

Fort Bend Independent School District
Lakeview Elementary
2025-2026 Campus Improvement Plan

Mission Statement

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

Campus: Lakeview Elementary School exists to inspire hope, encourage responsibility, and equip our students to pursue excellence in academics, and character through creative problem solving.

Vision

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

Campus: Lakeview Elementary School strives to impact growth by meeting students' academic needs through continual learning and collaboration to develop and deliver effective instructional experiences.

Value Statement

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 a 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Summary

In 2024–2025, Lakeview Elementary served a diverse population of 339 students, with 51.6% identified as economically disadvantaged. The student body was 44% female and 56% male, and included 30% Asian, 28% Hispanic/Latino, 20% White, and 17% Black/African American, with smaller percentages identifying as Two or More Races, American Indian/Alaskan Native, and Native Hawaiian/Pacific Islander. Total enrollment for 2025–2026 is projected to decline slightly with no significant changes in demographic breakdown.

Lakeview’s diversity shapes our commitment to equitable, inclusive, and culturally responsive instruction. Demographic data drives planning, professional development, and targeted supports to ensure all student groups thrive academically and socially.

Lakeview also serves students with a wide range of academic, linguistic, and social-emotional needs. In 2024–2025, 35% of students received Special Education services, 12% received dyslexia services, and 1.76% were supported through Section 504 plans. Additionally, 23% were identified as Emergent Bilingual (EB), with most participating in Bilingual/ESL programs, and 12% of students participated in the Gifted and Talented program. These data points reflect Lakeview’s commitment to delivering inclusive, differentiated instruction and wraparound supports that meet the unique needs of every learner.

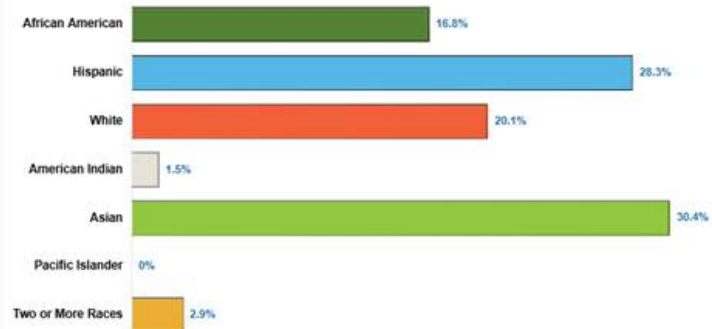
Lakeview maintained a campus-wide attendance rate of 95.5%.

In 2024–2025, Lakeview employed 45 full-time staff members, maintaining a student-to-teacher ratio of 12.4. Teacher experience levels were balanced across the spectrum: 7.7% beginning teachers, 20.9% with 1–5 years, 25.3% with 6–10 years, 9.9% with 11–20 years, 21.6% with 21–30 years, and 14.7% with more than 30 years of experience. This distribution reflects a blend of new energy and veteran expertise, ensuring both innovation and stability in instructional practices.

Total Student Enrollment

339

Student Enrollment by Race/Ethnicity



Student Enrollment by Type

Economically Disadvantaged



Special Education



Emergent Bilingual/English Learners



Attendance Rate



Chronic Absenteeism



Staff Information 2024-25

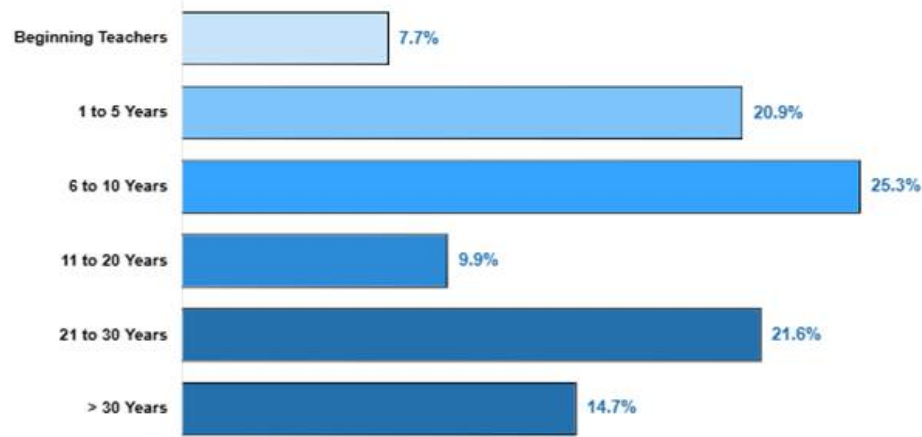
Number of Students Per Teacher

12.4

Number of Full-time Staff

45.2

Teachers by Years of Experience



Demographics Strengths

Lakeview Elementary's diverse student population enriches school culture and drives our commitment to equitable, inclusive, and culturally responsive instruction. A low student-to-teacher ratio (12.4) and a balanced range of teacher experience ensure both innovation and stability in instructional practices. Strong identification systems support students in Gifted and Talented, Special Education, and Bilingual/ESL programs. A campus-wide attendance rate of 95.5% demonstrates strong family engagement and student commitment to learning.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Lakeview Elementary's higher-than-average percentage of students receiving special education services in inclusive settings exceeds the capacity of available supports, contributing to achievement gaps and inconsistent use of differentiated instruction and behavior strategies.

Root Cause: Limited collaborative planning time between general and special education staff. Insufficient targeted professional development in inclusive instructional strategies, behavior intervention, and progress monitoring. Gaps in data-driven intervention processes that address both academic and behavioral needs of students in inclusive settings.

Student Learning

Student Learning Summary

Lakeview Elementary earned an overall B rating (85/100) in 2024–2025, continuing a three-year trend of steady performance (B/82 in 2022–2023, B/84 in 2023–2024, B/85 in 2024–2025). Domain scores included 80 in Student Achievement, 86 in School Progress, and 84 in Closing the Gaps, reflecting consistent progress compared to district and state peers. The campus earned distinction designations in Reading/Language Arts, Mathematics, Comparative Academic Growth, and Postsecondary Readiness.

On STAAR, 81% of students scored Approaches or above, slightly above the district average. Reading performance was a strength, with 87% Approaches, outpacing the district. Math demonstrated mixed results: Grade 3 showed significant gains in Meets and Masters, and Grade 4 improved in Approaches and Masters, while Grade 5 declined in Meets. Science remained the greatest area of need, with 68% Approaches, 27% Meets, and 11% Masters, all below district averages. Gifted/Talented students consistently excelled across content areas, while performance gaps remain for Emergent Bilingual and Special Education students at the Meets and Masters levels.

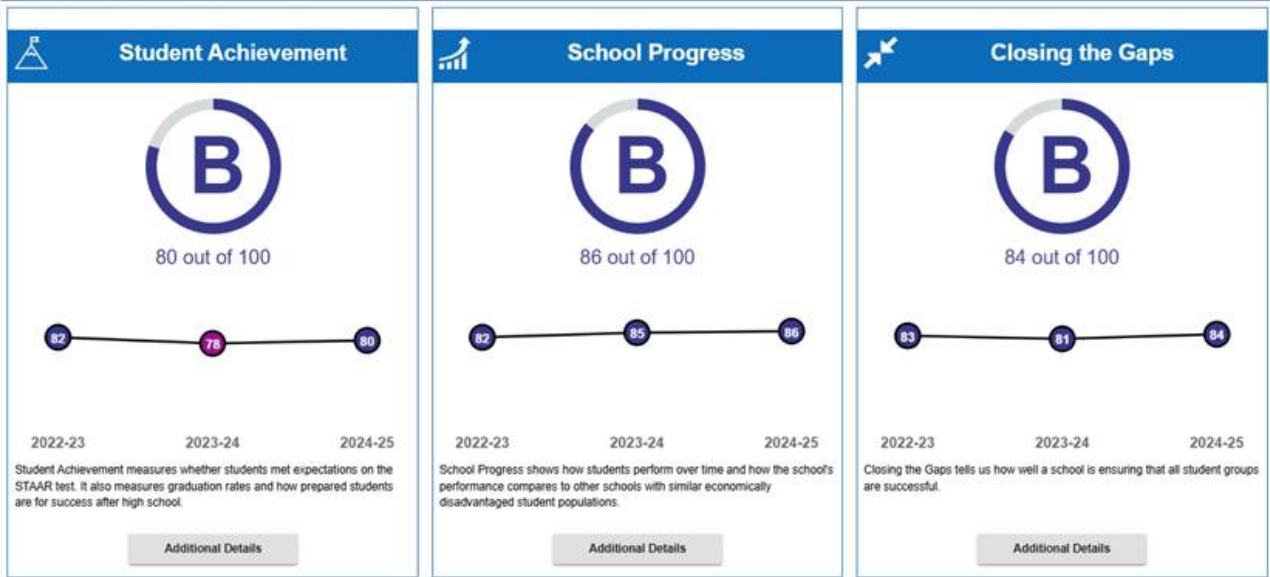
In addition to STAAR, 2024–2025 was the district’s first year implementing NWEA MAP Growth as a universal screener in Reading, Math, and Science. This nationally normed, computer-adaptive assessment provided valuable new insights into both achievement and growth. Lakeview’s Spring 2025 MAP results showed median achievement percentiles above national averages in all subjects—68th in Reading, 69th in Science, and 63rd in Math. Over a quarter of students scored above the 80th percentile in each subject, indicating a strong academic foundation.

