

Fort Bend Independent School District
Lakeview Elementary
2024-2025 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

Lakeview History

With the arrival of several new families to Sugar Land in the early 1900's, it became apparent that the two-room schoolhouse needed expanding. Mr. M. Wood created a design for a semi-circular campus with cottage style grade level buildings in 1917. The pivotal point in this design was the auditorium, which has since been named a Texas historical site. It has served as a social center for the Sugar Land community as well as a meeting place for the school children. The Lakeview campus has served as a high school, junior high school, and an elementary. We treasure this historical legacy and strive to preserve it for future generations.

DEMOGRAPHICS

School Population (2023 - 2024 Preliminary Summer PEIMS file loaded 06/21/2024)

	Count	Percent
Student Total	356	100%
Early Education Grade	20	5.62%
Pre-Kindergarten Grade	21	5.90%
Kindergarten Grade	50	14.04%
1st Grade	47	13.20%
2nd Grade	68	19.10%
3rd Grade	45	12.64%
4th Grade	50	14.04%
5th Grade	55	15.45%

Student Demographics (2023 - 2024 Summer PEIMS file loaded 05/26/2024)

	Count	Percent
Gender		
Female	155	43.54%
Male	201	56.46%
Ethnicity		
Hispanic-Latino	101	28.37%
Race		
American Indian - Alaskan Native	3	0.84%
Asian	108	30.34%
Black - African American	58	16.29%
Native Hawaiian - Pacific Islander	0	0.00%
White	72	20.22%
Two-or-More	14	3.93%

During the 23-24 school year, LVE served 356 students with our highest enrollment in 2nd and 5th grades. 30% of our population has indicated they are Asian, 28% Hispanic, 16% African American, and 20% White. Our Hispanic population increased slightly from 26.14% to 28.37%.

Student Indicators (2023 - 2024 Summer PEIMS file loaded 05/26/2024)

	Count	Percent
Foster Care	1	0.28%
IGC Reviewed	0	0.00%
Intervention Indicator	83	23.31%
Migrant	0	0.00%
Military Connected	9	2.53%
Unschooling Asylee/Refugee	0	0.00%
Economic Disadvantage		
Economic Disadvantage Total	196	55.06%
Free Meals	158	44.38%
Reduced-Price Meals	30	8.43%

Other Economic Disadvantage	8	2.25%
Homeless Statuses		
Homeless Status Total	6	1.69%
Shelter	0	0.00%
Doubled Up	5	1.40%
Unsheltered	0	0.00%
Hotel/Motel	1	0.28%
Shelter	0	0.00%
Not Unaccompanied Youth	5	1.40%
Unaccompanied Youth	1	0.28%

55% of our population are identified as Economically disadvantaged, which is an increase from 51% last year.

Student Programs (2023 - 2024 Summer PEIMS file loaded 05/26/2024)	Count	Percent
CTE Attendance	0	0.00%
Gifted and Talented	35	9.83%
Pregnancy Related Services	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	7	1.97%
Special Education (SPED)	126	35.39%
Bilingual/ESL		
Emergent Bilingual (EB)	85	23.88%
Standard or Alternative Bilingual/ESL	83	23.31%
Dual Language Immersion/One-Way	0	0.00%
Dual Language Immersion/Two-Way	0	0.00%
Dyslexia		
Dyslexia Indicator Code	51	14.33%
Dyslexia Risk Code	0	0.00%
Dyslexia Services Code	47	13.20%
Title 1 Part A		
Schoolwide Program	1	0.28%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	8	2.25%
Neglected	0	0.00%

We have many programs to ensure that our students' needs are being met. 23% of our students are identified as Emergent Bilingual. Our number of GT identified students increased slightly from 8% last year to 9.83% this year. The number of students identified with Dyslexia increased from 7.19% to 14.33% and our overall Special Education population increased from 27.30% in the fall to 35.39% at the end of the year.

ATTENDANCE

Campus	Percent in Attendance	Total Days Absent	Eligible Days Present	Eligible Days Absent	Membership (Abs + Pres)	Average Daily Attendance	Percent in Attendance
	2022 - 2023	2023 - 2024	2023 - 2024	2023 - 2024	2023 - 2024	2023 - 2024	2023 - 2024
(079907102) - Lakeview EL	94.7%	2,735.5	52,920.5	341.0	55,997.0	307.694	95.1%

from 94.7% in 2022-23 to 95.1% in 2023-24 but is still below the District goal of 95.3%.

Lakeview’s attendance increased slightly

Percentage in Attendance Comparison 2023 - 2024

	PIA - Reporting Period 1	PIA - Reporting Period 2	PIA - Reporting Period 3	PIA - Reporting Period 4	PIA - Reporting Period 5	PIA - Reporting Period 6	PIA - Cumulativ e
	2023-2024	2023-2024	2023-2024	2023-2024	2023-2024	2023-2024	2023-2024
All Students	96.1%	95.8%	94.9%	94.9%	94.5%	94.7%	95.1%
Ethnicity							
Hispanic/Latino	95.3%	96.1%	95.6%	94.9%	95.0%	94.1%	95.1%
Asian	95.9%	95.6%	94.7%	95.3%	95.2%	95.8%	95.4%
Black or African American	97.0%	95.7%	93.2%	93.3%	92.4%	92.3%	93.9%
White	97.4%	96.6%	96.8%	95.3%	94.8%	96.1%	96.1%
Grade							
Early Education	88.9%	81.9%	84.3%	82.0%	85.8%	90.5%	85.7%
Pre-Kindergarten	94.7%	95.4%	91.2%	94.3%	91.3%	92.2%	93.1%
Kindergarten	94.8%	95.9%	94.1%	95.8%	94.6%	94.9%	95.0%
1st	96.5%	95.2%	97.0%	96.6%	94.1%	95.1%	95.7%
2nd	96.2%	96.3%	94.7%	94.4%	95.1%	94.2%	95.1%
3rd	97.0%	96.7%	94.4%	95.7%	95.8%	95.7%	95.9%
4th	96.5%	96.7%	96.8%	96.5%	95.5%	95.5%	96.2%
5th	96.1%	95.0%	94.6%	93.1%	94.5%	94.5%	94.6%
Special Population							
Economic Disadvantage	95.5%	95.0%	93.4%	93.5%	93.0%	93.1%	93.9%
Emergent Bilingual	96.7%	96.2%	94.3%	95.2%	94.2%	95.3%	95.2%
Gifted and Talented	96.0%	97.5%	95.5%	98.6%	97.9%	97.9%	97.2%
Special Education	95.5%	95.2%	94.1%	94.0%	93.7%	94.2%	94.4%

Our special education sub pop attendance rate was 94.4% and ED 93.9%.

