD will provide and promote leadership development at all levels.

D: In a well-functioning, high-performing community of learners.

Commitment: FBISD will be a collaborative, efficient and effective learning community.

Value Statement

Rebuilding the brand and transforming the Mustang Way – Leading with PRIDE!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

At Lake Olympia Middle School (LOMS), Rebuilding the Brand and Transforming the Mustang Way – Leading with PRIDE guides the day-to-day operations and functions of the campus. This motto serves as the foundation on which we stand in our pursuit of excellence and is the quintessence of our wildly important goal. Specifically, every stakeholder is an essential piece of the puzzle and has a role to play in ensuring that our students reach their full potential, both academically and behaviorally. This is achieved through the relentless pursuit and consistent use of our academic goal of teacher and student clarity of learning.

LOMS has a well-rounded teaching staff, which is comprised of 66.5 teachers, 7.5 educational aides, and 8.0 professional support staff. Thirty seven percent of the total staff has 11 or more years of experience in the field of education and 63%% of total staff having 10 year or less of experience in education. In addition to the year, 29.4% hold an advanced degree. The demographics of the total teaching personnel identify is as follows: 77.1% African American, 5.6% Hispanic, 11.2% White, and 4.5% Asian.

LOMS also has a diverse student population, which is comprised of nearly 1200 students – 50.28% African American, 36.92% Hispanic, 2.23% White, 6.19% Asian, and 3.43% Other. Although LOMS has many families who are considered economically disadvantaged, the campus is not designated as Title 1. Of the overall student population, 67.16% of them are considered economically disadvantaged and 22.84% of them are considered non-educationally disadvantaged. In addition, 2.69% are characterized as Section 504, 24.12% are characterized as emergent bilinguals, 1.76% are characterized as either foster care or homeless, 19.85% are characterized as special education, and 40% are characterized as At-Risk overall.

LOMS’s Campus Planning Advisory Committee (CPAC) met on May 12th at 9:00 a.m. and again on July 15th at 9:00 a.m. to develop the Campus Needs Assessment (CNA). We plan to meet again to review and tweak CNA as needed. Once the school year is underway, the CPAC will continue to meet to review and revise the CIP (performance objective strategies) as needed: 9/17/25, 11/19/25, 1/21/26, 3/25/26, and 5/20/26.

At the first meeting on May 12th, the CPAC met to introduce themselves, review Texas’ strategic plan, review board and campus goals, review mission and vision of the school, identify and list data to review between now and the next meeting, and discuss the timeline and content of the meetings going forward. At the second meeting on July 15th , the CPAC met to go through the list of data discussed as the previous meeting. The team utilized the SWOT analysis to identify the strengths, weaknesses, and opportunities based on the presented data. The team came together to find root causes and prioritized three main problems, which were characterized as behavior, instruction, and communication systems.

This information will be revisited and in greater detail in the upcoming sections.

The CPAC reviewed the data listed below to identify the strengths and weaknesses:

Attendance Data	Discipline Records	Student and Staff Surveys	Dept. and Faculty Meeting Discussions and Data	Professional Development Needs Assessment Data	STAAR Data
NWEA MAP Data	TELPAS Data	Parent Surveys	Communication Data	Teaching and Learning Implementation	

Campus Planning Advisory Committee (CPAC)

NAME	POSITION	ROLE
Dr. Hykeem Craft	Principal	Campus Administrator
Dr. Karissa Ogle	Associate Principal	Campus Administrator
Eugene Daniels II	Assistant Principal	Campus Administrator
Camille Silas	Assistant Principal	Campus Administrator
Kurlenne Martin	Campus Assessment Coordinator	School Leader
Tammy Byrd	Lead Counselor	School Leader
Emily Rausa	Librarian	School Leader
Dr. Chandra Duckworth	Teacher- Math Chair	Classroom Teacher/School Leader
Kimberly Greene	Teacher- ELAR Chair	Classroom Teacher/School Leader
Nykita Harris	Teacher- Social Studies Chair	Classroom Teacher/School Leader
Alvenia Chambliss	Teacher- Science Chair	Classroom Teacher/School Leader
Karen Hunt	Teacher- Fine Arts Chair	Classroom Teacher/School Leader
Misty Rugeley	Teacher- Phys. Ed Chair	Classroom Teacher/School Leader
Tina Osby	Teacher- AVID Coordinator	Classroom Teacher/School Leader
Kanani Coleman	Teacher/Athletic Coordinator	Classroom Teacher
Zenobia Pressley	Teacher	Classroom Teacher
Amalia Napoleoni	Executive Assistant	Clerical/Paraprofessional
Rebecca Smith	SAILS Para	Paraprofessional
Kristen Carpentier	Coordinator of Instructional Coaching	District Administrator
TBA	LOMS Parent	Parent
TBA		Community Member
TBA		Community Member

Demographics

Demographics Summary

Lake Olympia Middle School (LOMS) is one of 15 middle school campuses in Fort Bend ISD and currently serves the Fresno and Missouri City communities. The school opened in 1992 with 187,800 square feet of space and currently serves predominantly low-socioeconomic families. The staff members at LOMS are collectively committed to inspiring academic achievement and productive citizenship through our rebuilding our brand and transforming the Mustang way. The school is comprised of 66.5 teachers, 3 counselors, 7.5 paraprofessionals, and 4 administrators. The school currently serves 1078 students. The student body is 46.48% female and 53.52% male, with 67.16% economically disadvantaged. The homeless status total is 0.83% and foster care total is 0.93%. The average daily attendance rate for students is 94.17%. Students participate in special programs offered on campus including: 24.12% ESL Education, 10.61% CTE Education, 1.48% Gifted and Talented Education, and 19.85% Special Education. Our current class sizes range from 20 to 30 students based on content area.

Enrollment:

Lake Olympia student enrollment has fluctuated over the past five years with descending trends. Over the past five years, LOMS student enrollment had dropped by approximately 130 students.

YEAR	TOTAL ENROLLMENT
2020-2021	1215 Total Students Enrolled
2021-2022	1200 Total Students Enrolled
2022-2023	1170 Total Students Enrolled
2023-2024	1121 Total Students Enrolled
2024-2025	1078 Total Students Enrolled

Student Demographics:

Our campus services multiple racial and ethnic groups and special populations. Our largest groups include Black/African American with 50.28% and Hispanic/Latino with 36.92%.

LOMS STUDENT DEMOGRAPHICS BY ETHNICITY					
Ethnicity	24-25	23-24	22-23	21-22	20-21
Hispanic/Latino	36.92%	35.38%	33.16%	33.00%	32.76%
American Indian/Alaskan Native	.56%	0.62%	0.51%	0.50%	0.66%
Asian American	6.49%	6.13%	5.47%	4.83%	4.69%
Black/African American	50.28%	52.18%	55.30%	55.42%	56.05%
Native Hawaiian/ Pacific Islander	0.09%	0%6.49%	0.09%	0.17%	0.25%
White	2.23%	1.87%	2.05%	2.75%	2.14%
Two or More Races	3.43%	3.82%	3.42%	3.33%	3.46%

Staff Information:

LOMS has a well-rounded teaching staff, which is comprised on 66.5 teachers, 7.5 educational aids, and 8 professional support staff, and 4 campus administrators. Around 13.1% of staff are beginning teachers. Approximately 18% of teachers have 1-5 years of experience. Thirty-three percent of teachers have 6-10 years of experience. Seventeen percent of teachers have 11-20 years of experience. Thirteen percent of teachers have 21 or more years of experience. In addition to the years of experience, 29.4% of teacher hold an advance degree. The demographics of the total staff is as follows: 77.1% African American, 5.6% Hispanic, 11.2% White, 4.5% Asian.