Growth outcomes, however, were more varied. Reading (52nd percentile) and Science (55th percentile) reflected typical growth, but Math growth lagged at the 40th percentile, suggesting students made less progress relative to national peers. Additionally, a significant portion of students across subjects fell into the lowest growth bands.

Together, STAAR and MAP Growth results indicate that while Lakeview students demonstrate strong achievement levels, particularly in Reading and among advanced learners, the school must continue to focus on strengthening Tier 1 instruction, ensuring rigorous learning for all students, and refining progress monitoring systems to accelerate growth, especially in Math and among Emergent Bilingual and Special Education students.

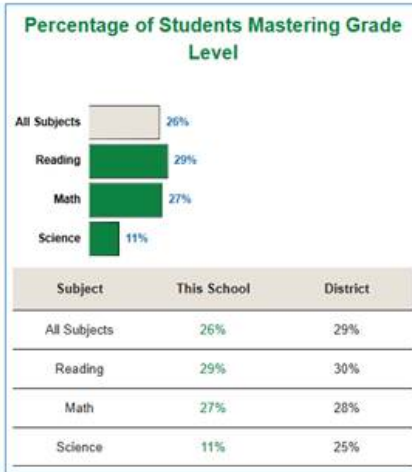
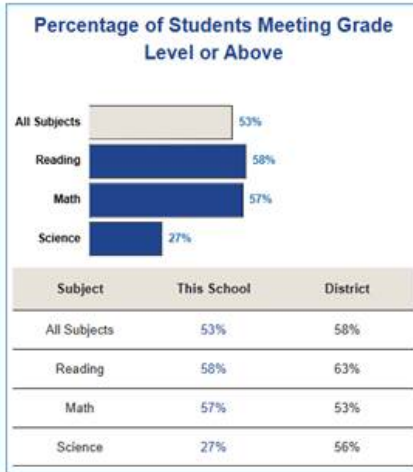
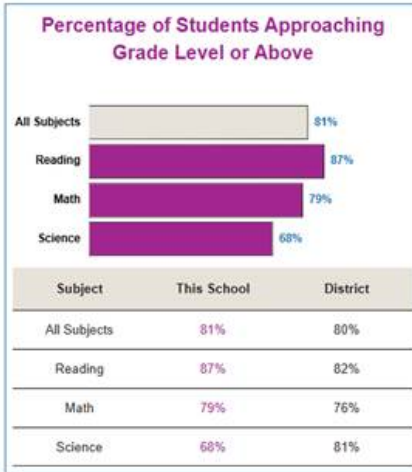


Overall Performance Details



Distinction Designations





May 2025 STAAR Mathematics, Grade 5				
	Total Students	Approaches	Meets	Masters
LAKEVIEW ELEMENTARY	48	77.08%	47.92%	22.92%
Gifted Talented	7	100%	100%	100%
Emergent Bilingual	8	62.50%	37.50%	12.50%
Special Ed Indicator	21	52.38%	23.81%	9.52%

May 2025 STAAR Mathematics, Grade 4				
	Total Students	Approaches	Meets	Masters
LAKEVIEW ELEMENTARY	49	79.59%	53.06%	28.57%
Gifted Talented	15	100%	93.33%	53.33%
Emergent Bilingual	7	57.14%	14.29%	14.29%
Special Ed Indicator	17	58.82%	23.53%	11.76%

May 2025 STAAR Mathematics, Grade 3				
	Total Students	Approaches	Meets	Masters

May 2025 STAAR Mathematics, Grade 3				
LAKEVIEW ELEMENTARY	55	67.27%	58.18%	23.64%
Gifted Talented	14	100%	100%	71.43%
Emergent Bilingual	12	50%	33.33%	16.67%
Special Ed Indicator	20	35%	30%	10%

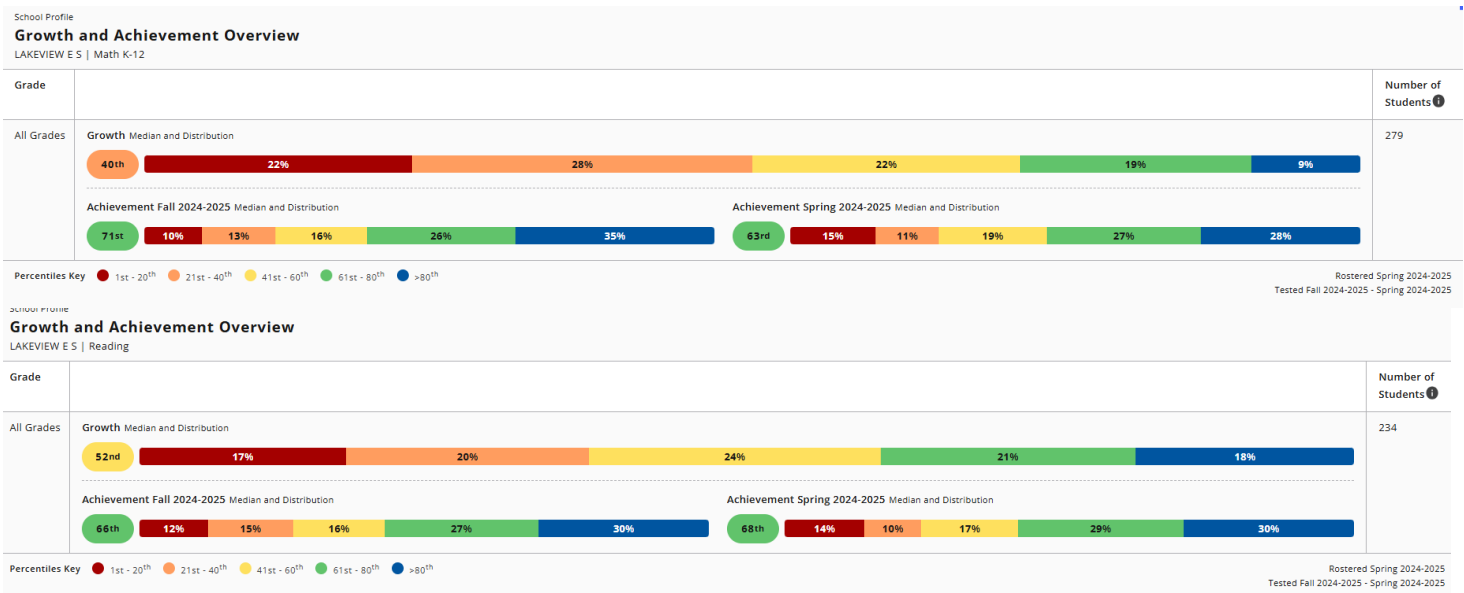
May 2025 STAAR RLA, Grade 5				
	Total Students	Approaches	Meets	Masters
LAKEVIEW ELEMENTARY	47	87.23%	48.94%	19.15%
Gifted Talented	7	100%	100%	85.71%
Emergent Bilingual	8	62.50%	50%	0%
Special Ed Indicator	21	80.95%	33.33%	9.52%