STAFF

Teachers by Years of Experience:		
Beginning Teachers	1.0	4.0%
1-5 Years Experience	10.0	40.0%
6-10 Years Experience	5.0	20.0%
11-20 Years Experience	6.0	24.0%
21-30 Years Experience	1.0	4.0%
Over 30 Years Experience	2.0	8.0%

LVE has a mix of experienced teachers with years of experience mostly between 1-5 years. All of our teachers have completed their Reading Academies professional learning. All GT teachers have completed their GT professional learning. All of our teachers are ESL certified, including special education teachers. We are growing leaders on our campus with specialists aspiring to be AP's, our nurse completed her master's program, and 5 paraprofessionals are working on degrees or certifications. We hosted a student teacher and had a mentor for our instructional apprentice this year.

Demographics Strengths

LVE has deep historical roots as a neighborhood school.

Overall attendance increased from last year to this year.

We have seen an increase in the number of identified special education students and we have many programs to meet their needs.

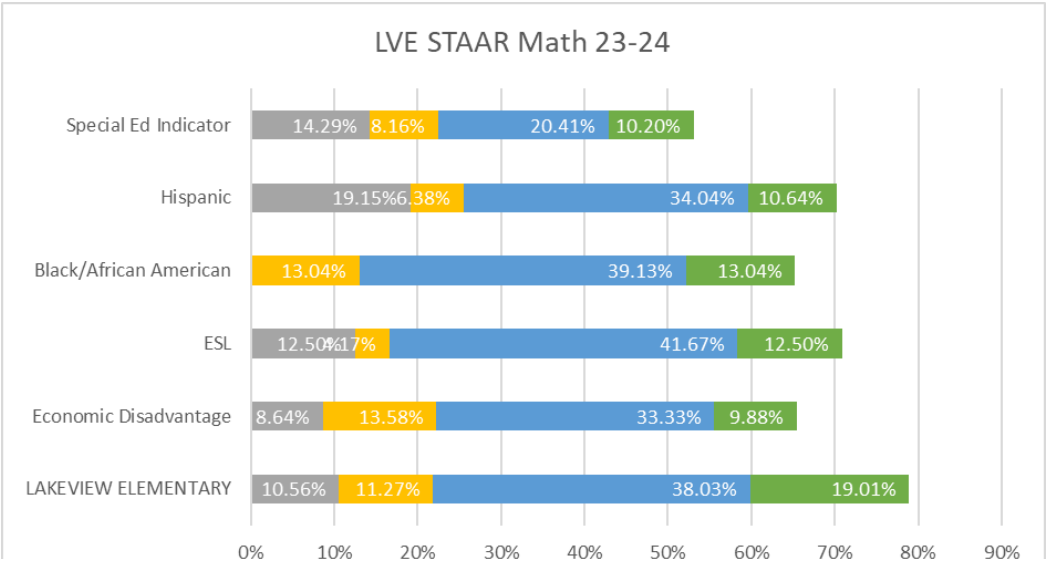
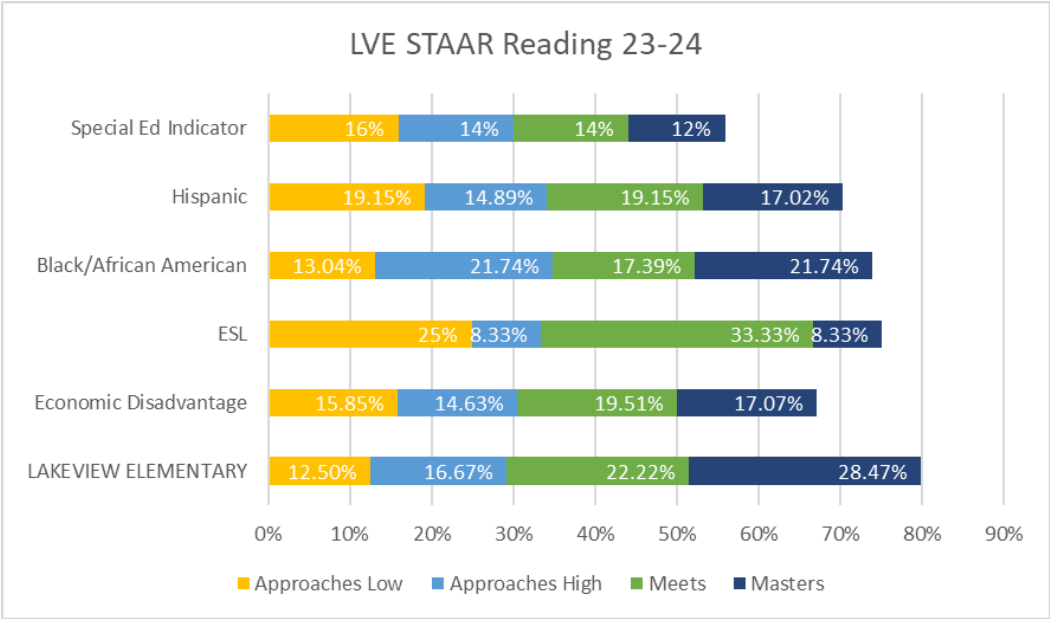
Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus attendance continues to be below the district goal of 95.3% **Root Cause:** Some McKinney Vinto families were not aware that transportation support was available to them. Some of our EE students also struggled with transportation due to home location. Lack of education about attendance expectations/procedures for students in specialized programs.

Student Learning

Student Learning Summary

23-24 STAAR Results



■ Approaches Low ■ Approaches High ■ Meets ■ Masters

Overall, 50.69% of student met or mastered the STAAR Reading assessment and 57.04% met or mastered the STAAR Math assessment. 29.17% approached and 20.14% did not meet in reading and 21.83% approached and 21.07% did not meet in math.

44% of our SPED population did not meet in reading and 46.94% did not meet in math.

25.01% of our ESL population did not meet in reading and 16.33% did not meet in math.

Year to Year Comparison

Campus	Grade Level	Reading							Math						
		2022 - 2023			2023 - 2024			+/-	2022 - 2023			2023 - 2024			+/-
		Tested	Met	% Met	Tested	Met	% Met		Tested	Met	% Met	Tested	Met	% Met	
(079907102) Lakeview EL	3	46	22	47%	44	24	54%	7%	46	22	47%	44	20	45%	-2%
	4	53	26	49%	48	21	43%	-6%	54	29	53%	46	26	56%	3%
	5	33	21	63%	52	28	53%	-10%	33	25	75%	52	35	67%	-8%
	All	132	69	52%	144	73	50%	-2%	133	76	57%	142	81	57%	0%

Overall we saw a 2% drop in Met/Mastered in Reading and no change in Met/Mastered Math.