LAKE OLYMPIA MIDDLE (079907048) - FORT BEND ISD - FORT BEND COUNTY				
Staff Information	Campus		District	State
	Count	Average Percent		
Total Staff	86.0	100.0%	100.0%	100.0%
Professional Staff	78.4	91.2%	64.5%	63.9%
Teachers	66.5	77.3%	48.2%	48.3%
Professional Support	8.0	9.3%	12.3%	11.1%
Campus Administration (School Leadership)	4.0	4.7%	3.4%	3.3%
Educational Aides	7.5	8.8%	9.8%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	70.0	4,187.0
Part-time Librarians	0.0	n/a	4.0	651.0
Full-time Counselors	3.0	n/a	181.0	13,870.0
Part-time Counselors	0.0	n/a	2.0	1,172.0
Total Minority Staff	77.4	90.1%	69.7%	54.4%
Teachers by Ethnicity				
African American	51.3	77.1%	34.6%	12.6%
Hispanic	3.7	5.6%	17.1%	30.1%
White	7.5	11.2%	37.3%	53.4%
American Indian	1.0	1.5%	0.2%	0.3%
Asian	3.0	4.5%	8.4%	2.1%
Pacific Islander	0.0	0.0%	0.2%	0.1%
Two or More Races	0.0	0.0%	2.2%	1.3%
Teachers by Sex				
Males	27.8	41.8%	24.8%	24.5%
Females	38.7	58.2%	75.2%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	1.0%	2.5%
Bachelors	47.0	70.6%	67.7%	71.7%
Masters	17.5	26.4%	29.4%	24.9%
Doctorate	2.0	3.0%	1.9%	0.8%
Teachers by Years of Experience				
Beginning Teachers	8.7	13.1%	9.5%	8.7%
1-5 Years Experience	12.0	18.1%	24.4%	27.4%
6-10 Years Experience	22.1	33.2%	21.6%	20.2%
11-20 Years Experience	11.2	16.9%	27.9%	27.1%
21-30 Years Experience	9.0	13.5%	13.8%	13.7%
Over 30 Years Experience	3.5	5.3%	2.8%	3.0%
Number of Students per Teacher	16.9	n/a	16.3	14.7

Attendance:

After 2-3 years of decrease, Lake Olympia student attendance has seen small yearly increases however, the campus has not met the district attenance goal in the last 4 years.

ATTENDANCE BY CAMPUS- *District Attendance Goal 95%				
2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
95.39%	93.12%	93.42%	93.70%	94.17%

Demographics Strengths

experience) with a third of them sharpening their own skillset and earning an advanced degree. At LOMS, parents and guardians feel welcomed and empowered to be active and visible participants in the students' academic and extra-curricular endeavors—hence our strong Parent Teacher Association (PTA). Additionally, over the years, the enrollment has experienced some decline. The student population has been steadily comprised of majority African-American and Hispanic students. With 40% of students being at risk, the campus focuses heavily on mentoring, school wide expectations through guidelines to success, school- wide dedicated tutorials, partnership with local businesses, and collaboration with families.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Historical data shows small fluctuations in the the percentages of special populations, however the number of students in each special population indicates a continuing need for instructional and behavioral support during Tier 1 instruction.

Root Cause: Students are identified and labeled with specific needs on an ongoing basis. As a result, the staff need ongoing professional development to address the ther learners during Tier 1 instruction. Additionally, students are struggling with demonstrating appropriate social skills across multiple campus settings. Campus walks and observations show that staff inconsistently implement IEPs and BIPs.

Student Learning

Student Learning Summary

Lake Olympia Middle School (LOMS) is committed to making strides towards improving student achievement through intentional planning, well-designed learning experiences, continuous review of data to ensure targeted enrichment and intervention opportunities, and teacher professional development. However, the campus falls short of full implementation and the consistent practice of the aforementioned efforts. LOMS has 6 to 9 teacher per content area depending on the content. Students participate in special programs offered on campus including: 24.12% ESL Education, 10.61% CTE Education, 1.48% Gifted and Talented Education, and 19.85% Special Education. Our current class sizes range from 20 to 30:1 student-teacher ratio based on content area. Currently, LOMS holds an accountability rating of D for overall school progress and closing the gaps. Teachers at LOMS have access to classroom assessments, NWEA MAP, and STAAR data. Historically, over the past few years, more than half of students struggled to approach grade level in the areas of math, science, and social studies. One-third of the students struggle to approach grade level in the area of reading.

NWEA MAP Data:

NWEA MAP data is showing that by the EOY 51% of our students are in the 1st-40th percentile in 6th grade reading, 59% in 6th math, and 50 % in 6th science. For 7th grade, 43% of students are 1st-40th percentile in reading, 48% for math, and 50% for science. Lastly, for 8th grade, 39% of our students are 1st-40th percentile for reading, 64% in math, and 38% in science. This means there is a large percentage of students performing below their grade level and will need extra support to reach mastery of grade level TEKS.

6th Grade Reading NWEA MAP Growth and Achievement						6th Grade Math NWEA MAP Growth and Achievement						6th Grade Science NWEA MAP Growth and Achievement					
	Percentile 1st-20th	Percentile 21st-40th	Percentile 41st-60th	Percentile 61st-80th	Percentile >80th		Percentile 1st-20th	Percentile 21st-40th	Percentile 41st-60th	Percentile 61st-80th	Percentile >80th		Percentile 1st-20th	Percentile 21st-40th	Percentile 41st-60th	Percentile 61st-80th	Percentile >80th
BOY	25%	17%	25%	20%	13%	BOY	23%	19%	24%	18%	16%	BOY	24%	19%	21%	18%	18%
MOY	27%	20%	24%	17%	12%	MOY	33%	22%	19%	16%	10%	MOY	25%	22%	14%	16%	23%
EOY	34%	17%	20%	22%	7%	EOY	36%	23%	17%	15%	9%	EOY	35%	15%	12%	18%	20%
7th Grade Reading NWEA MAP Growth and Achievement						7th Grade Math NWEA MAP Growth and Achievement						7th Grade Science NWEA MAP Growth and Achievement					
	Percentile 1st-20th	Percentile 21st-40th	Percentile 41st-60th	Percentile 61st-80th	Percentile >80th		Percentile 1st-20th	Percentile 21st-40th	Percentile 41st-60th	Percentile 61st-80th	Percentile >80th		Percentile 1st-20th	Percentile 21st-40th	Percentile 41st-60th	Percentile 61st-80th	Percentile >80th
BOY	26%	14%	21%	24%	15%	BOY	27%	21%	19%	25%	8%	BOY	25%	18%	20%	20%	17%
MOY	30%	15%	24%	18%	13%	MOY	32%	19%	18%	21%	10%	MOY	20%	17%	18%	20%	25%
EOY	27%	16%	20%	20%	17%	EOY	31%	17%	19%	20%	13%	EOY	24%	14%	16%	18%	28%
8th Grade Reading NWEA MAP Growth and Achievement						8th Grade Math NWEA MAP Growth and Achievement						8th Grade Science NWEA MAP Growth and Achievement					
	Percentile 1st-20th	Percentile 21st-40th	Percentile 41st-60th	Percentile 61st-80th	Percentile >80th		Percentile 1st-20th	Percentile 21st-40th	Percentile 41st-60th	Percentile 61st-80th	Percentile >80th		Percentile 1st-20th	Percentile 21st-40th	Percentile 41st-60th	Percentile 61st-80th	Percentile >80th
BOY	14%	19%	29%	28%	10%	BOY	30%	24%	23%	14%	9%	BOY	16%	26%	18%	25%	15%
MOY	16%	20%	26%	23%	15%	MOY	32%	35%	16%	10%	7%	MOY	18%	21%	18%	25%	18%
EOY	20%	19%	28%	15%	18%	EOY	38%	26%	19%	6%	11%	EOY	22%	16%	18%	20%	24%
						8th Grade Algebra NWEA MAP Growth and Achievement											
	Percentile 1st-20th	Percentile 21st-40th	Percentile 41st-60th	Percentile 61st-80th	Percentile >80th		Percentile 1st-20th	Percentile 21st-40th	Percentile 41st-60th	Percentile 61st-80th	Percentile >80th		Percentile 1st-20th	Percentile 21st-40th	Percentile 41st-60th	Percentile 61st-80th	Percentile >80th
						BOY	12%	12%	18%	35%	23%						
						MOY	0%	13%	37%	25%	25%						
						EOY	0%	21%	21%	23%	35%						