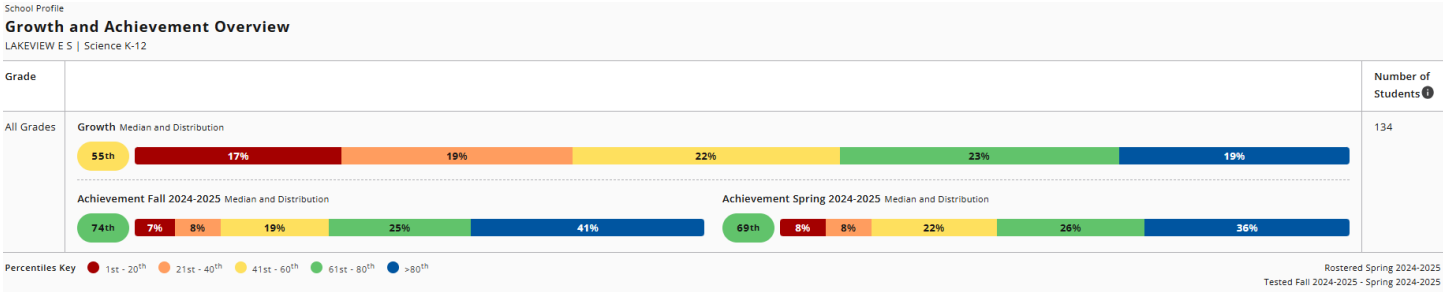
May 2025 STAAR RLA, Grade 4				
	Total Students	Approaches	Meets	Masters
LAKEVIEW ELEMENTARY	49	81.63%	59.18%	26.53%
Gifted Talented	15	100%	100%	60%
Emergent Bilingual	7	42.86%	14.29%	0%
Special Ed Indicator	17	64.71%	29.41%	5.88%

May 2025 STAAR RLA, Grade 3				
	Total Students	Approaches	Meets	Masters
LAKEVIEW ELEMENTARY	54	79.63%	51.85%	31.48%
Gifted Talented	14	100%	100%	78.57%
Emergent Bilingual	12	75%	16.67%	8.33%

May 2025 STAAR RLA, Grade 3				
Special Ed Indicator	19	52.63%	15.79%	5.26%

May 2025 STAAR Science, Grade 5				
	Total Students	Approaches	Meets	Masters
LAKEVIEW ELEMENTARY	47	65.96%	27.66%	10.64%
Gifted Talented	7	100%	100%	42.86%
Emergent Bilingual	8	62.50%	25%	0%
Special Ed Indicator	21	42.86%	19.05%	0%





Student Learning Strengths

Lakeview Elementary earned a B rating (85/100) in 2024–2025 with distinctions in Reading/Language Arts, Mathematics, Comparative Academic Growth, and Postsecondary Readiness. STAAR results showed 81% of students at Approaches or above, with Reading (87% Approaches) as a clear strength and strong performance from Gifted/Talented students across all subjects. NWEA MAP Growth results confirmed solid achievement, with median percentiles above national averages in Reading (68th), Science (69th), and Math (63rd), and over 25% of students scoring in the top quintile nationally.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Despite strong overall achievement, Lakeview shows inconsistent performance at the Meets and Masters levels. Emergent Bilingual and Special Education students perform below campus averages, and low Math growth on NWEA MAP (40th percentile) indicates many students are not making expected progress, limiting movement from Approaches to mastery.

Root Cause: Inconsistent or ineffective PLC practices, lack of campus-wide common formative assessment processes, and variability in instructional rigor and differentiation limit the ability to accelerate special populations and increase overall mastery-level performance.

Problem Statement 2: Longitudinal STAAR data shows that student performance in both math and reading has remained between 50-60% at the Meets and Masters levels over multiple years, indicating stagnant growth toward higher levels of academic achievement.

Root Cause: Inconsistent or ineffective PLC practices, limited data-driven decision-making, lack of campus-wide common formative assessments, and variable intervention and enrichment effectiveness hinder movement from Approaches to Meets and Masters.

School Processes & Programs

School Processes & Programs Summary

Instructional Collaboration and Intervention

Lakeview Elementary maintains strong systems that support student achievement through collaborative planning and data-informed instruction. Teachers plan both within and across grade levels to align instruction and share responsibility for outcomes. The campus-wide SST process supports regular data analysis and targeted interventions. A daily intervention block is built into the schedule, and the 2025–2026 master schedule was revised to protect uninterrupted instructional time.

Behavior Systems and PBIS Implementation

A comprehensive PBIS framework is implemented campus-wide. The PBIS Committee meets monthly to analyze discipline data, refine Tier II and III supports, and improve behavior systems. Tiered Fidelity Inventory and Self-Assessment Survey results guide improvements, and district walkthroughs confirmed strong implementation, with 100% of staff and 80% of students able to articulate expectations.

Student Engagement and Enrichment

Students participate in a wide range of enrichment opportunities before, during, and after school, including NEHS, Student Council, choir, chess club, KLVE, coding and robotics, science fair, cardio club, girls club, and more. These activities promote leadership, creativity, and connection.

Family and Community Partnerships

The PTA plays a key role in supporting school initiatives, raising over \$72,000 in 2024–2025. These funds supported academic events, family engagement nights, instructional resources, and staff celebrations. The PTA also collaborates on character assemblies and cultural events that strengthen school-home partnerships.

Culture and Climate Structures

The Culture and Climate Committee coordinates closely with PBIS and PTA to lead student and staff recognition, character education, and cultural celebrations. These structures foster belonging, pride, and inclusivity.

Extracurricular Opportunities:

LVE offers a variety of extra-curricular activities to provide enrichment to our students before school, during school, and after school. The following are provided as well as Student Council (STUCO) and National Elementary Honor Society (NEHS).

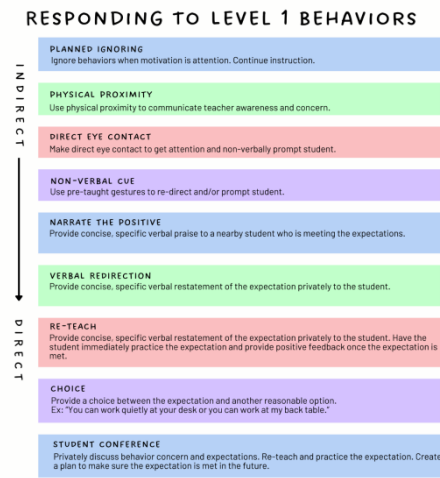
Club Name	Number of Members and Grade Levels
Cardio Club	22 Members, 3-5
Chess Club	27 Members, 3-5
Coding & Robotics Club	10 Members, 4-5
Science Fair	9 Members, 3-5
KLVE Broadcast Crew	15 Members, 4-5
LVE Choir	39 Members, 3-5
Spelling Bee	16 Members, 3-5
Girls Club	13 Members, 3-5
Photography Club	10 Members, 3-5

Success Zone Cooking and Building Blocks was offered through Extended Day for grades K-5.

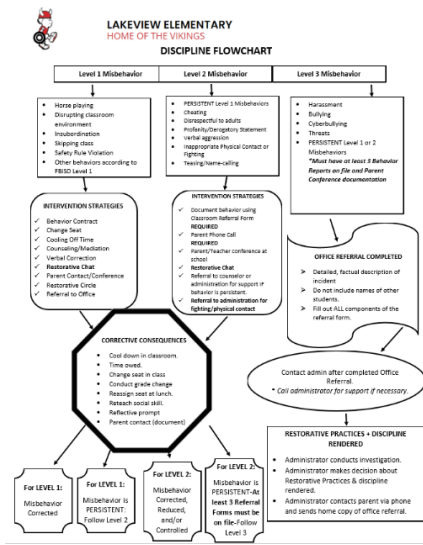
Positive Behavior Intervention and Supports (PBIS)

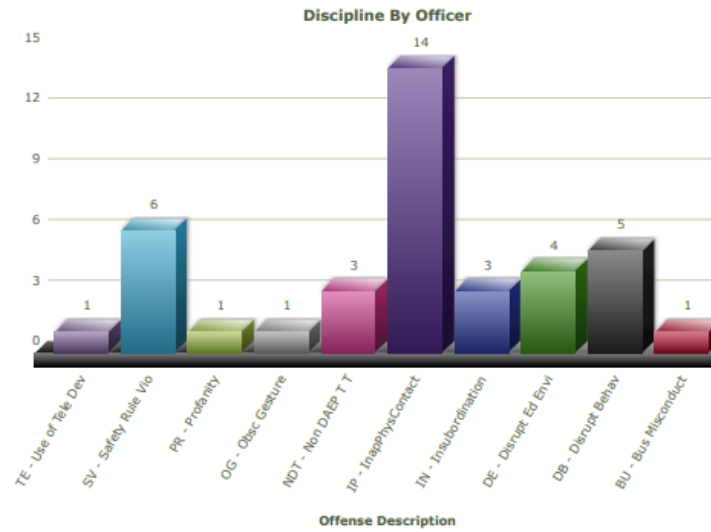
LVE began the year with a continued focus on implementing Viking P.R.I.D.E. behavior expectations, which are clearly posted campus-wide and reinforced through daily announcements and monthly character traits. The PBIS committee meets monthly to review discipline data, resulting in more targeted referrals and consistent interventions across grade levels. Campus systems are being refined to better support teachers in addressing Tier II and III behaviors, ensuring interventions are clear, consistent, and responsive to student needs.