In reading, 3rd grade saw a 7% improvement while 4th dropped 6% and 5th dropped 10%.

In Math, 4th grade saw a 3% improvement while 3rd dropped 2% and 5th dropped 8%.

Science

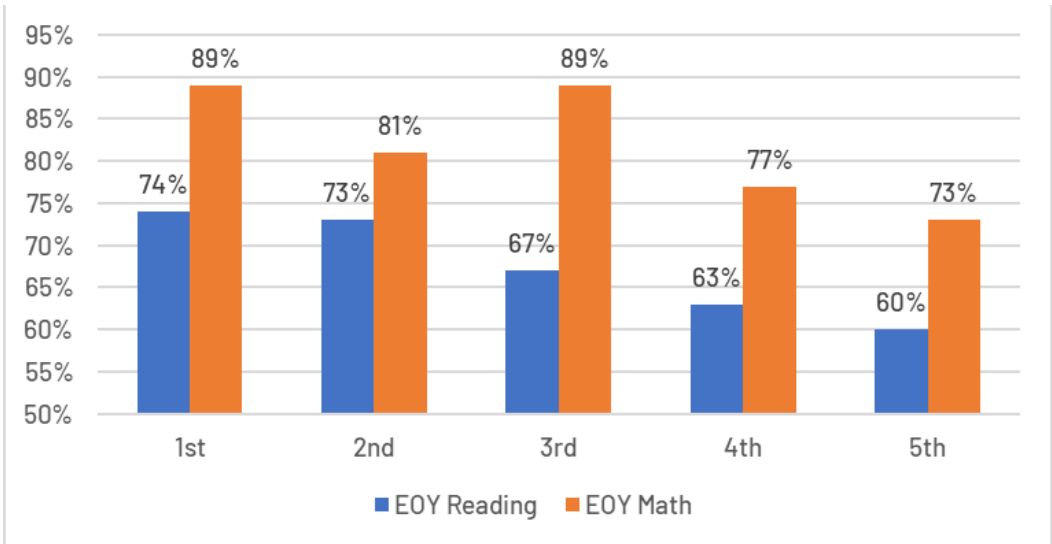
Science						
2022 - 2023			2023 - 2024			+/-
Tested	Met	% Met	Tested	Met	% Met	
33	12	36%	52	18	34%	-2%

In 5th grade Science we saw a 2% drop in Met/Mastered from 36% to 34%

REN360 DATA

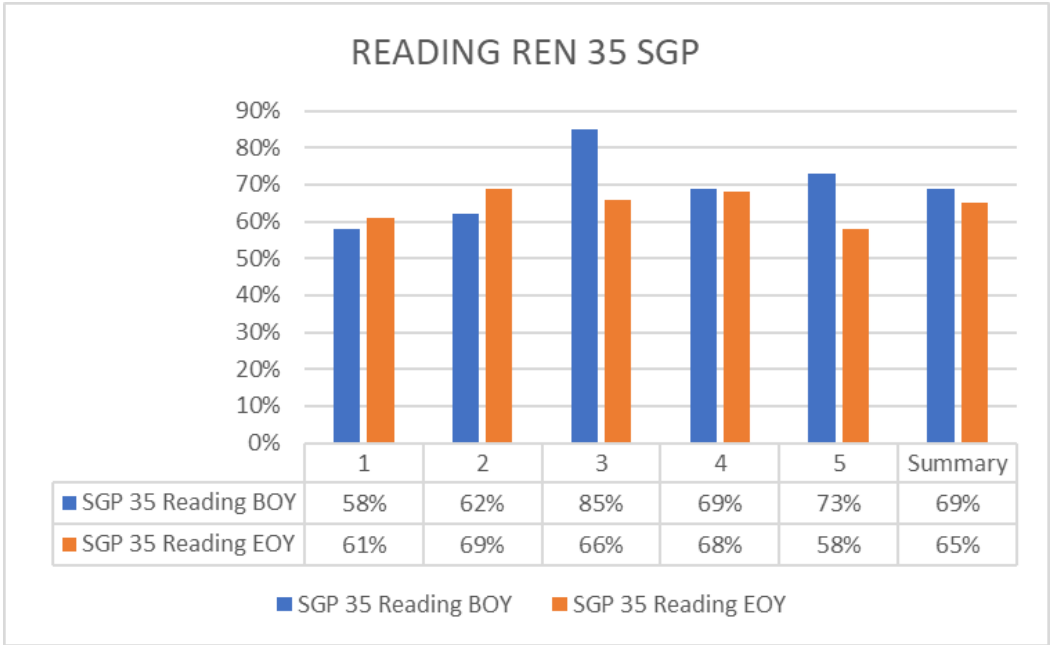
EOY Proficiency

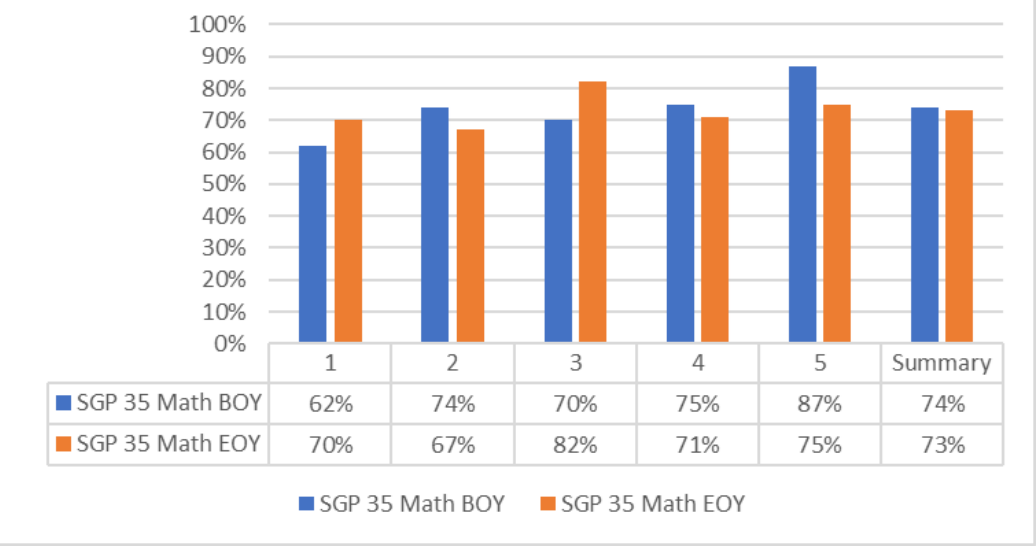
REN EOY Proficiency



Campus wide proficiency and growth were higher in math than in reading.