NWEA MAP Reading ***STAAR Projected Proficiency												
	Did Not Meet			Approaches			Meets			Masters		
	6 th	7 th	8 th	6 th	7 th	8 th	6 th	7 th	8 th	6 th	7 th	8 th
BOY	24.75%	28.01%	17.08%	27.15%	19.86%	27.64%	31.62%	31.21%	36.96%	16.49%	20.92%	18.32%
MOY	35.16%	35.33%	19.88%	27.42%	20.5%	28.88%	25.48%	27.44%	29.81%	11.94%	16.72%	21.43%
EOY	45.98%	34.27%	26.03%	20.58%	23.08%	27.05%	25.4%	20.28%	22.95%	8.04%	22.38%	23.97%

NWEA MAP MATH ***STAAR Projected Proficiency												
	Did Not Meet			Approaches			Meets			Masters		
	6 th	7 th	8 th	6 th	7 th	8 th	6 th	7 th	8 th	6 th	7 th	8 th
BOY	34.42%	39.94%	41.13%	40.94%	23.64%	29.05%	20.65%	30.99%	21.51%	3.99%	5.43%	8.3%
MOY	47.24%	46.55%	47.16%	30.67%	21.62%	28.43%	16.26%	27.63%	16.72%	5.83%	4.2%	7.69%
EOY	50.47%	43.83%	48.85%	26.79%	21.6%	21.92%	14.64%	25%	16.54%	8.1%	9.57%	12.69%

NWEA MAP SCIENCE ***STAAR Projected Proficiency				
	Did Not Meet	Approaches	Meets	Masters
	8 th	8 th	8 th	8 th
BOY	35.65%	39.88%	20.54%	3.93%
MOY	45.07%	26.64%	17.43%	10.86%
EOY	39.44%	24.3%	19.37%	16.9%

STAAR DATA:

The STAAR Data is disaggregated to include the past 5 years of data (i.e., 2021-2025), which includes the percentage of students who achieved approaches and above, meets and above, and masters of every tested area.

In the area of English Language Arts, the percentage of students who achieved approaches, has a very minimal decline (1% each year) in 6th grade ELA over the past three years. In 7th grade ELA, there has been a steady decline (i.e., 5% each year) of students who achieved approaches. In 8th grade ELA, there was minimal decline of 1% from 2023-2024, but the percentage of students who achieved approaches increased 7% from 2024-2025. There has been some growth in students achieving meets and masters in 6th grade ELA. 7th grade ELA shows some growth and some decline from one year to the next in the percentage of students who achieved either meets or masters. Lastly, for 8th grade ELA, the data for meets and masters shows consistency of growth for the 2024-2025.

In the area of Mathematics, the percentage of students who achieved approaches in 6th grade math, saw slight growth from 2022 to 2023, but declined 10% in 2024, and stayed consistent for 2025. In the areas of meets and master, 6th grade math has been consistent with simply maintaining. In 7th grade math, there has been significant growth in approaches, meets, and masters. This narrative is the same for 8th grade math, especially from 2024 to 2025, where the percentage of students achieving meets increased 6%. Algebra has remained relatively consistent with between 95-99% of students achieving approaches until 2025, when the percentage of approaches dropped to 91%. There is decline from 2024-2025 in percentage of students who achieved meets and masters in Algebra.

In the areas of Science, there was steep decline in the percentage of students achieving approaches from 2023 to 2024 however a significant increase of 14% for 2025. There was six percentage increase of students achieving meets in 2025. 8th grade students achieving masters stayed consistent in Science for 2025.

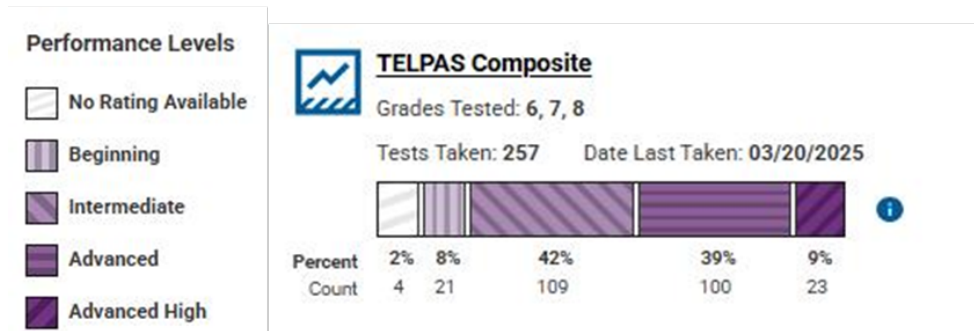
In the area of Social Studies, there had been a slight decline in 2024 in the percentage of students achieving approaches. In 2025, there was a 6% increase in the percentage of students achieving approaches. There was a slight increase of students who achieved meets, and the data remain consistent/stagnant in the percentage of students who achieved masters.

Lake Olympia Middle School	Approaches and Above					Meets and Above					Masters and Above				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
6th Math	50%	56%	62%	53%	52%	20%	14%	15%	16%	15%	4%	4%	4%	3%	3%
6th Reading	53%	59%	65%	64%	63%	25%	26%	14%	44%	36%	7%	5%	9%	13%	14%
7th Math	43%	50%	46%	44%	48%	19%	20%	16%	18%	28%	6%	5%	1%	3%	7%
7th Reading	66%	75%	70%	64%	62%	39%	48%	33%	40%	38%	18%	31%	8%	17%	15%
7th Writing	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
8th Math	39%	57%	56%	42%	44%	9%	21%	17%	10%	16%	1%	4%	1%	1%	3%
8th Reading	64%	83%	70%	69%	76%	29%	54%	38%	36%	42%	9%	30%	12%	15%	18%
8th Science	49%	61%	56%	41%	55%	19%	25%	22%	17%	23%	8%	10%	3%	3%	3%
8th Social Studies	30%	37%	38%	33%	39%	3%	5%	9%	9%	11%	1%	5%	3%	4%	4%
Algebra	93%	95%	99%	97%	91%	42%	68%	48%	69%	49%	18%	47%	30%	32%	27%

TELPAS & Emergent Bilinguals Data

TELPAS Composite Data:

The TELPAS composite scores and ratings indicate student's overall level of English language proficiency and are determined from the student's listening, speaking, reading, and writing proficiency ratings. All four areas are equally weighted at 25% each. At Lake Olympia Middle School, 2% of our EB students had no rating available, 8% of our EB students have a composite score of Beginning, 42% of our EB students have a composite score of Intermediate, 39% of our EB students have a composite score of Advanced, and 9% of our EB students have a composite score of Advanced High.



Overall assessments:

At Lake Olympia Middle School, the scope of assessments administered overall encourages ownership of learning and reflecting on new steps. Teachers and leaders are informed through the following data points: pre-assessments, formative and summative assessments, NWEA MAP, STAAR, and campus and district curriculum-based assessment (used as data points to identify learning gaps and growth for all sub-populations). Learners have access to limited paper assessment and online assessments. Paper assessment ensure equity through using graphic organizers, visuals, and models. Online assessments all teachers to support students through the utilization of digital features such as: text-to-speech, voice recording,

immersive reader, re-designed question types, and a calculation device.

Interventions:

To close the achievement gap, Lake Olympia Middle School utilizes an advisory period, after-school and Saturday tutorials, and literacy and math lab classes. With after-school tutorials, teachers target specific students who need additional support in learning the skills and concepts most difficult to master. With Saturday tutorials, teachers utilize hands-on activities to increase student engagement and reinforce foundational skills. To further hone in on the reinforcement of high-frequency TEKS, advisory classes are designed so that teachers have their own students for an hour a week to provide interventions and/or extended learning. Intervention courses such as literacy and math lab are also provided for targeted students who may have been unsuccessful on the Math and ELA STAAR exams.