RESPONDING TO LEVEL 1 BEHAVIORS FLOWCHART



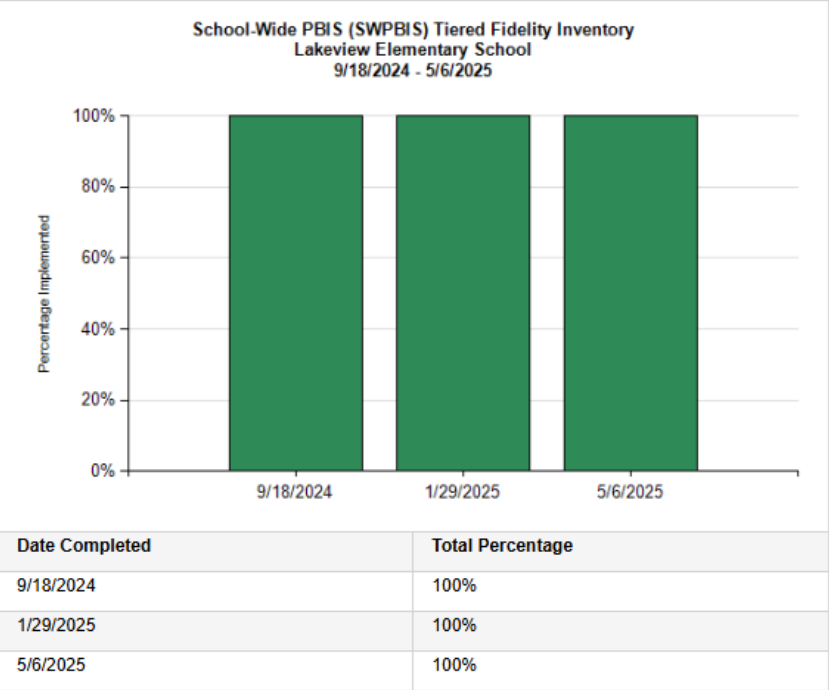
Viking
I am **Positive**
I am **Responsible**
I am **Respectful**
I am **Dependable**
Everyday



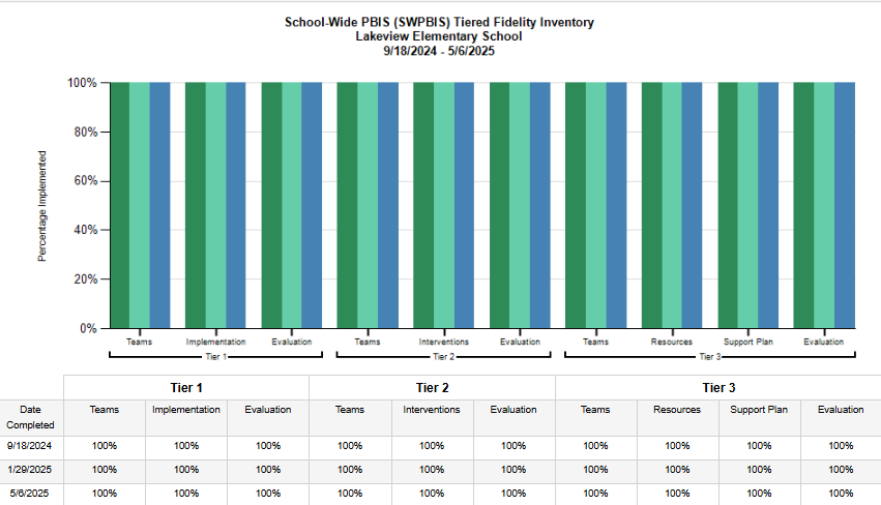


During the 2024–2025 school year, the LVE PBIS Committee completed the Tiered Fidelity Inventory (TFI) in October, February, and May to assess the effectiveness of school-wide behavior supports across all three tiers. The focus was on improving clarity and consistency in tiered responses. TFI data guided improvement efforts, resulting in stronger staff alignment, more structured interventions, and a deeper understanding of Tier II and III supports. The tables below reflect progress in implementation and overall system effectiveness.

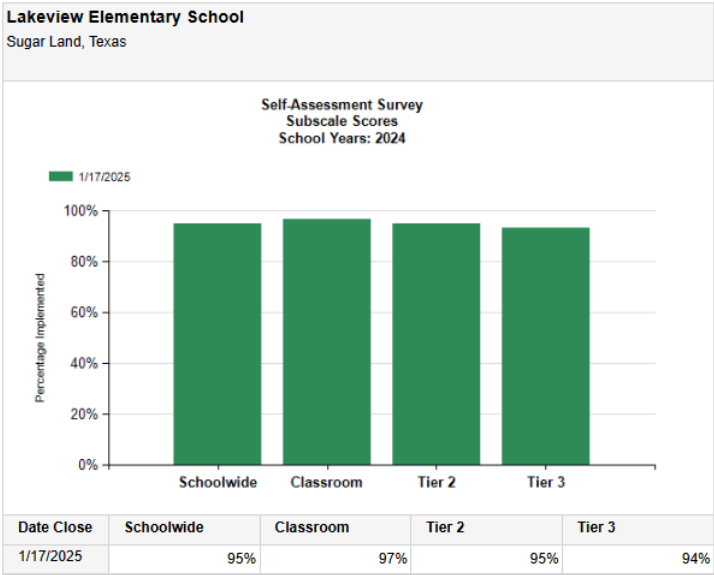
Lakeview Elementary School
Sugar Land, Texas



Lakeview Elementary School
Sugar Land, Texas



All LVE staff completed the PBIS Self-Assessment Survey (SAS) on January 17, 2025. The SAS is an annual staff evaluation of the campus behavioral support system. The data breaks down school wide setting, the classroom Tier I setting, and then the Tier II and Tier III brackets. The data from that assessment is seen below.



LVE had two district-led campus walks to look for implementation of PBIS systems on the campus. One walk was conducted in January and the other walk was conducted in April. Of the staff questioned, 100% knew all of the behavioral expectations, 100% of staff reported explicitly teaching expectations, and staff participation in awarding positive reinforcement was 100%. Of the students questioned, 80% of students could recall behavioral expectations, but recognition for positive behavior improved from 66% to 80%. Below shows the feedback we received from our walkthroughs.

Strengths and Recommendations

Strengths:

- Lakeview consistently reviews and utilizes discipline, fidelity, and performance data across all tiers—ensuring decisions are informed, proactive, and targeted.
- From referral processes to team meeting procedures and individualized supports, Lakeview has well-defined and documented systems in place for effective implementation.

Tier I Recommendations:

- Conduct informal walk-throughs to ensure classroom procedures align with school-wide systems
- Review the current system periodically to ensure it remains engaging and meaningful for students and staff.
- Use student surveys or focus groups to ensure students understand expectations, consequences, and rewards.
- Ongoing professional development on PBIS implementation.

Tier II & III Recommendations:

- Train staff to analyze Tier II/III intervention data and adapt supports in real-time based on student response.
- Crosstrain general education teachers to understand the Tier II/III supports students are receiving to improve collaboration.
- Collaborate with local mental health agencies for training, referrals, and wraparound support integration.