EOY Stand Growth Measure

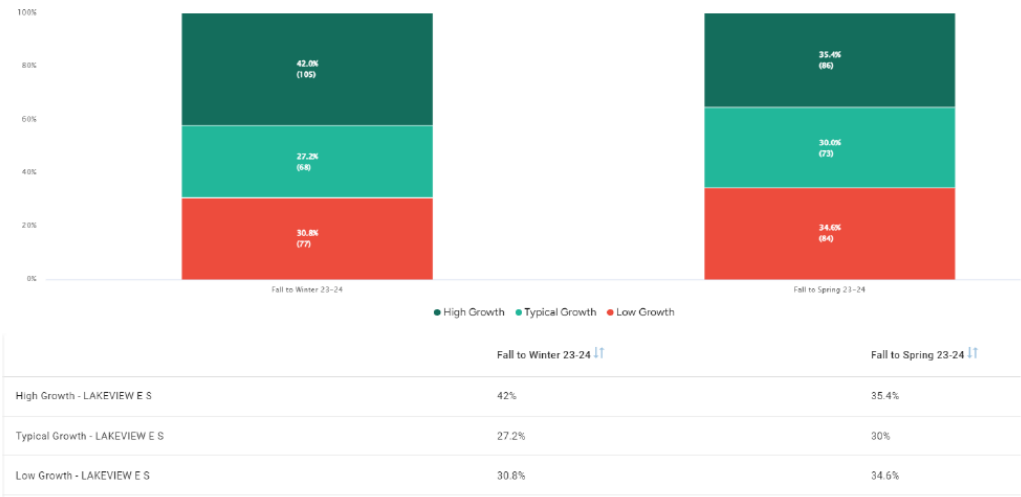




For the 23-24 school year, expected growth in reading ranged from 58% to 69% and in math from 67% to 82%.

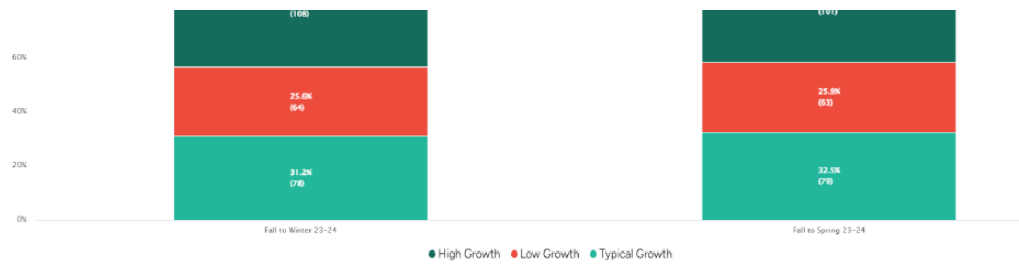
Rate of Growth

Reading



Math





	Fall to Winter 23-24 ↑	Fall to Spring 23-24 ↑
High Growth	43.2%	41.6%
Low Growth	25.6%	25.9%
Typical Growth	31.2%	32.5%

Early Literacy

34.6% demonstrated low growth in reading, 25.9% in math, and 40.8% in Early Literacy.

EOY BAS Data

BAS		Above Level	On Level	Below level	Well Below
Kinder	BOY	NA	NA	NA	NA
	MOY		16	6	21
	EOY	12 (27%)	7 (16%)	16(36%)	10 (22%)
1st	BOY	16 (36%)	8 (18%)	21 (47%)	
	MOY	22	11	6	8
	EOY	16 (36%)	11(24%)	6 (13%)	12 (27%)
2nd	BOY	27 (46%)	10 (17%)	22 (37%)	4
	MOY	33	8	10	13
	EOY	21(39%)	15(28%)	5(9.25%)	3(24%)

EOY 43% of kindergarten students, 60% of 1st grade students, and 67% of 2nd grade students were at or above grade level in reading according to the BAS assessment.

From BOY to EOY we saw a 4% increase in 2nd grade students reading at or above grade level. 2nd Grade students on grade level increased by 11%, but students above grade level decreased by 7%.

Student Learning Strengths

Proficiency and growth is higher in the area of math.

Our ESL population performance was slightly below our overall campus performance.

3rd grade grew 7% in Met/Mastered Reading and 4th grade grew 3% in Met/Mastered

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are not meeting grade level proficiency or growth expectations in reading and/or math. 40% or more of students K-5 are not meeting grade level proficiency in reading, According to STAAR, 40% or more of students 3-5 are not meeting grade level proficiency in math. **Root Cause:** Grade-level academic expectations are not rigorously taught and/or mastered in Tier 1 instruction.

Problem Statement 2: 34.6% demonstrated low growth in reading, 25.9% in math, and 40.8% in Early Literacy. **Root Cause:** Targeted small group instruction is not occurring with the frequency and fidelity needed for student growth.

School Processes & Programs

School Processes & Programs Summary

ENRICHMENT/EXTRACURRICULAR

LVE offers many extra curricular activities after school to provide enrichment to our students.

STUCO, NEHS and the following clubs are offered:

Chess Club	27 Members Grades 3-5
Cardio Club	28 Members Grades 5
Art Club	25 Members Grades 4-5
Coding Club	20 Members Grades 4-5
Choir	82 Members Grades 4-5

Success Zone-Cooking and Building Blocks was offered through extended day for K-5.

Our number of GT identified students increased from 8.08% last year to 9.83% this year.

CST DATA

Campus CST D		Comparative Campus CST Data 2018-2024																
Elementary Campuses	Scope & Sequence Target 85%					Rigor Target 70%						Instructional Model Target 75%						
	18-19	19-20	20-21	21-22	22-23	23-24	18-19	19-20	20-21	21-22	22-23	23-24	18-19	19-20	20-21	21-22	22-23	23-24
Overall District	7%	79%	86%	79%	86%		70%	71%	76%	79%	72%	73%	76%	79%	78%	81%	73%	73%
Early Literacy Center RME	2%	95%	93%	86%	93%			53%	94%	71%	75%	71%		82%	95%	86%	100%	83%
Early Literacy Center HGE			86%	89%	82%					78%	81%	75%				88%	100%	82%
Ferguson					91%							85%						88%
Fleming	7%	83%	74%	73%	70%		58%	80%	81%	45%	49%	55%	67%	95%	87%	58%	51%	72%
Glover	4%	92%	92%	76%	75%		56%	70%	89%	90%	76%	73%	58%	78%	97%	86%	76%	74%
Goodman	0%	86%	87%	82%	80%		58%	49%	80%	79%	66%	56%	75%	87%	84%	82%	66%	73%
Heritage Rose	8%	80%	100%	75%	89%		60%	58%	50%	77%	63%	70%	55%	70%	75%	91%	80%	75%
Highlands	4%	82%	82%	88%	89%		81%	87%	74%	88%	85%	93%	87%	93%	80%	95%	72%	94%
Holley	30%	97%	84%	72%	87%		60%	86%	94%	95%	76%	74%	76%	93%	100%	96%	78%	88%
Hunters Glen	3%	83%	97%	91%	85%		52%	53%	57%	86%	75%	78%	62%	69%	73%	97%	66%	69%
Jordan	6%	100%	93%	74%	89%		66%	52%	85%	62%	55%	86%	67%	69%	92%	72%	87%	84%
Lakeview	0%	97%	88%	100%	74%		65%	62%	85%	82%	74%	64%	65%	64%	90%	98%	100%	72%

The 23-24 CST data includes data collected from observing Barrington Place teachers along with Lakeview teachers, however from 20-21 to 22-23 a significant decrease in rigor was observed.