Master Schedule:

Currently, the master schedule only allows for teachers to have one shared conference/PLC period, which limits their time for collaboration during the school day. To maximize the effectiveness and efficiency of the limited collaboration time, the master schedule has been designed to include common planning periods for grade-level core content teachers and their SPED counterparts in the areas of Math and ELA to attend Professional Learning Communities (PLC) meetings and collaborate on instructional techniques. In addition, LOMS teachers establish norms for their classrooms and hold students accountable. LOMS teachers understand "how" we teach can be individualized, but the "what" we teach must be consistent and aligned with FBISD curriculum. Students have the option to meet with various teachers for enrichment or intervention. For the upcoming school year Department Chairs will utilize Advisory for collaboration and provide coaching and feedback as it relates to schoolwide instructional practices.

Student Learning Strengths

STAAR data indicates that our strengths are our Algebra I students who continually score over 90% passing rate or higher. For the 2024-2025 school year there was observable growth in the following areas: 8th grade science (14%), 8th grade Social Studies (6%), 8th ELA (7%), 8th grade math (2%), and 7th grade math (5%).

Some other noted strengths were as follows:

- Increase in the meets category for 8th grade science, 8th grade social studies, 8th grade reading, 8th grade math, and 7th grade math.
- increase in the masters category for 6th grade reading, 7th grade math, 8th grade reading, and 8th grade math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student assessment data (i.e., STAAR) indicates that a significant number of students either did not show growth or regressed from 2024-2025 STAAR Administrations.

Root Cause: Inconsistent Tier 1 instruction and PLC practices along with effectively implement Tier 2 and 3 instruction to address learning gap and enrichment opportunities for all students.

Problem Statement 2 (Prioritized): Formative Assessment Data (e.g., NWEA MAP, CFAs, DLAs) indicates students are struggling to make progress and retain content from one concept to the next.

Root Cause: There is an inconsistency in PLC practices and use of protocols that address planning, alignment, and full implementation of the curriculum for all learners.

School Processes & Programs

School Processes & Programs Summary

Lake Olympia Middle School has several instructional programs that provide a focus on best practices for teachers to implement. Here are a few to consider:

AVID: Achievement Via Individual Determination focuses on WICOR (Writing, Inquiry, Collaboration, Organization, Reading). The campus AVID coordinator teaches students the AVID processes and provides professional development to the staff.

Blended Learning: Lake Olympia Middle School continues to be a part of the district's one-to-one EquippED program which provides each student a laptop to use at home and school. The Instructional Leadership Team will provide professional development for teachers. Schoology is a learning platform FBISD is using to create a more collaborative learning environment for teachers and students.

Restorative Discipline Practices: Lake Olympia Middle School uses restorative practices as our primary discipline management strategy. All administrators, counselors and teachers have received professional development in best practices and strategies for implementation. The primary focus is to de-escalate conflicts or disciplinary disruptions and to help students become more aware of the impact their behavior and choices have on themselves and those around them. Owning behaviors and consequences and developing conflict resolution skills are part of this strategy. Problem solving "circles" are held frequently to guide students to resolution. LOMS continues to work on students with meeting their social-emotional needs, as based on the qualitative data collected with addressing student infractions. Additionally, Lake Olympia Middle School continues to refer students to the Fort Bend County Expose Excellence Youth Program to encourage academic and social growth.

048 LAKE OLYMPIA M S	ALL STUDENTS COUNT	SPED STUDENTS COUNT	ISS				OSS				DAEP			
			ALL STUDENTS PLACEMENTS		SPED STUDENTS PLACEMENTS		ALL STUDENTS PLACEMENTS		SPED STUDENTS PLACEMENTS		ALL STUDENTS PLACEMENTS		SPED STUDENTS PLACEMENTS	
			#	%	#	%	#	%	#	%	#	%	#	%
Hispanic	392	72	54	13.8	11	15.3	48	12.2	7	9.7	10	2.6	0	
American Indian/Alaskan Native	5	2	1	20.0	1	50.0	1	20.0	0		0		0	
Asian	68	7	2	2.9	0		0		0		0		0	
Black/African American	563	139	86	15.3	33	23.7	80	14.2	25	18.0	14	2.5	2	1.4
Native Hawaiian/Other Pacific Islander	1	1	0		0		0		0		0		0	
White	22	9	7	31.8	1	11.1	5	22.7	2	22.2	0		0	
Multi	38	7	8	21.1	0		5	13.2	0		1	2.6	0	
None	0	0	0		0		0		0		0		0	
TOTALS	1,089	237	158	14.5	46	19.4	139	12.8	34	14.3	25	2.3	2	.8

OFFENSE_DESC	COUNT_OF_DISTINCT_INCIDENT
Skipping Class	285
Disrupt Behavior	272
Tardies	252
Continued/Repeated Level 1	165
Disrupt Education Environment	154
Insubordination	146
Inappropriate Physical Contact	62
Fighting/Mutual Combat	47
Profanity	41
Horseplay	32

Positive Behavior Interventions and Support(PBIS): Lake Olympia Middle School has a culture of "Mustangs Always Taking Care of Mustangs". We focus on the positive behaviors we want to see demonstrated on our campus and do things the "Mustang Way", which is accompanied with the PRIDE acronym for campus-wide behavior expectations. We reinforce those positive behaviors with incentive cards, where students earn signatures from staff that see them exhibiting positive behaviors. The incentive cards become entry tickets to monthly PBIS celebrations. Lake Olympia Middle School plans to continue this practice and expand incentive to staff who also exhibit the attributes associated with the PRIDE acronym- Positivity, Respect, Integrity, Dedication, Empathy.

Tutorials, Sport, Clubs, Fine Arts, After School Activities: LOMS holds after school tutorials activities Mon-Thurs from 4:15-5:15 to increase student involvement, provide academic support, and develop STEM and leadership opportunities for students. LOMS offers a host of sports such as football, basketball, volleyball, track, and tennis as well as many different clubs/organizations for students to get involved. LOMS also has a strong and decorated Fine Arts department where students can participate and explore other areas to help them become more well-rounded.

Instructional Intervention (Personnel):

Lake Olympia Middle School has four content-specific department chairs who are experts in their respective contents. Through their extensive knowledge, they work alongside administration to provide job-embedded professional development opportunities to expand the capacity of our teachers, thus directly impacting student achievement. The areas on which they focus directly align to campus and district goals.

LOMS has one Principal, one Associate Principal, and 2 Assistant Principals. The Associate Principal and 2 Assistant Principals are each assigned to a grade level. They work closely with the grade level counselor to ensure student success academically and behaviorally. The Associate Principal focuses on instructional programs and reviews PEIMS data and discipline data closely. The Associate Principal meets frequently with department chairs to develop the campus focus and consistency of expectations.

LOMS has a complete staff and is organized by grade level. LOMS holds monthly faculty meetings. The Culture and Climate committee holds various activities for staff including potluck luncheons, popcorn Fridays, birthday shoutouts and celebrations, breakfast, games in the gym after school, holiday parties, gift exchanges, and secret pals. LOMS has high turnover. This year we hired to place most of both the ELA and Social Studies departments.

LOMS counselors provide support for the well-rounded student. Counselors and school nurse will attend professional development to build their capacity to support various student types such as defiant, strong-willed, unmotivated, and easygoing students. LOMS librarian will support the campus literacy initiative by attending professional development designed

for connecting to innovate, inspire, and impact student literacy on campus and in extended learning environments. Additionally, we will use a variety of books, simulations, supplies and materials to support the well-rounded student that will impact student literacy on campus and in extended learning environments.

Systems to Build Capacity: Dedicated PLC time, targeted interventions, advisory, regular review of data, NWEA MAP, CFAs, DLA, monthly PD opportunities, various committee meetings

TAPP Mentors: Experienced teachers who are interested in mentoring and have data that supports qualifications can be assigned and/or volunteer to serve as a mentor to notice teachers. Experienced teachers then go on to attend trainings at the district level to provided outlined support for mentoring new teachers. New teachers are strategically assigned to the mentor, and support meetings are scheduled throughout the school year.