Collaboration with PTA

LVE is proud to have an active and highly supportive PTA, with 213 members contributing to the success of our campus community. During the 2024–2025 school year, the PTA raised over \$72,000 to support a wide range of campus initiatives. These funds made possible numerous student and family engagement events, including the Fall Movie Night, Spring Glow Run, and themed Spirit Nights focused on Literacy, STEM, and Healthy Minds. They also sponsored a Growth Mindset Assembly and several additional programs that enrich our students' educational experience.

In direct support of teaching and learning, the PTA contributed \$17,800 toward classroom and instructional resources, which included teacher grants, monthly hospitality, and staff appreciation efforts. Additionally, the PTA successfully doubled their corporate sponsorships this year, raising \$14,100 from community partners.

The collaboration between the PTA and LVE staff continues to enhance the educational environment and strengthen the school-home connection.

Culture and Climate Committee

The LVE Culture and Climate Committee works closely with campus leadership and the PBIS team to foster a positive, inclusive environment that supports student growth and well-being. Efforts include daily birthday announcements, character education, and monthly class awards recognizing core traits. The committee also helps plan PBIS incentives like the Viking Store and meaningful student rewards.

To celebrate staff, monthly “Lead the Pac” awards honor teachers, paraprofessionals, and support staff. The committee promotes cultural awareness through themed displays and dress-up days and coordinates with PTA to align schoolwide events for high participation and smooth execution.

School Processes & Programs Strengths

Lakeview Elementary implements strong, collaborative systems that support student achievement, behavior, and engagement. Teachers engage in aligned planning and data-driven intervention through a campus-wide SST process and daily intervention block. PBIS is consistently implemented with clear expectations, monthly data reviews, and targeted Tier II/III supports.

A wide range of enrichment clubs and leadership opportunities fosters student connection, while an active PTA strengthens school-home partnerships through events, funding, and celebrations. Culture and climate efforts promote recognition, inclusivity, and student well-being, reflecting a strong commitment to whole-child success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lakeview Elementary's RTI and PBIS systems are well-established but vary in consistency and alignment, limiting their full impact on accelerating student growth and closing performance gaps.

Root Cause: Existing RTI and PBIS structures are not always leveraged to their full potential due to inconsistent PLC practices, variations in the fidelity of implementing common formative assessments, and limited alignment of interventions and tiered behavioral supports to specific student performance data.

Perceptions

Perceptions Summary

Survey data reflects positive perceptions of Lakeview’s learning environment, leadership, and student support. Staff report strong academic expectations, collaboration, and responsive leadership. Parents view the school as safe, welcoming, and supportive, with high regard for staff dedication and student success.

Student surveys show high levels of motivation, connection to school, and support from adults and peers. Most students are hopeful about their futures and believe school is important to achieving their goals. Emotional engagement is strong, though data suggests opportunities to improve peer respect and clarity of school rules.

While both parents and staff express pride in the school’s culture, opportunities remain to strengthen two-way communication and increase parent awareness of school goals and initiatives.

Culture and Climate Survey Results

Parents and Staff Culture, Climate, and Perception – Data Analysis Summary

Culture and Climate survey data reflect generally positive perceptions of Lakeview Elementary’s environment, programs, and leadership. Both parents and staff rated overall school quality as “Good” or “Excellent,” with shared pride in student achievement, strong staff, and parental involvement.

Staff reported high levels of agreement in areas such as academic rigor, student support, and leadership responsiveness, while parents shared moderate agreement, indicating opportunities to improve visibility and communication of supports and standards.

Both groups recognized the school’s caring and supportive environment, but parents rated communication and recognition practices lower than staff. Additionally, while most staff were familiar with campus goals and district priorities, many parents were unaware of key plans like the Campus Improvement Plan or Profile of a Graduate.

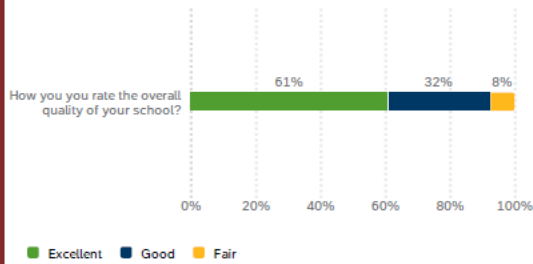
These results highlight strengths in school culture and staff commitment, while identifying needs to:

- Enhance two-way communication with families
- Increase parent awareness of school goals and available programs
- Continue strengthening family engagement and transparency