School Processes & Programs Strengths

Our number of GT identified students increased from 8.08% last year to 9.83% this year.

Problem Statements Identifying School Processes & Programs Needs

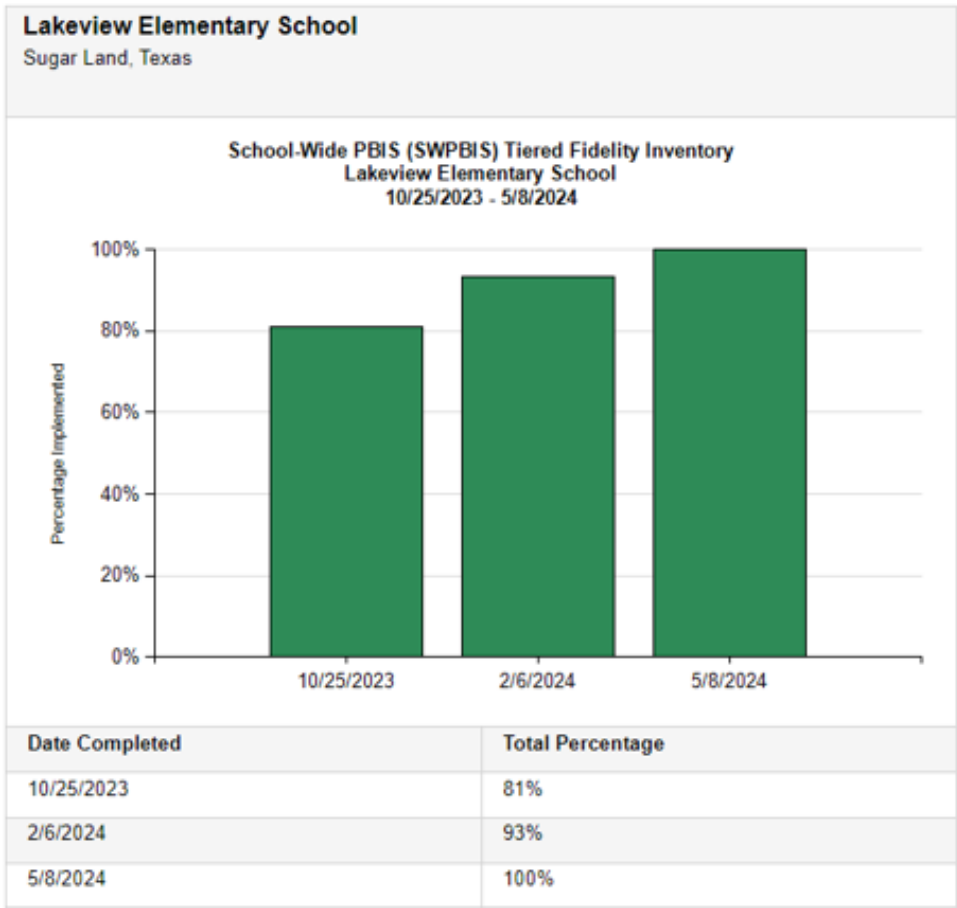
Problem Statement 1: Observation of academic rigor has continued to decrease overall. **Root Cause:** Teachers need additional professional development in planning for and implementing Tier 1 instruction the meets or exceeds grade level expectations.

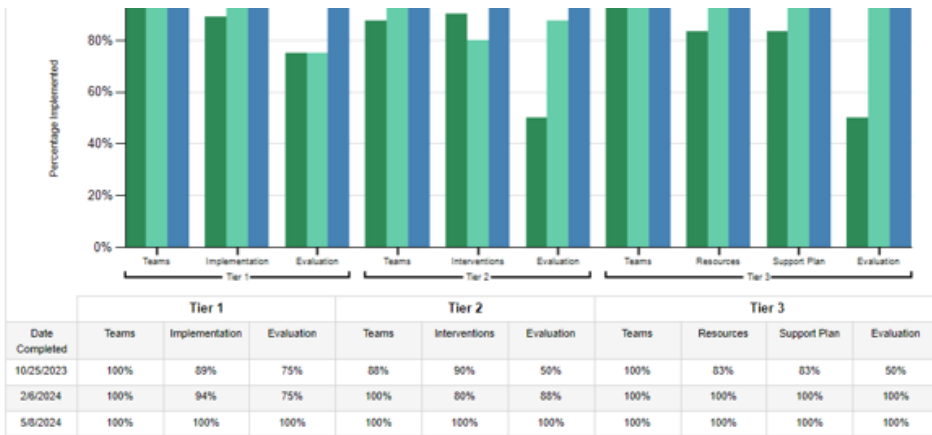
Perceptions

Perceptions Summary

CAMPUS WIDE BEHAVIOR MANAGEMENT SYSTEMS

LVE began the year with the continuation of CHAMPS began the transition to Guidelines for success (Viking PRIDE) Viking PRIDE guidelines for success have been posted in the classrooms and around the campus.



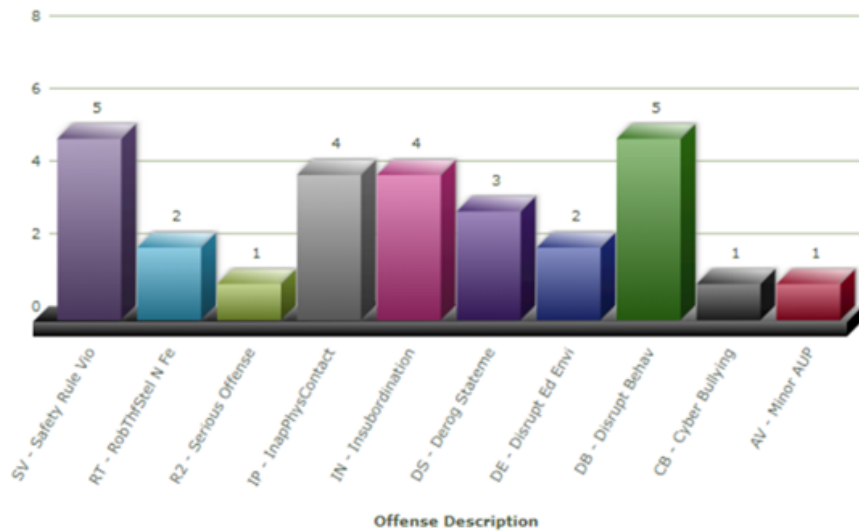


On 10/25/2023, 2/6/2024, and 5/8/2024, the LVE PBIS committee participated in the Tiered Fidelity Inventory. The survey is completed by the committee members and is used to assess effective behavior support systems implemented in schools. The survey examines the status and need for improvement of the implementation based on three tiers which are broken into three categories: team knowledge, interventions used, and evaluation of the systems. Our focus this year was to build stronger clarity and implementation in the tier 2 and tier 3 categories. We saw growth in all areas on the TFI.