Communication: At LOMS, we have weekly newsletters that go out to school community. There are also monthly opportunities to check in with Principal Craft.

Curriculum and Instruction

- All Professional Learning Communities meet a minimum of once a week.
- Working Wednesdays- 1st Instructional Leadership Team meeting and 2nd- Faculty Meetings
- Content tutorials
- Campus Based Leadership Team- Meets once a month
- Literacy labs and Math labs
- Campus Based Walk-Throughs

Professional Development Focus

- Small group instruction a minimum of once a week
- Data - driven instruction
- Maximizing instructional time (bell-to-bell instruction)
- School-wide systems for behavior
- Campus-Based New Teacher Academy (Significant number of ACP and Instructional Apprentices)

Leadership and Decision-Making Processes

- Working Wednesdays- 1st Instructional Leadership Team meeting and 2nd- Faculty Meetings
- Campus Based Leadership Team - Meets once a month

Communication

- Weekly SMORE for staff and parents
- Social Media/Website
- Marquee
- Periodic townhall meetings
- Monthly PTA Meetings

Scheduling

- Course Selection

Support Services

- Access to Counseling team
- District PBIS team
- Male Mentoring Program
- Female Mentoring Program

Extra-curricular/co-curricular

- Clubs and organizations
- UIL Sports/KickStart/Fine Arts Programming
- Student Council

Technology Integration

- SMART Panels- Interactive dialogue for direct instruction and guided practice
- One-to-one Laptops- Differentiated instruction, independent practice and checks for understanding

School Processes & Programs Strengths

Staff: The counseling team is highly effective with building relationships and meeting the academic, social and emotional needs of our students. LOMS is rebuilding structures for collaboration of new administration with campus leadership. Campus leaders are dedicated and willing to go above and beyond to meet the needs of students. The department chairs and other members of the instructional leadership team (including district personnel) are a critical part of the campus as well. The teachers have instructional support in the form of feedback and mentoring to receive constant feedback and support with planning academically sound and engaging lessons that meet the needs of our students. LOMS has a strong Fine Arts program which engages students in after school rehearsals, activities, and performances. The Fine Arts and Athletics program have been essential in changing the mindset of students and parents. LOMS has several teacher leaders who take on additional roles to provide extra support in the hallways, at lunch, at student events. They organize field trips, spirit t-shirt orders, clubs and student.

Discipline: LOMS saw a decrease in many discipline infractions from the previous school year; however, there is a need for more PBIS structures to support student behavior. There has been an increase in general mental health awareness support for our students. The campus focus is PACE: P-Professionalism for all stakeholders, Accountability for all stakeholders, Clarity in communication and processes and Empowerment of all stakeholders. We aim to PACE with PRIDE -- Positivity, Respect, Integrity, Determination and Empathy. We reinforce those positive behaviors with incentive cards, where students earn signatures from staff that see them exhibiting positive behaviors. The campus is focusing on equipping new teachers through a campus-based new teacher academy that will assist with some classroom management initiatives in collaboration with the district.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Though there was decline in many discipline infractions, there was an increase in "out of area" infractions such as skipping, tardies, and elopement.

Root Cause: The root cause to this problem was lack of consistent follow through of schoolwide expectations from staff.

Problem Statement 2 (Prioritized): Though there was some decline in the number of disruption or disruption of the educational environment infraction, there were still a high number of infractions.

Root Cause: The root cause to this problem was lack of consistent follow through of schoolwide expectations from staff.

Perceptions

Perceptions Summary

Lake Olympia Middle School's top priority is the safety and well-being of all students and staff. We ensure the safety and well-being of our school community through various levels of support, systems, and protocols in place to address challenges that may arise with at-risk students. In terms of support, each grade level community has an assigned assistant principal and counselor to address the immediate needs of the grade-level students and teachers. In addition to that, the campus is also staffed with a Behavioral Health Facilitator to service students on an "as needed" basis. Our Culture and Climate Committee hosts various activities to increase the morale of staff, which trickles down to all students, thus improving the overall morale of the campus.

In the area of systems and protocols, LOMS takes a restorative approach as our primary discipline management strategy to support all students. All administrators, counselors, and teachers have received professional development in best practices and strategies for implementation. The primary focus is to de-escalate conflicts or disciplinary disruptions and to help all students become more aware of the impact their behavior and choices have on themselves and those around them. Owning behaviors and consequences and developing conflict resolution skills are part of this strategy. Problem solving or restorative "circles" are held frequently to promote a well-rounded student that can resolve conflict. We have continued to improve in the area of being proactive with discipline approaches, rather than being reactive, by reinforcing positive behaviors with our school-wide PBIS approach.

In order to support a well-rounded student, we continue to be prolific in our student-led community projects, family engagement events, and various performances our programs host throughout the course of the year. All students are given the opportunity to demonstrate and be acknowledged for demonstrating Profile of a Graduate Attributes. Examples of programs and community events include the following:

- NJHS and Student Council serving in various community service projects
- Boys II Men and Young Ladies of Excellence
- Principal Check-ins
- Various parent nights for incoming and outgoing students
- Guest speakers we've invited to come and speak with students regarding various topics
- Career Fair Expo
- Fine Arts performances and productions
- Community Partnerships

For those who visit the campus, they walk away with a better understanding of current students and staff. We are working with our students in learning to be quick to offer assistance to visitors. We are teaching them to show respect when interacting with themselves and guests. Students have opportunities throughout the year to wear spirit shirts, college shirts and dress up for events. LOMS is focused on student learning which is evident during classroom visits. Students and teachers are respectful to each other. We have a family atmosphere in the school. Our entrance is pleasant, and the receptionist and secretaries are positive.

Engagement Survey Results

Overall School Quality: Overall, approximately 36% of the parents and guardians rate the overall quality of Lake Olympia Middle School as good or excellent. Similarly, 49% of the campus-based staff rate the overall quality of LOMS as good or excellent. Over the past three years, the percent of parents and guardians who feel the overall quality of the school is good or excellent increased from 27% in 2023 to 36% in 2025. Similarly, the percent of staff who feels the overall quality of the school is good or excellent dropped significantly from 2024 to 2025.

Academic Support: Overall the staff and parents/guardians alike believe that the schoolwork the students receive is both relevant and meaningful, parents are kept informed about all students, 65% feels they are kept informed about what students are learning in school, and 43% believe teachers successfully show students how lessons relate to life outside of school.

Student Support: While 97% of the campus-based staff who participated in the survey feels that there is a teacher, counselor, or other staff member to whom a student can go for

help with a school problem, only 65% of parents or guardians agree. While 97% of campus-based staff who participated feel there is someone for a student to go to in order to get help for a personal problem, only 61% of parents or guardians agree. Overall, 45% of campus-based staff believe students are excited to go to school while 37% of parents and guardians agree.

School Leadership: While 81% of campus-based staff who participated in the survey feel that school leaders are courteous when they present concern, only 62% of parents or guardians agree. While 74% of staff feels that school leaders are available when they have a concern, only 63% of parents agree. While 83% of campus-based staff believe that school leaders make decisions in the best interest of students, only 48% of parents agree.

Family Involvement: While 70% of campus-based staff believe that families are kept informed about school/district-sponsored activities, such as tutoring, after-school programs, parent workshops, and student performances, only 65% of parents/guardians agree. While 77% feel that families are encouraged to volunteer, serve on committees, and attend school/district sponsored activities, such as back-to-school night, parent conferences, etc., only 65% of parents/guardians agree. Overall, only 47% of parents/guardians said they were satisfied with the level of community involvement in their child's schools.

Safety and Behavior: While 89% of campus-based staff who participated say they are aware of safety and security procedures at LOMS, only 60% of parents/guardians agree. While 86% of staff feels that bullying is not tolerated at school, only 57% of parents/guardians agree. While 68% of campus-based staff believe that staff members are responsive when students report bullying, only 51% of parents/guardians agree. Overall, respect is something that is seemingly lacking on campus.

School Perceptions: When asked how likely you are to recommend your child's school to a friend or a colleague, 39% of parents/guardians were likely to recommend the school. Similarly, 52% of the campus-based staff were likely to recommend the school to a friend or colleague.