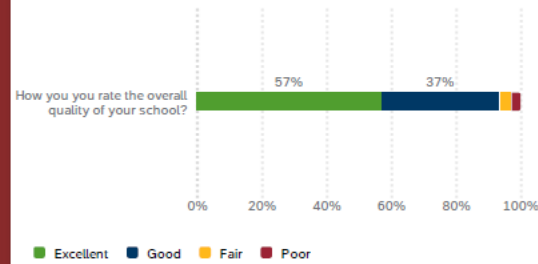
Overall School Quality



Overall School Quality - Parents 38

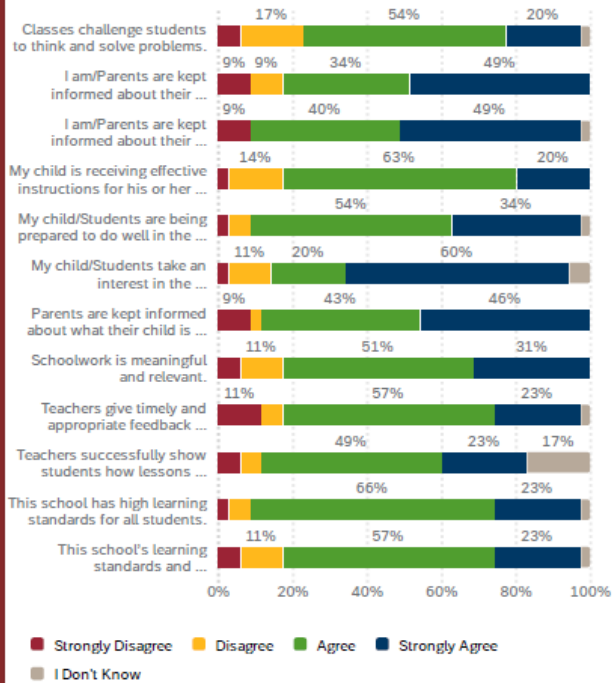


Overall School Quality - Campus Staff 30



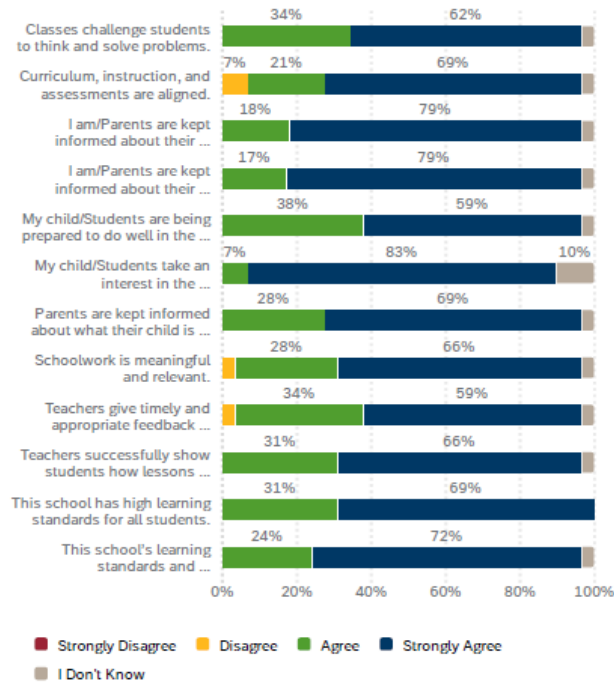
Parents

Parent Level of Agreement with Academic Support Questions 35



Campus Staff

Campus Staff Level of Agreement with Academic Support Questions 29

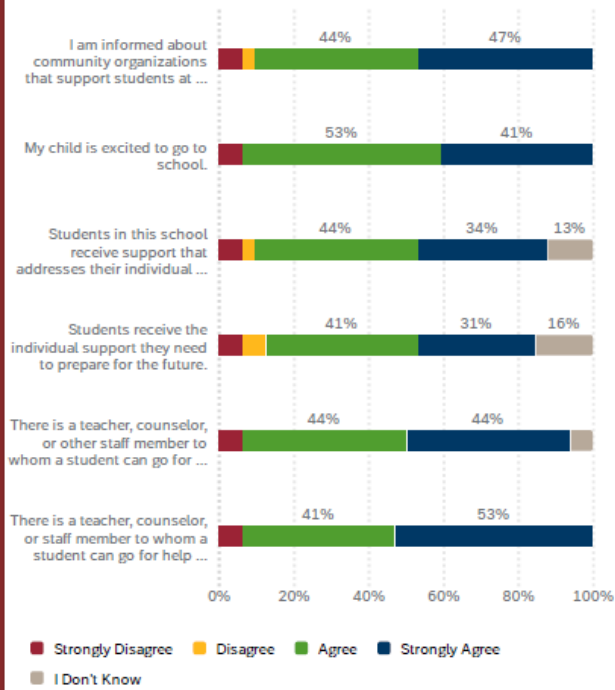


Parents

Campus Staff

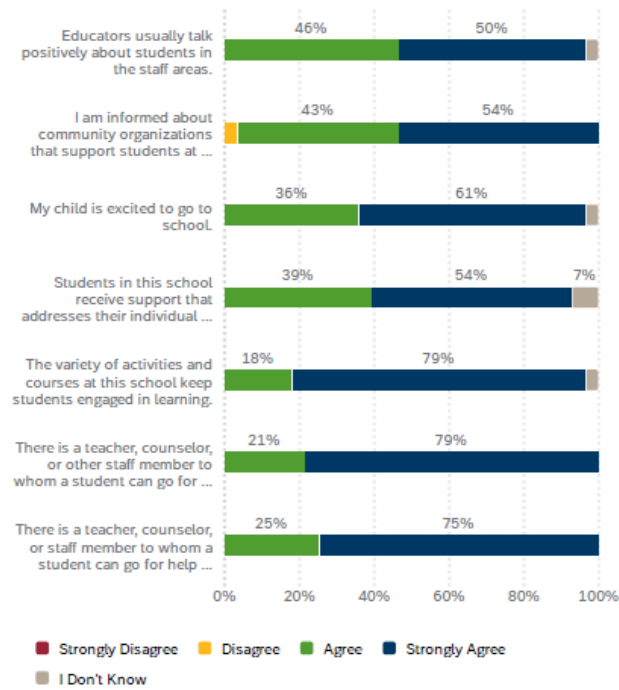
Parent Level of Agreement with Student Support Questions

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Campus Staff Level of Agreement with Student Support Questions

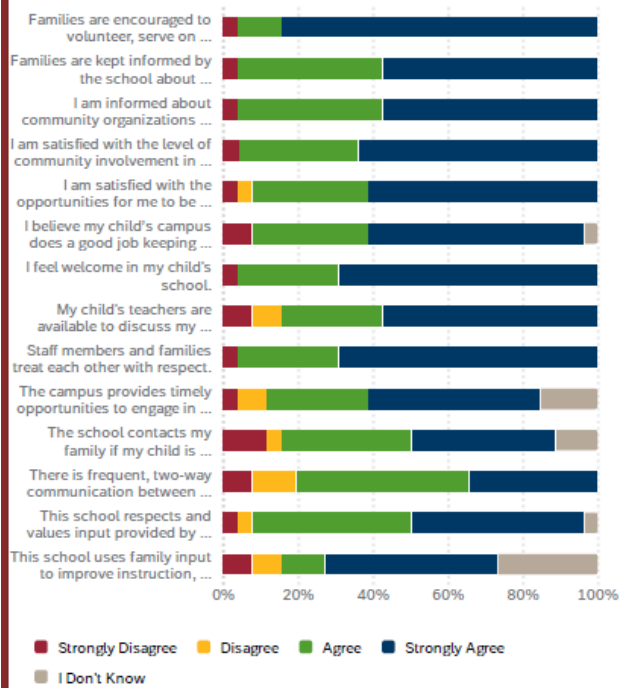
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Parents

Parent Level of Agreement with Family Involvement Questions

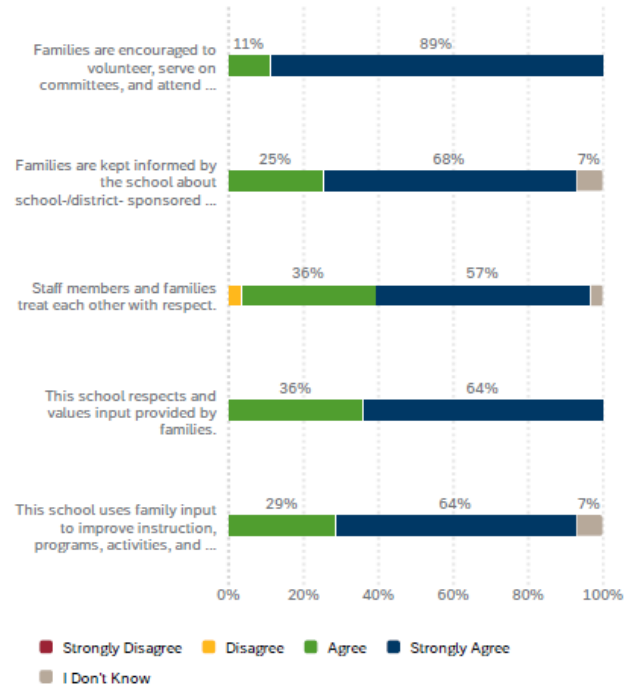
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Campus Staff

Campus Staff Level of Agreement with Family Involvement Questions

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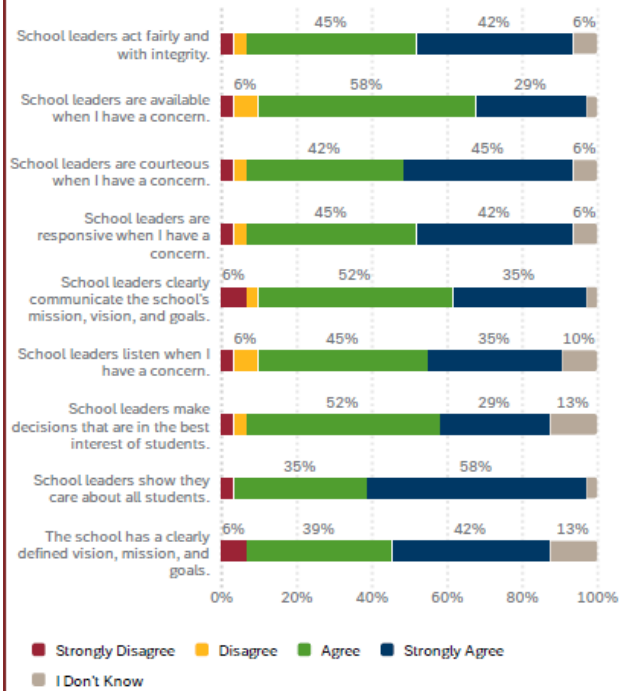


Parents

Campus Staff

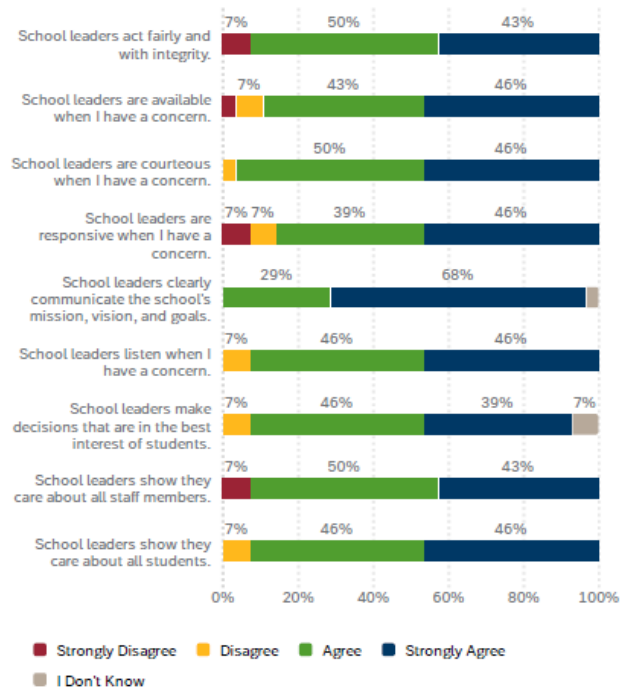
Parent Level of Agreement with School Leadership Questions