Aspects of the School	Areas of Strength	Areas for Improvement
Matrix Visibility	<ul style="list-style-type: none"> Matrices are located in common areas such as cafeteria, hallways and restrooms. 	<ul style="list-style-type: none"> Adopt one set of expectations for students and staff to adhere to.
Reward System	<ul style="list-style-type: none"> All Star Bucks PBIS Store 	
Behavior Flow Chart	<ul style="list-style-type: none"> Flowchart is accessible electronically per staff feedback and was also provided during PD 	
Data Collection	<ul style="list-style-type: none"> Per staff feedback, level one forms is available for tracking behavior 	

On 5/1/24, LVE had a PBIS campus walk to look for implementation of PBIS systems on the campus. 5 staff members and 5 students were questioned. 3 out of 5 staff members were able to identify the schoolwide expectations. All staff members indicated having given a reward within the last week. 0 out of 5 students were able to identify the schoolwide expectations. 3 out of 5 students indicated having received a reward in the last week. The table below shows the feedback we received.

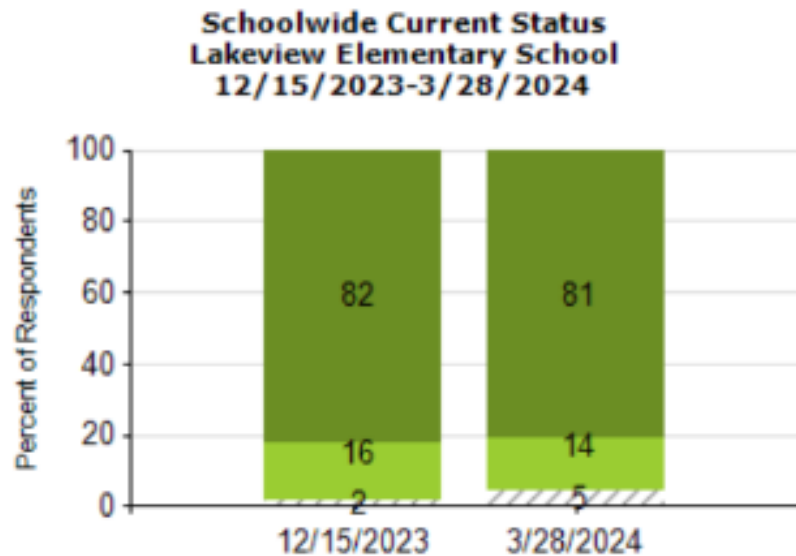
BEHAVIOR DATA



Discipline data is reviewed monthly by our PBIS committee and used to improve our campus wide behavior management systems. There was a decrease in skyward discipline reports. In 23-24 28 office referrals were document in skyward in comparison to 68 referrals the previous year.

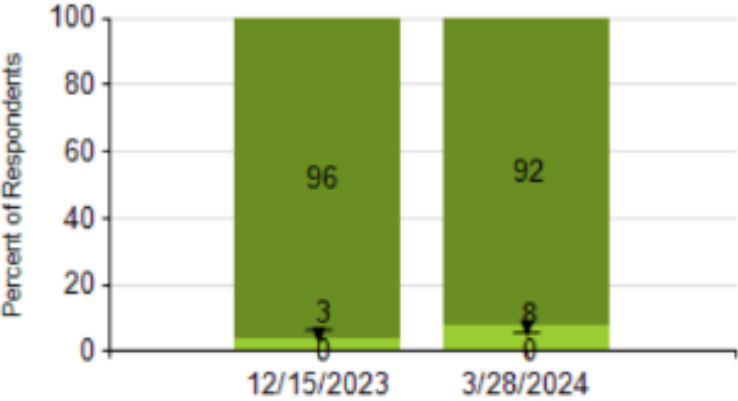
SAS SURVEY RESULTS

The SAS survey is completed twice a year and assess teacher's perceptions of PBIS system implementations at the campus and classroom levels and across all three tiers of support.



	In Place	Partial in Place	Not in Place
12/15/2023	82%	16%	2%
3/28/2024	81%	14%	5%

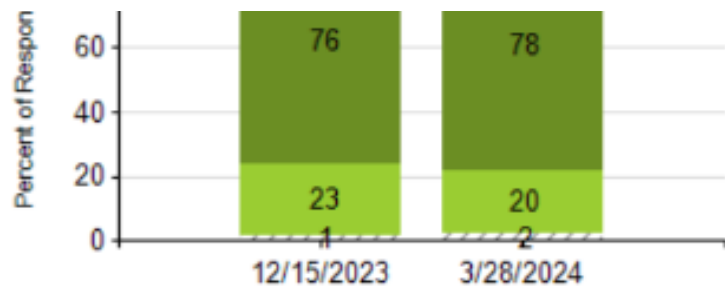
Classroom Current Status
Lakeview Elementary School
12/15/2023-3/28/2024



	In Place	Partial in Place	Not in Place
12/15/2023	96%	3%	0%
3/28/2024	92%	8%	0%

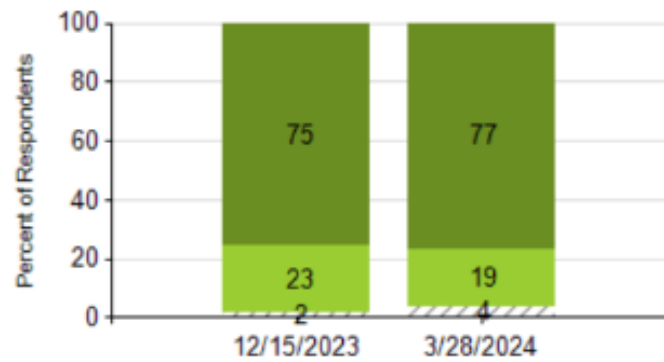
Tier 2 Current Status
Lakeview Elementary School
12/15/2023-3/28/2024