Employee Engagement: Overall, many of the campus-based staff believe that the district or campus leaders encourages and supports them to continue their education. Many also are familiar with and supports the district's mission and vision and think that it is clearly defined. Overall, all participants stated that they are engaged in their work and find their work interesting.

Perceptions Strengths

The school community is very active in PTA and sponsoring activities for the school. There are dedicated staff and parents willing to collaborate to change the perception of the school. 50% increase of participation in extracurricular activities is a strength for LOMS.

Engagement Survey: Overall, parents feel they are informed about their child's academic progress; families are encouraged to volunteer and be involved with the school; they are kept informed about their child's behavior; they feel welcome in their child's school; schoolwork is meaningful and relevant. Campus-based staff feel students take an interest in the extracurricular activities and programs at the school; families are kept informed regarding the school happenings; the school respects and values input provided by families; they are aware of safety and security procedures at the school; students in this school are treated fairly regardless of their background.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a lack of parent awareness regarding the importance of strong and solid school, parent, student, and community partnership as a critical component to the development and education of the whole child.

Root Cause: Lack of clear and explicit methods of communicating happenings of the campus to include: coursework, events, rules, procedures, expectations, available resource etc.

Priority Problem Statements

Problem Statement 1: Historical data shows small fluctuations in the the percentages of special populations, however the number of students in each special population indicates a continuing need for instructional and behavioral support during Tier 1 instruction.

Root Cause 1: Students are identified and labeled with specific needs on an ongoing basis. As a result, the staff need ongoing professional development to address the ther learners during Tier 1 instruction. Additionally, students are struggling with demonstrating appropriate social skills across multiple campus settings. Campus walks and observations show that staff inconsistently implement IEPs and BIPs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student assessment data (i.e., STAAR) indicates that a significant number of students either did not show growth or regressed from 2024-2025 STAAR Administrations.

Root Cause 2: Inconsistent Tier 1 instruction and PLC practices along with effectively implement Tier 2 and 3 instruction to address learning gap and enrichment opportunities for all students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Formative Assessment Data (e.g., NWEA MAP, CFAs, DLAs) indicates students are struggling to make progress and retain content from on concept to the next.

Root Cause 3: There is an inconsistency in PLC practices and use of protocols that address planning, alignment, and full implementation of the curriculum for all learners.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Though there was decline in many discipline infractions, there was an increase in "out of area" infractions such as skipping, tardies, and elopement.

Root Cause 4: The root cause to this problem was lack of consistent follow through of schoolwide expectations from staff.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Though there was some decline in the number of disruption or disruption of the educational environment infraction, there were still a high number of infractions.

Root Cause 5: The root cause to this problem was lack of consistent follow through of schoolwide expectations from staff.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a lack of parent awareness regarding the importance of strong and solid school, parent, student, and community partnership as a critical component to the development and education of the whole child.

Root Cause 6: Lack of clear and explicit methods of communicating happenings of the campus to include: coursework, events, rules, procedures, expectations, available resource etc.

Problem Statement 6 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)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Action research results

Goals

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

Performance Objective 1: By May 2026, LOMS will increase the percentage of students scoring Meets (23 to 33%) and Masters (15 to 25%) on STAAR Reading Language Arts as indicated by STAAR Achievement Data and NWEA MAP.

High Priority

Evaluation Data Sources: Campus Walk-through Data, Lesson Plans, Student Goal-Setting Data, PLC Monitoring Form, Aggressive Monitoring Tracker, NWEA MAP Data, STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: LOMS will improve RLA instruction through the implementation of the district curriculum, RLA instructional model, and targeted instructional strategies (i.e., reading comprehension strategies and authentic writing) where the learning experiences are aligned to ensure consistency and rigor. Strategy's Expected Result/Impact: Clarity for what to teach for the teachers and grade level teams(for consistency and solid Tier 1 Instruction), so that there is a better sense of clarity for students in what they are learning (SOL). With clarity all around, we expected to see changes in instruction, thus an increase in student achievement. Staff Responsible for Monitoring: Administrators, Department Chairs, Team Leaders, and District Support TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Dec	Feb	June

Strategy 2 Details	Reviews			
Strategy 2: LOMS will improve PLC practices through the implementation and inspection of weekly PLT meetings and focused PLC professional development designed to aid teachers in collaborating and planning intentionally while focusing on the four critical questions of PLCs. Strategy's Expected Result/Impact: Clarity for what to teach for the teachers and grade level teams(for consistency and solid Tier 1 Instruction), so that there is a better sense of clarity for students in what they are learning (SOL). With clarity all around, we expected to see changes in instruction, thus an increase in student achievement. Staff Responsible for Monitoring: Administrators, Department Chairs, Team Leaders, and District Support TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3 Details	Reviews			
Strategy 3: LOMS will strengthen data-informed RLA instruction for African American and Asian students by using progress monitoring tools (e.g., do-nows, aggressive monitoring, exit tickets) to improve student achievement and instructional practices. Strategy's Expected Result/Impact: Having intentional ways to check for understanding and to monitor the progress of students on the day-to-day basis allows for teachers to "pivot" instructionally and meet the needs of students in real-time. This is inspected for students to get what they need and yield better achievement results. Staff Responsible for Monitoring: Administrators, Department Chairs, Team Leaders, Teachers, and District Support TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 2	Formative			Summative
	Oct	Dec	Feb	June

Strategy 4 Details		Reviews			
Strategy 4: LOMS will enhance targeted RLA instruction through bi-monthly Special Education team meetings focused on IEP-aligned data analysis, progress monitoring, and internalization of best practices. Strategy's Expected Result/Impact: Consistent meeting with targeted agenda items to ensure the work gets done (PLC agenda); improvement in instructional delivery (walk-through tool; overall student growth (STAAR and NWEA MAP) Staff Responsible for Monitoring: Administrators, SPED Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2		Formative			Summative
		Oct	Dec	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Historical data shows small fluctuations in the the percentages of special populations, however the number of students in each special population indicates a continuing need for instructional and behavioral support during Tier 1 instruction. Root Cause: Students are identified and labeled with specific needs on an ongoing basis. As a result, the staff need ongoing professional development to address the ther learners during Tier 1 instruction. Additionally, students are struggling with demonstrating appropriate social skills across multiple campus settings. Campus walks and observations show that staff inconsistently implement IEPs and BIPs.
Student Learning
Problem Statement 1: Student assessment data (i.e., STAAR) indicates that a significant number of students either did not show growth or regressed from 2024-2025 STAAR Administrations. Root Cause: Inconsistent Tier 1 instruction and PLC practices along with effectively implement Tier 2 and 3 instruction to address learning gap and enrichment opportunities for all students. Problem Statement 2: Formative Assessment Data (e.g., NWEA MAP, CFAs, DLAs) indicates students are struggling to make progress and retain content from on concept to the next. Root Cause: There is an inconsistency in PLC practices and use of protocols that address planning, alignment, and full implementation of the curriculum for all learners.

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

Performance Objective 2: By May 2026, LOMS will increase the percentage of students scoring Meets (16 to 26%) and Masters (5 to 15%) on STAAR Mathematics/Algebra I as indicated by STAAR Achievement Data and NWEA MAP.