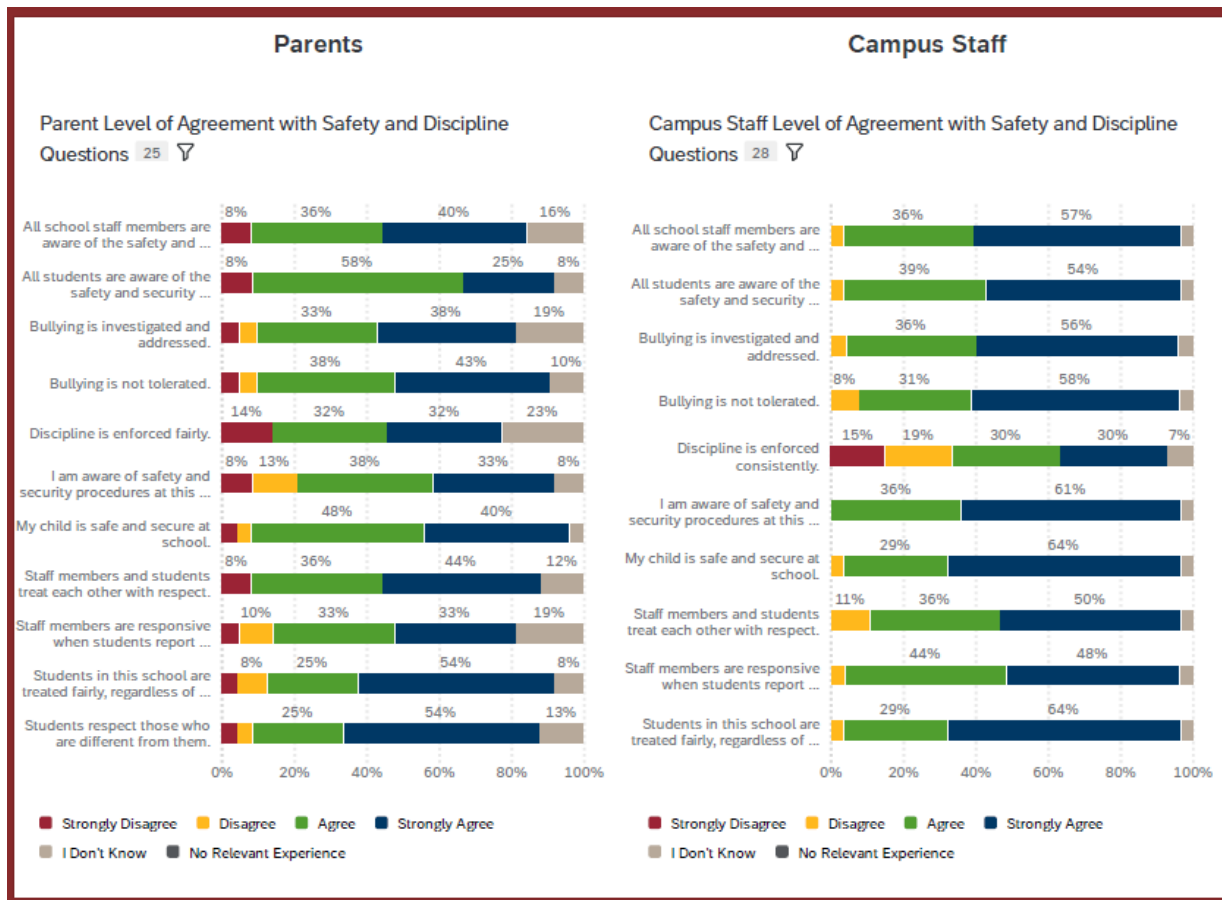
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Campus Staff Level of Agreement with School Leadership Questions

28





Student Engagement – Data Analysis Summary

Student survey results show that learners at Lakeview Elementary are generally positively engaged both cognitively and emotionally.

In the Cognitive Engagement domain, students reported high levels of future goals and aspirations, with 94–96% agreeing that school is important to reaching goals, planning for college, and continuing education. Intrinsic motivation was also strong—only a small percentage of students agreed they only learn if given a reward by teachers or parents. Gifted students showed slightly higher cognitive engagement, while students receiving special education or EB services reported slightly lower scores.

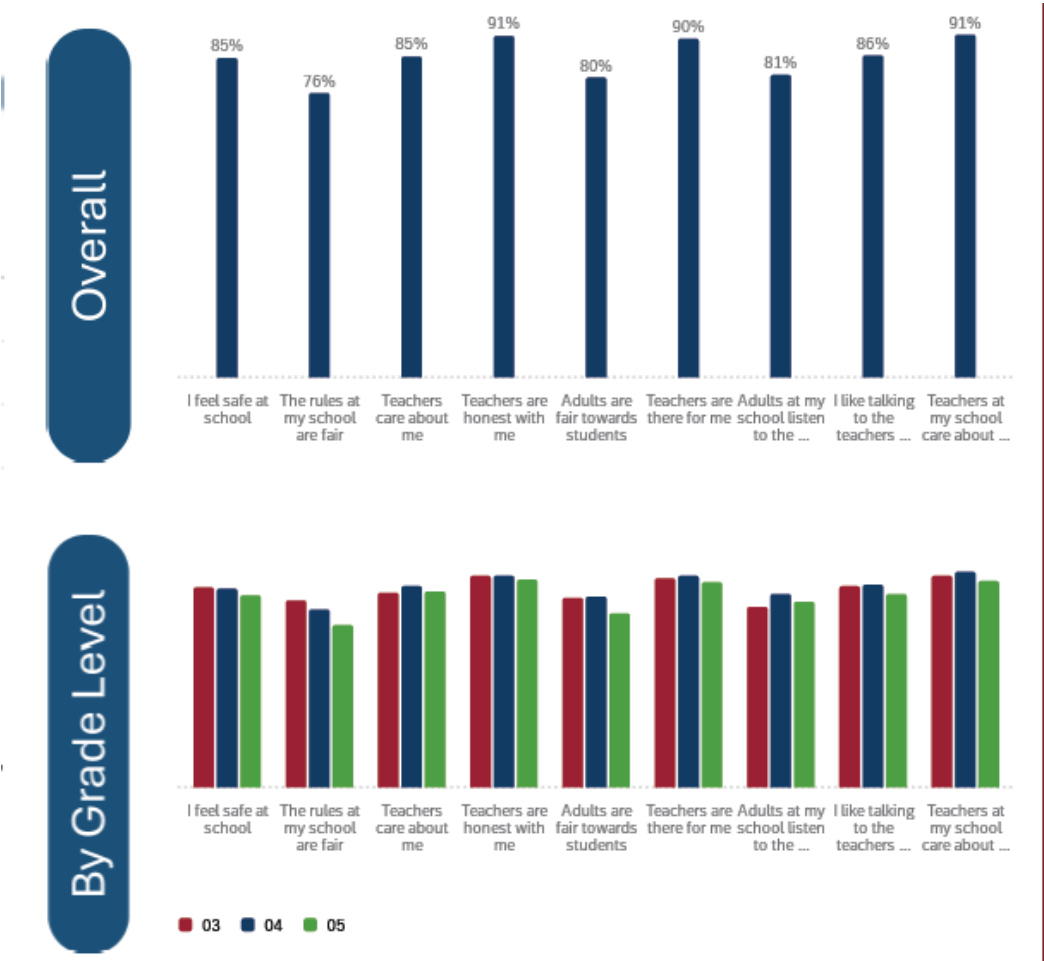
In the Emotional Engagement domain, students expressed strong support from teachers, peers, and family:

- 85–91% agreed teachers care, are there for them, and treat students fairly.
- 91–94% reported feeling supported by family, especially when facing challenges at school.
- Most students (over 90%) said they have friends and enjoy talking to classmates.

However, scores for peer respect and emotional safety were slightly lower, with some students indicating concerns about fairness of rules and being respected by peers. Emotional

disaffection indicators (e.g., feeling nervous, lack of understanding grades) suggest opportunities to strengthen student connection to school structures and academic confidence, particularly in upper grades.

Overall, the data reflect a strong culture of belonging, aspiration, and adult support, with targeted opportunities to improve student voice, emotional safety, and engagement in learning systems.



Perceptions Strengths

Survey results reflect a strong, positive school culture at Lakeview Elementary. Staff report high academic expectations, strong collaboration, and responsive leadership. Parents view Lakeview Elementary

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Campus #102
November 3, 2025 11:33 AM

the school as safe, welcoming, and supportive, with high regard for staff commitment and student success.

Students report high levels of motivation, a strong sense of belonging, and consistent support from teachers, peers, and families. Most students feel hopeful about their futures and view school as essential to achieving their goals. These results highlight a culture of care, connection, and shared pride in the learning community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Survey results reflect a strong and positive school culture, with high levels of support, motivation, and pride among students, staff, and parents. However, opportunities remain to improve two-way communication with families, increase parent awareness of school goals and initiatives, and strengthen peer respect and clarity of rules for students.

Root Cause: Inconsistent systems for communicating campus goals and initiatives to families, limited structures for authentic two-way engagement, and variability in how behavioral expectations and peer relationship skills are reinforced across grade levels contribute to gaps in awareness, connection, and student perceptions of respect.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, 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

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data



- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation





Goals

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

Performance Objective 1: By May 2026, Lakeview Elementary will increase student performance at the Meets and Masters levels in Reading and Math STAAR by at least 10 percentage points.

Evaluation Data Sources: STAAR/NWEA MAP Data
 District and campus CFA data
 PD attendance records and agendas
 PLC and planning documentation
 Lesson plans reflecting accommodations and supports
 Walkthrough and observation data

Strategy 1 Details	Reviews			
Strategy 1: Establish a guiding coalition and implement a campus-wide PLC framework aligned to the four PLC questions (What do we want students to learn? How will we know? How will we respond if they don't? How will we respond if they already know?) Strategy's Expected Result/Impact: Effective implementation of the PLC at Work model campus-wide. Improved alignment of planning and instruction Consistent use of data to inform reteach, intervention, and enrichment Growth in Meets/Masters performance across Reading and Math Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Guiding Coalition	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development for team leaders and teachers on PLC collaboration, data analysis, and instructional planning. Strategy's Expected Result/Impact: Improved alignment of planning and instruction Consistent use of data to inform reteach, intervention, and enrichment Growth in Meets/Masters performance across Reading and Math Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Guiding Coalition	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Use guiding coalition members, specialists, and administrators to monitor PLC work and provide feedback. Strategy's Expected Result/Impact: Improved alignment of planning and instruction Consistent use of data to inform reteach, intervention, and enrichment Growth in Meets/Masters performance across Reading and Math Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Guiding Coalition	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 4 Details	Reviews			
Strategy 4: Provide teacher training on designing high-quality CFAs that align to TEKS at the appropriate rigor. Strategy's Expected Result/Impact: Consistent CFA implementation across grade levels Increased use of data to drive reteach and intervention At least 10% increase in Meets/Masters performance in Reading and Math Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Grade-Level Teams	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 5 Details	Reviews			
Strategy 5: Require a minimum of one CFA per unit at every grade level and establish PLC protocols for reviewing CFA results within one week of administration. Strategy's Expected Result/Impact: Consistent CFA implementation across grade levels Increased use of data to drive reteach and intervention At least 10% increase in Meets/Masters performance in Reading and Math Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Grade-Level Teams	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 6 Details	Reviews			
Strategy 6: Monitor CFA implementation and data use through review of PLC agendas, lesson plans, and administrator/coalition feedback. Strategy's Expected Result/Impact: Consistent CFA implementation across grade levels Increased use of data to drive reteach and intervention At least 10% increase in Meets/Masters performance in Reading and Math Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Grade-Level Teams	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			



No Progress



Accomplished



Continue/Modify










Discontinue

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

Performance Objective 2: By May 2026, Lakeview Elementary will increase the academic success of students receiving Special Education, Emergent Bilingual, and GT services in inclusive settings, as evidenced by a 20% increase in the percentage of students meeting or exceeding expected growth in Reading and Math on STAAR/NWEA MAP.







Evaluation Data Sources: STAAR/NWEA MAP Data
District and campus CFA data
PD attendance records and agendas
PLC and planning documentation
Lesson plans reflecting accommodations and supports
Walkthrough and observation data

Strategy 1 Details	Reviews			
Strategy 1: Provide three campus-wide professional development sessions focused on inclusive practices, differentiated instruction, CBLI strategies, extension activities, and behavior management. Strategy's Expected Result/Impact: Increased staff implementation of inclusive instructional practices, accommodations, and language supports Improved access to Tier 1 instruction for SPED and EB students At least a 20% increase in SPED and EB students meeting or exceeding expected growth on STAAR/NWEA MAP by May 2026 Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Special Education Staff Bilingual/ESL Staff	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			

Strategy 2 Details		Reviews			
Strategy 2: Provide structured planning opportunities for general education, special education, GT and bilingual/ESL staff to align accommodations, modifications, language supports, and assessment strategies. Strategy's Expected Result/Impact: Increased staff implementation of inclusive instructional practices, accommodations, and language supports Improved access to Tier 1 instruction for SPED and EB students At least a 20% increase in SPED and EB students meeting or exceeding expected growth on STAAR/NWEA MAP by May 2026 Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Special Education Staff Bilingual/ESL Staff		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
Strategy 3 Details		Reviews			
Strategy 3: Develop and distribute a campus-wide accommodations, extensions, and language-support toolkit with quick-reference guides for instructional modifications, scaffolds, and supports. Strategy's Expected Result/Impact: Increased staff implementation of inclusive instructional practices, accommodations, and language supports Improved access to Tier 1 instruction for SPED and EB students At least a 20% increase in SPED and EB students meeting or exceeding expected growth on STAAR/NWEA MAP by May 2026 Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Special Education Staff Bilingual/ESL Staff		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

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: Increase consistency in Tier I, II, and III PBIS practices across grade levels, as evidenced by a 10% improvement in Tiered Fidelity Inventory scores by spring 2026 and improved student survey results on clarity of expectations and support.

Strategy 1 Details	Reviews			
Strategy 1: Provide refresher training on PBIS expectations, routines, and reinforcement systems at the start of each semester. Strategy's Expected Result/Impact: Increased consistency in Tier I, II, and III PBIS practices across grade levels 10% increase in TFI scores Improved student survey results on clarity of expectations and behavioral support Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PBIS Committee	Formative			Summative
	Oct	Dec	Feb	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Provide targeted training, coaching, and resources for Tier II/III behavior supports aligned with student performance data. Strategy's Expected Result/Impact: Increased consistency in Tier I, II, and III PBIS practices across grade levels 10% increase in TFI scores Improved student survey results on clarity of expectations and behavioral support Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PBIS Committee	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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, Lakeview Elementary will strengthen school culture and community engagement by increasing positive parent and student perceptions in targeted areas--two-way communication, awareness of campus goals, and peer respect--by at least 10% on the annual culture and climate surveys.

Evaluation Data Sources: Communication plan and published updates
Family engagement event attendance
Parent survey data

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a family communication plan with monthly updates via newsletters, social media, and campus events. Strategy's Expected Result/Impact: Improved awareness of school goals, initiatives and available programs. 80% of parents able to identify campus goals 10% increase in positive survey responses related to communication and campus engagement Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, teachers	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Host quarterly family engagement events (e.g., Family Nights, Coffee with the Principal). Strategy's Expected Result/Impact: Improved awareness of school goals, initiatives and available programs. 80% of parents able to identify campus goals 10% increase in positive survey responses related to communication and campus engagement Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, teachers	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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, Lakeview Elementary will demonstrate fiscal responsibility by implementing transparent budgeting practices and ensuring all campus expenditures align with the district's strategic plan and campus priorities. This will be accomplished through regular budget reviews and collaborative planning to optimize resource allocation in support of identified campus needs.

Evaluation Data Sources: Weekly budget reports

Strategy 1 Details		Reviews			
Strategy 1: The principal will meet bi-weekly with the EA to review budget allocations and spending. These meetings will ensure that all expenditures align with the district's strategic plan and campus goals, with adjustments made as needed to address evolving priorities. Strategy's Expected Result/Impact: Funds used appropriately for operating purposes Staff Responsible for Monitoring: Principal, Assistant principal, EA		Formative			Summative
		Oct	Dec	Feb	June
		<div><div></div></div> Moderate Progress			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					