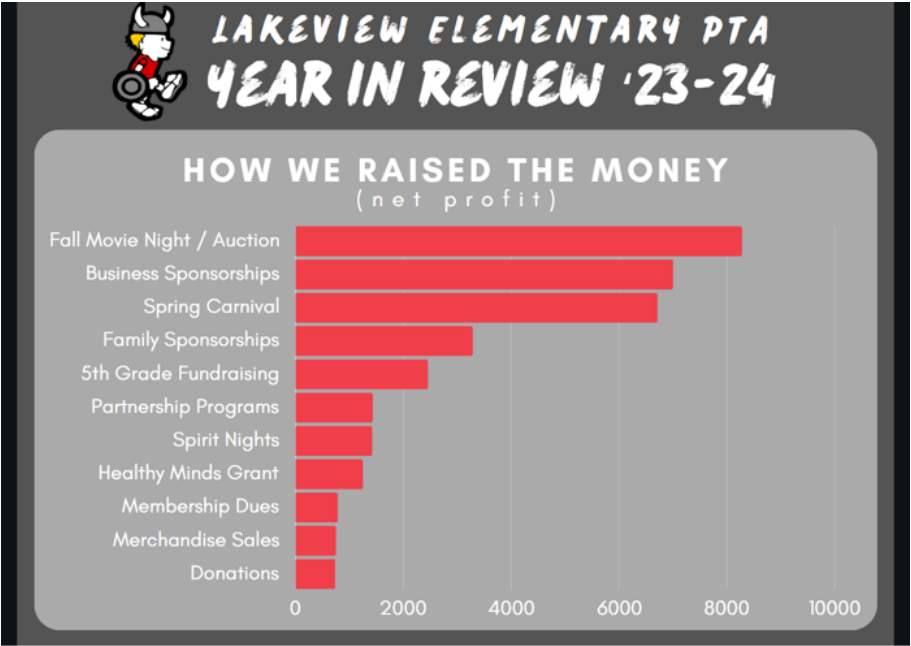


	In Place	Partial in Place	Not in Place
12/15/2023	76%	23%	1%
3/28/2024	78%	20%	2%

Tier 3 Current Status
Lakeview Elementary School
12/15/2023-3/28/2024



	In Place	Partial in Place	Not in Place
12/15/2023	75%	23%	2%
3/28/2024	77%	19%	4%



Our PTA is very active with 143 members. They raised \$34,000 and supported many events on campus such as fall movie night, spring carnival, etc. They provided \$14,600 in classroom and teaching resources including grants to teachers, hospitality, etc. They increased their corporate sponsors this year that brought in \$7,000 in donations for our PTA.

LVE’s K12 Insight Culture and Climate survey completed by parents included the following strengths and needs. Family involvement increased this year through lots of advertising through social media and LVE newsletters, etc. Families and volunteers feel welcome in an environment where they are treated with respect. They are also kept informed in multiple ways through PTA, LVE communication, and teacher communication.

K12 INSIGHT CULTURE AND CLIMATE PARENT SURVEY: HIGH/LOW INDICATORS

Parents/Guardians

Highest-ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
Families are encouraged to volunteer, serve on committees, and attend school/district-sponsored activities, such as back-to-school night, parent conferences, etc.	100%	Family Involvement
Staff members and families treat each other with respect	100%	Family Involvement

Staff members and families treat each other with respect.	100%	Family Involvement
I am kept informed about my child's behavior.	96%	Academic Support
I feel welcome in my child's school.	96%	Family Involvement
My child's teachers are available to discuss my child's learning needs with me.	96%	Family Involvement

Parents/Guardians

Lowest-ranking Indicators

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
Classes challenge students to think and solve problems.	33%	Academic Support
My child is receiving effective instruction for his or her abilities.	25%	Academic Support
I am aware of safety and security procedures at this school.	23%	Safety and Behavior
I am informed about community organizations that support students at this school.	22%	Family Involvement
Schoolwork is meaningful and relevant.	21%	Academic Support

CAMPUS CULTURE & CLIMATE

The Campus Culture and Climate Committee worked with the campus administrative team and PBIS to support student growth and involvement in the following ways:

- Attendance incentives are provided for students by being recognized for perfect attendance all school year.
- All meetings (faculty, core, team leader) start with celebrations.
- Positive office referrals for students submitted to the assistant principal for phone calls home.
- Birthday Recognitions of students and teachers in the morning announcements.
- Core Essentials to teach character traits and to provide student recognition monthly.
- The campus Positive Behavior Interventions Committee created a student reward system implemented on campus. Viking Bucks are given daily and can be spent in the school store. The committee also created campus expectations for all areas of the campus.
- Employees of the month recognition.
- A weekly email is sent for all parents, teachers, and staff to support.
- Leap Day activity for students to participate in a scavenger hunt.

The campus Culture and Climate Committee partnered with the LVE PTA to host or sponsor monthly hospitality events for staff such as:

- Back to School Brunch
- Valentine Make and Take
- Taylor Swift Teacher's Appreciation Week

Parents and Stakeholders also were notified and included in planned events through weekly newsletters sent via email listing events and volunteer opportunities such as field day, movie night, and our spring carnival.

K12 INSIGHT CULTURE AND CLIMATE STAFF SURVEY: HIGH/LOW INDICATORS

Campus-based Staff

Highest-ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
Families are kept informed about school/district-sponsored activities, such as tutoring, after-school programs, parent workshops, and student performances.	100%	Family Involvement
Families are encouraged to volunteer, serve on committees, and attend school/district-sponsored activities, such as back-to-school night, parent conferences, etc.	100%	Family Involvement
I am aware of safety and security procedures at this school.	100%	Safety and Behavior
This school is safe.	100%	Safety and Behavior
School leaders are available when I have a concern.	100%	School Leadership

Campus-based Staff

Lowest-ranking Indicators

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
Discipline is enforced consistently for all students.	26%	Safety and Behavior
Bullying is investigated and addressed.	13%	Safety and Behavior
School leaders make decisions that are in the best interest of students.	13%	School Leadership
Parents are kept informed about their child's behavior.	13%	Academic Support
Staff members are responsive when students report bullying.	13%	Safety and Behavior

Perceptions Strengths

LVE achieved alignment of guidelines for success. We saw growth in our understanding and implementation of effective behavior supports systems at all levels.

We have a very strong PTA which provides families with many opportunities to get involved at LVE. The PTA also partnered with administration to sponsor monthly hospitality events for staff.