High Priority

Evaluation Data Sources: Campus Walk-through Data, Lesson Plans, Student Goal-Setting Data, PLC Monitoring Form, Aggressive Monitoring Tracker, NWEA MAP Data, STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: LOMS will improve Math instruction through the implementation of the district curriculum, Math instructional model, and targeted instructional strategies (i.e., balancing CRA skills and spiraling concepts) where the learning experiences are aligned to ensure consistency and rigor. Strategy's Expected Result/Impact: Clarity for what to teach for the teachers and grade level teams (for consistency and solid Tier 1 Instruction), so that there is a better sense of clarity for students in what they are learning (SOL). With clarity all around, we expected to see changes in instruction, thus an increase in student achievement. Staff Responsible for Monitoring: Administrators, Department Chairs, Team Leaders, and District Support TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: LOMS will improve PLC practices through the implementation and inspection of weekly PLT meetings and focused PLC professional development designed to aid teachers in collaborating and planning intentionally while focusing on the four critical questions of PLCs. Strategy's Expected Result/Impact: Clarity for what to teach for the teachers and grade level teams(for consistency and solid Tier 1 Instruction), so that there is a better sense of clarity for students in what they are learning (SOL). With clarity all around, we expected to see changes in instruction, thus an increase in student achievement. Staff Responsible for Monitoring: Administrators, Department Chairs, Team Leaders, and District Support TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Dec	Feb	June

Strategy 3 Details	Reviews			
Strategy 3: LOMS will strengthen data-informed Math instruction for African American and Asian students by using progress monitoring tools (e.g., do-nows, aggressive monitoring, exit tickets) to improve student achievement and instructional practices. Strategy's Expected Result/Impact: Having intentional ways to check for understanding and to monitor the progress of students on the day-to-day basis allows for teachers to "pivot" instructionally and meet the needs of students in real-time. This is inspected for students to get what they need and yield better achievement results. Staff Responsible for Monitoring: Administrators, Department Chairs, Team Leaders, Teachers, and District Support TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 2	Formative			Summative
	Oct	Dec	Feb	June
Strategy 4 Details	Reviews			
Strategy 4: LOMS will enhance targeted RLA instruction through bi-monthly Special Education team meetings focused on IEP-aligned data analysis, progress monitoring, and internalization of best practices. Strategy's Expected Result/Impact: Consistent meeting with targeted agenda items to ensure the work gets done (PLC agenda); improvement in instructional delivery (walk-through tool; overall student growth (STAAR and NWEA MAP) Staff Responsible for Monitoring: Administrator, Special Education Teacher TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2	Formative			Summative
	Oct	Dec	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Historical data shows small fluctuations in the the percentages of special populations, however the number of students in each special population indicates a continuing need for instructional and behavioral support during Tier 1 instruction. Root Cause: Students are identified and labeled with specific needs on an ongoing basis. As a result, the staff need ongoing professional development to address the ther learners during Tier 1 instruction. Additionally, students are struggling with demonstrating appropriate social skills across multiple campus settings. Campus walks and observations show that staff inconsistently implement IEPs and BIPs.

Student Learning

Problem Statement 1: Student assessment data (i.e., STAAR) indicates that a significant number of students either did not show growth or regressed from 2024-2025 STAAR Administrations. **Root Cause:** Inconsistent Tier 1 instruction and PLC practices along with effectively implement Tier 2 and 3 instruction to address learning gap and enrichment opportunities for all students.

Problem Statement 2: Formative Assessment Data (e.g., NWEA MAP, CFAs, DLAs) indicates students are struggling to make progress and retain content from on concept to the next. **Root Cause:** There is an inconsistency in PLC practices and use of protocols that address planning, alignment, and full implementation of the curriculum for all learners.

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

Performance Objective 3: By May 2026, LOMS will increase the percentage of students scoring Meets (20 to 30%) and Masters (3 to 13%) on STAAR Science as indicated by STAAR Achievement Data and NWEA MAP.

Evaluation Data Sources: Campus Walk-through Data, Lesson Plans, Student Goal-Setting Data, PLC Monitoring Form, Aggressive Monitoring Tracker, NWEA MAP Data, STAAR Data

Strategy 1 Details		Reviews			
Strategy 1: LOMS will improve Science instruction through the implementation of the district curriculum, Science instructional model, and targeted instructional strategies (i.e., small group instruction) where the learning experiences are aligned to ensure consistency and rigor. Strategy's Expected Result/Impact: Clarity for what to teach for the teachers and grade level teams(for consistency and solid Tier 1 Instruction), so that there is a better sense of clarity for students in what they are learning (SOL). With clarity all around, we expected to see changes in instruction, thus an increase in student achievement. Staff Responsible for Monitoring: Administrators, Department Chairs, Team Leaders, and District Support TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1		Formative			Summative
		Oct	Dec	Feb	June
Strategy 2 Details		Reviews			
Strategy 2: LOMS will improve PLC practices through the implementation and inspection of weekly PLT meetings and focused PLC professional development designed to aid teachers in collaborating and planning intentionally while focusing on the four critical questions of PLCs. Strategy's Expected Result/Impact: Clarity for what to teach for the teachers and grade level teams(for consistency and solid Tier 1 Instruction), so that there is a better sense of clarity for students in what they are learning (SOL). With clarity all around, we expected to see changes in instruction, thus an increase in student achievement. Staff Responsible for Monitoring: Administrators, Department Chairs, Team Leaders, and District Support TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2		Formative			Summative
		Oct	Dec	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Historical data shows small fluctuations in the the percentages of special populations, however the number of students in each special population indicates a continuing need for instructional and behavioral support during Tier 1 instruction. **Root Cause:** Students are identified and labeled with specific needs on an ongoing basis. As a result, the staff need ongoing professional development to address the ther learners during Tier 1 instruction. Additionally, students are struggling with demonstrating appropriate social skills across multiple campus settings. Campus walks and observations show that staff inconsistently implement IEPs and BIPs.

Student Learning

Problem Statement 1: Student assessment data (i.e., STAAR) indicates that a significant number of students either did not show growth or regressed from 2024-2025 STAAR Administrations. **Root Cause:** Inconsistent Tier 1 instruction and PLC practices along with effectively implement Tier 2 and 3 instruction to address learning gap and enrichment opportunities for all students.

Problem Statement 2: Formative Assessment Data (e.g., NWEA MAP, CFAs, DLAs) indicates students are struggling to make progress and retain content from on concept to the next. **Root Cause:** There is an inconsistency in PLC practices and use of protocols that address planning, alignment, and full implementation of the curriculum for all learners.

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

Performance Objective 4: By May 2026, LOMS will increase the percentage of students scoring Meets (7 to 17%) and Masters (4 to 14%) on STAAR Social Studies as indicated by STAAR Achievement Data.

Evaluation Data Sources: Campus Walk-through Data, Lesson Plans, Student Goal-Setting Data, PLC Monitoring Form, Aggressive Monitoring Tracker, STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: LOMS will improve Social Studies instruction through the implementation of the district curriculum, Social Studies instructional model, and targeted instructional strategies (i.e., vocabulary development, inquiry-based, critical thinking, and active learning strategies) where the learning experiences are aligned to ensure consistency and rigor. Strategy's Expected Result/Impact: Clarity for what to teach for the teachers and grade level teams(for consistency and solid Tier 1 Instruction), so that there is a better sense of clarity for students in what they are learning (SOL). With clarity all around, we expected to see changes in instruction, thus an increase in student achievement. Staff Responsible for Monitoring: Administrators, Department Chairs, Team Leaders, and District Support TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: LOMS will improve PLC practices through the implementation and inspection of weekly PLT meetings and focused PLC professional development designed to aid teachers in collaborating and planning intentionally while focusing on the four critical questions of PLCs. Strategy's Expected Result/Impact: Clarity for what to teach for the teachers and grade level teams(for consistency and solid Tier 1 Instruction), so that there is a better sense of clarity for students in what they are learning (SOL). With clarity all around, we expected to see changes in instruction, thus an increase in student achievement. Staff Responsible for Monitoring: Administrators, Department Chairs, Team Leaders, and District Support TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Dec	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: Historical data shows small fluctuations in the the percentages of special populations, however the number of students in each special population indicates a continuing need for instructional and behavioral support during Tier 1 instruction. **Root Cause:** Students are identified and labeled with specific needs on an ongoing basis. As a result, the staff need ongoing professional development to address the ther learners during Tier 1 instruction. Additionally, students are struggling with demonstrating appropriate social skills across multiple campus settings. Campus walks and observations show that staff inconsistently implement IEPs and BIPs.

Student Learning

Problem Statement 1: Student assessment data (i.e., STAAR) indicates that a significant number of students either did not show growth or regressed from 2024-2025 STAAR Administrations. **Root Cause:** Inconsistent Tier 1 instruction and PLC practices along with effectively implement Tier 2 and 3 instruction to address learning gap and enrichment opportunities for all students.

Problem Statement 2: Formative Assessment Data (e.g., NWEA MAP, CFAs, DLAs) indicates students are struggling to make progress and retain content from on concept to the next. **Root Cause:** There is an inconsistency in PLC practices and use of protocols that address planning, alignment, and full implementation of the curriculum for all learners.

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, LOMS will increase the staff satisfaction of overall school quality by 11% through a campus focus on the principles of the PAC as measured by the District Culture and Climate Survey.

Evaluation Data Sources: District Culture and Climate Survey

Strategy 1 Details		Reviews			
Strategy 1: LOMS will strengthen the student-teacher relationships that directly impact culture, climate, and achievement through the implementation of counselor education activities every nine weeks (e.g., Coffee with Counselors focusing on social-emotional health, college and career, effective communication, behavior management etc.). Strategy's Expected Result/Impact: Focused lessons for the staff provided by our counselors will help staff navigate certain situations on campus, which will support a healthy and successful student/teacher relationship. This will positively impact the culture and climate of the school and overall perceived school quality. Staff Responsible for Monitoring: Administrators, Teachers, Counselors, Students, Parents/Guardians TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 - Perceptions 1		Formative			Summative
		Oct	Dec	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Though there was some decline in the number of disruption or disruption of the educational environment infraction, there were still a high number of infractions. Root Cause: The root cause to this problem was lack of consistent follow through of schoolwide expectations from staff.
Perceptions
Problem Statement 1: There is a lack of parent awareness regarding the importance of strong and solid school, parent, student, and community partnership as a critical component to the development and education of the whole child. Root Cause: Lack of clear and explicit methods of communicating happenings of the campus to include: coursework, events, rules, procedures, expectations, available resource etc.

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 2: By May 2026, LOMS will increase the parent/guardian satisfaction of overall school quality by 14% through a campus focus on the principles of the PAC as measured by the District Culture and Climate Survey.

Evaluation Data Sources: District Culture and Climate Survey

Strategy 1 Details	Reviews			
Strategy 1: LOMS will improve the overall culture and climate of the campus through the expansion of the current PBIS rewards and celebrations system to include campus staff and increased awareness with parents. Strategy's Expected Result/Impact: PBIS provides a school community a road map for success for positive behaviors and supports. When there is a system in place for this, other systems (i.e., teaching and learning) are able to work, in tandem, more seamlessly. As a result, the overall campus and culture of a campus is impacted in a positive manner. Staff Responsible for Monitoring: Administrators, Counselors, Teachers, Students, and Parents/Guardians TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1, 2 - Perceptions 1	Formative			Summative
	Oct	Dec	Feb	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Though there was decline in many discipline infractions, there was an increase in "out of area" infractions such as skipping, tardies, and elopement. Root Cause: The root cause to this problem was lack of consistent follow through of schoolwide expectations from staff.
Problem Statement 2: Though there was some decline in the number of disruption or disruption of the educational environment infraction, there were still a high number of infractions. Root Cause: The root cause to this problem was lack of consistent follow through of schoolwide expectations from staff.

Perceptions

Problem Statement 1: There is a lack of parent awareness regarding the importance of strong and solid school, parent, student, and community partnership as a critical component to the development and education of the whole child. **Root Cause:** Lack of clear and explicit methods of communicating happenings of the campus to include: coursework, events, rules, procedures, expectations, available resource etc.

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 3: By May 2026, LOMS will increase overall student engagement on campus from 41% of students participating in activities one hour or less a week to 50% of students participating in activities one hour or more a week as measured by the District Culture and Climate Survey.

Evaluation Data Sources: District Culture and Climate Survey

Strategy 1 Details	Reviews			
Strategy 1: LOMS will increase overall campus communication to increase awareness of all campus activities through the use of various communication tools (e.g., newsletters, social media, Blackboard, campus website). Strategy's Expected Result/Impact: Increased communications across multiple platforms for multiple stakeholders will increase an awareness of all of events and programs taking place on campus. Increased awareness leads to increased attendance, which is increased connectedness and increased and improved culture and climate. Staff Responsible for Monitoring: Administration, Counselors, and Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: LOMS will increase the overall student attendance from 94.17% to meet or exceed the District Goal of 95% through using data systems to monitor daily attendance in real-time, personalize personal outreach, and use school-wide incentives. Strategy's Expected Result/Impact: Increased attendance equates to more seat time in the class time and more instructional time. The more instructional time a student gets, the great chance of academic achievement. Staff Responsible for Monitoring: Administrators, Teachers, Counselor, ADA Clerk TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Dec	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: There is a lack of parent awareness regarding the importance of strong and solid school, parent, student, and community partnership as a critical component to the development and education of the whole child. Root Cause: Lack of clear and explicit methods of communicating happenings of the campus to include: coursework, events, rules, procedures, expectations, available resource etc.

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, the LOMS Budget Manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve climate, culture and student outcomes.

Evaluation Data Sources: Monthly Budget Reports, Monthly Guiding Coalition Meeting Agendas

Strategy 1 Details	Reviews			
Strategy 1: LOMS Budget Manager will facilitate monthly meetings with the department heads and the executive assistant to analyze budget allocations and expenditures related to student outcomes in reading, math, social studies and science. Strategy's Expected Result/Impact: Increased alignment between budget spending and student achievement goals, leading to more strategic resource allocation and improved academic outcomes across core content areas. Staff Responsible for Monitoring: Administrators, Department Chairs, Counselors, Bookkeeper, Executive Assistant TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1	Formative			Summative
	Oct	Dec	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Historical data shows small fluctuations in the the percentages of special populations, however the number of students in each special population indicates a continuing need for instructional and behavioral support during Tier 1 instruction. Root Cause: Students are identified and labeled with specific needs on an ongoing basis. As a result, the staff need ongoing professional development to address the ther learners during Tier 1 instruction. Additionally, students are struggling with demonstrating appropriate social skills across multiple campus settings. Campus walks and observations show that staff inconsistently implement IEPs and BIPs.

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	LOMS will improve RLA instruction through the implementation of the district curriculum, RLA instructional model, and targeted instructional strategies (i.e., reading comprehension strategies and authentic writing) where the learning experiences are aligned to ensure consistency and rigor.

Addendums

LOCATION	LOC_DESCR	DEPT_DESCR	POSN_DESCR	HEADCOUNT	LAST_NAME_SRCH	FIRST_NAME_SRCH	FTE	PROGRAM_CODE	DEPTID_CD	EMPL_STA	REPORTS_TO_DESCR
048 LAKE OLYMPIA	LAKE OLYMP	LAKE OLYMP	TEACHER MS ELA	1	OLIVER	LADY	1 24		048	A	PRINCIPAL MS
048 LAKE OLYMPIA	LAKE OLYMP	LAKE OLYMP	TEACHER MS MATH	1	OKOTIE	TONYA	1 24		048	A	PRINCIPAL MS
048 LAKE OLYMPIA	LAKE OLYMP	LAKE OLYMP	COOR CAMPUS ASSESSMENT	0.5	MARTIN	KURLLENNE	1 24		048	A	PRINCIPAL MS
048 LAKE OLYMPIA	LAKE OLYMP	LAKE OLYMP	TEACHER MS ELA	1	GOURRIER	SALENA	1 24		048	A	PRINCIPAL MS
048 LAKE OLYMPIA	LAKE OLYMP	LAKE OLYMP	TEACHER MS MATH	1	JOHNSON	RODNEY	1 24		048	A	PRINCIPAL MS
048 LAKE OLYMPIA	LAKE OLYMP	LAKE OLYMP	TEACHER MS ELA	1	GREENE	KIMBERLY	1 24		048	A	PRINCIPAL MS
048 LAKE OLYMPIA	LAKE OLYMP	LAKE OLYMP	TEACHER MS ELA	1	PRESSLEY	ZENOBI	1 24		048	A	PRINCIPAL MS