According to our K12 Insight Survey, 100% of families who completed the survey felt they were well informed and were encouraged to volunteer in a variety of ways.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: About one-third of the Parents who completed the survey responded that they did not think their child was receiving effective instruction that challenges their student to think and solve problems. **Root Cause:** Tier 1 instruction is not aligned to rigorous grade level expectations. LVE has not hosted academic nights since COVID to share with parents what knowledge and skills are being taught.

Problem Statement 2: 26% of staff indicated that discipline is not enforced consistently for all students. **Root Cause:** There were many changes to the behavior management systems and procedures in the 23-24 year and these changes have not consistently been implemented campus wide. Staff need additional professional development in the area of addressing and reporting behavior concerns.

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

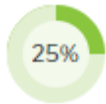
- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation




Goals






Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By May 2025, LVE will deliver effective tier 1 instruction by focusing on increasing rigor in planning & instruction and on small group instruction as evidenced by the indicators of success.

- Indicators of Success:** Summative Evidence:
- By May 2025, we will increase the percentage of students demonstrating proficiency on the NWEA Map from BOY to EOY by 30% in each content area and at each grade level.
 - By May 2025, 90% of students will demonstrate at least 1 year of growth on the NWEA Map Growth Assessment.
 - By May 2025, a minimum of 80% of students will meet proficiency on STAAR Reading and STAAR Math.
 - By May 2025, staff attendance and agendas will indicate that a minimum of 6 campus based PD opportunities in understanding and planning for rigor and effective small group instruction were provided.
 - By May 2025, grade level PLC/Meeting agendas will indicate that staff planned, implemented, and tracked consistent small group instruction during the Tier 1 instructional block.
- By May 2025,
- Formative:
- Increase student proficiency on NWEA MAP from BOY to MOY by 15% in each content area and at each grade level.
 - Increase the percentage of students demonstrating growth in literacy and math on NWEA MAP by 15% from BOY to MOY.
 - Staff attendance and feedback from campus-based PD opportunities.
 - PLC/Meeting attendance and agendas will indicate that teams have established a consistent cadence of planning, implementing, and tracking small group instruction during the Tier 1 instructional block.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
<p>Strategy 1: Teachers will engage in professional development to calibrate and deepen our collective understanding of the rigor needed to support students to achieve and/or exceed proficiency. Through the use of research based protocols and strategies, teachers will analyze the rigor of identified priority TEKs and plan for instructional that supports that rigor.</p> <p>Strategy's Expected Result/Impact: Lesson plans, academic activities, and assessments will reflect the rigor needed to achieve/exceed proficiency.</p> <p>Staff Responsible for Monitoring: Administration, Specialists, Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will plan for and implement effective small group instruction during the Tier 1 instructional block. Grade levels will track implementation on a weekly basis . Teachers will engage in research based protocols and strategies for evaluating and increasing effectiveness at least once very nine weeks. Strategy's Expected Result/Impact: Students will be provided consistent, effective small group instruction, during the Tier 1 Instructional block. Small group instruction will be driven by student needs as evidenced by data collected through universal screeners and both formative and summative assessments. Staff Responsible for Monitoring: Administration, Specialists, Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 3 Details		Reviews			
Strategy 3: Staff will participate in vertical PLCs to facilitate alignment of instructional strategies K-5 and deepen teacher understanding of TEK progressions across grade levels. Strategy's Expected Result/Impact: The alignment of the instructional strategies K-5 will support student mastery and allow teachers to dig deeper into the rigor of each strategy. Staff Responsible for Monitoring: Administration, Specialists, Teachers		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 4 Details		Reviews			
Strategy 4: Provide professional learning on embedding strategies for supporting EB students in tier one instruction. Strategy's Expected Result/Impact: Improved Tier I planning for support of EB students. Increase in the overall growth and Meets/Masters rate for all EB students. Staff Responsible for Monitoring: Administration, Specialists, Teachers ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June
					

Strategy 5 Details	Reviews			
Strategy 5: Teachers will support GT students through parent partnerships with increased communication, detailing current learning objectives, GT Learning Plans, additional practice resources, upcoming assessments and projects, and opportunities for parental support. Strategy's Expected Result/Impact: Increase parental engagement and collaboration so that student proficiency increases. This will directly impact our percentage of students demonstrating a year or more of growth and increase our STAAR results. Staff Responsible for Monitoring: Administration, Specialists, COG, Teachers ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By May 2025, LVE will improve in providing a supporting learning environment for all students through consistent and calibrated implementation of PBIS practices and professional development opportunities as evidenced through the indicators of success.

Indicators of Success: Formative:







By September 2024 Viking bucks will be implemented campus wide and being distributed consistently across all grade levels.

By October 2024 campus staff will participate in at least one PD on clarity, calibration, and implementation of campus wide PBIS expectations.

Summative:

By May 2024 the staff survey will indicate an increase in the percentage of staff members who feel that discipline is consistently implemented for all students .

By May 2024, the SAS survey will indicate that classroom and campus wide PBIS expectations are in place and effective.


Strategy 1 Details	Reviews			
Strategy 1: Through staff development opportunities, staff members will calibrate the criteria for and frequency of awarding viking bucks. Strategy's Expected Result/Impact: Viking bucks will be consistently used across grade levels. Students will have regular opportunities to visit the Viking Store. There will be an increase in students meeting classroom and campus expectations resulting in a decrease in classroom disruptions and office referrals. Staff Responsible for Monitoring: Administration, counselor	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Through staff development opportunities, staff will calibrate their understanding of teacher managed versus office manage behaviors and effective classroom behavior management techniques. Strategy's Expected Result/Impact: Fewer classroom disruptions and office referrals leading to more effective instructional environment and improvement in student growth and proficiency. Staff Responsible for Monitoring: Administration, Specialists, Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Performance Objective 1: By May 2025 LVE will improve communication to families about academic rigor and instruction occurring in the classroom as evidenced by the indicators of success.

- Indicators of Success:** Formative:
- By September 2024, all grade levels will share weekly newsletters which include information about content being covered in class.
 - By October 2024, Principal will have hosted at least one "Coffee with the Principal" Event.
 - By December 2024, LVE will host Open House and a Literacy Night event to share information about instruction and rigor in the classroom.
 - By April 2025, LVE will host an additional family night to share information about instruction and rigor in the classroom.
- BOY, MOY, and EOY Parent Survey.
- Summative:
- By May 2025, the Culture and Climate survey will indicate an increase in the percentage of families that feel their children are receiving rigorous and effective instruction.

Strategy 1 Details	Reviews			
Strategy 1: Staff will collaborate with LVE PTA to plan, outreach, and implement parent events to increase understanding of instruction and rigor. Strategy's Expected Result/Impact: Parents will be more informed of the work occurring in the classroom and able to support their children at home which will lead to improved student growth and proficiency levels. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div></div></div></div>				

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement