Lewisville Independent School District

Lakeview Middle School

2026-2027 Campus Improvement Plan



Mission Statement

Engaging and inspiring learners and leaders in pursuit of growth and purpose.

Vision

All students are confident, equipped and empowered to thrive in the future they imagine.

Value Statement

Value Proposition

LISD delivers an exceptional educational experience in partnership with the community. Traditions unite us and the strength of our academic and extracurricular programs inspires everyONE to find their path.

Beliefs

- We believe students are the center of our learning community
- We believe h igh quality and caring staff are the heart of a learning culture

- We believe our commitment to progress and stewardship ensures future success
- We believe safe and nurturing environments cultivate growth and well-being for all
- We believe meaningful accountability encompasses more than test scores
- We believe education is a shared responsibility built on authentic partnerships with students, families, staff, and the community

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lakeview Middle School serves 323 students across grades 6–8 (113 6th grade, 87 7th grade, and 120 8th grade). The student body maintains a gender balance of 51.56% male and 48.44% female. Student race and ethnicity composition includes:

- **Hispanic:** 42.50%
- **White:** 33.75%
- **African American:** 13.13%
- **Two or More Races:** 6.25%
- **Asian:** 3.13%
- **American Indian:** 0.94%
- **Pacific Islander:** 0.31%

Lakeview has a 95% overall attendance rate alongside a 10.0% chronic absenteeism rate. Student participation across special programs and support categories includes:

- **Economically Disadvantaged:** 48.13% (38.44% free meals, 9.69% reduced)
- **Special Education:** 30.00%
- **Dyslexia Services:** 15.31%
- **Gifted and Talented:** 13.44%
- **Emergent Bilingual (Monitored):** 5.94% (1.25% Year 1, 2.81% Year 2, 1.88% Year 3)
- **Section 504:** 5.00%
- **McKinney-Vento Support:** 5.00%
- **At-Risk:** 3.75%

Lakeview's teaching roster consists of 33 educators with a student-to-teacher ratio of 10:1. Teachers average **11.9 years** of total experience in education:

- **Beginning Teachers (1st Year):** 9.1%

- **1 to 5 Years:** 24.2%
- **6 to 10 Years:** 21.2%
- **11 to 20 Years:** 24.2%
- **21 to 30 Years:** 15.2%
- **Over 30 Years:** 6.1%

Demographics Strengths

- **Exceptional Experience & Stability:** Two-thirds (66.7%) of the teaching faculty possess 6 or more years of educational experience, and nearly half (45.5%) have over 11 years in education, resulting in a high average staff experience level of 11.9 years.
- **Low Student-Teacher Ratio:** A 10:1 student-to-teacher ratio allows for small-group intervention, personalized learning paths, and strong academic mentoring.
- **Diverse Faculty Representation:** The teaching staff exhibits strong racial diversity, providing diverse role models and representation for the student population.
- **High Student Attendance:** A baseline attendance rate of 95% indicates consistent daily student participation.
- **Gifted & Talented Access:** A 13.44% GT participation rate reflects strong identification and engagement in advanced academics.
- **Comprehensive Student Support Identification:** Proactive identification and placement in Special Education (30.0%), Dyslexia programs (15.31%), Section 504 (5.0%), and McKinney-Vento support (5.0%) demonstrate a strong commitment to inclusive learning environment standards.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The total number of student enrolling at Lakeview has steadily declined.
Root Cause: The families in our attendance zone are aging. New residents to The Colony are moving into new construction areas which are not zoned to Lakeview.

Problem Statement 2: Students who are zoned to Lakeview have opted to transfer to other nearby LISD middle schools.
Root Cause: Lakeview has had inconsistent leadership, systems, and processes, and was rated a D campus from 2022-2025.

Problem Statement 3: 48.13% of Lakeview Middle School students are economically disadvantaged, which contributes to increased academic, social, and emotional needs across the campus.
Root Cause: Economic disadvantage contributes to challenges with stability, communication, and access to resources that support consistent academic and emotional growth.

Student Learning

Student Learning Summary

In the 2025–2026 school year, Lakeview Middle School received an “C” rating from the Texas Education Agency (TEA) on its campus performance overview. While this rating increased by 2 points from the previous year (D - 69), it underscores the urgency of addressing systemic gaps in student achievement, growth, and support for high-needs subgroups. The most critical areas of need are:

Math Achievement

Only 24% of overall student were "Meets" and zero demographic groups meeting their 2026 target

Emergent Bilingual Academic Support

EB students are struggling to meet grade-level standards on STAAR, with 14% Meets in RLA and 9% Meets in Math.

Social Studies Achievement

Social Studies scores are weak school-wide, with only 54% of students approaching grade level and 22% performing at Meets.

Academic Growth

Lack of demonstrated growth on STAAR, with 32.3% of students earning 0 growth points

Student Learning Strengths

Reading/Language Arts (RLA)

- **Overall Proficiency:** 76% Approaches / 49% Meets / 22% Masters
- **Growth Score:** 72% (surpassed 63% state target and up from 49% in 2025)
- **Closing the Gaps ("Meets" Rate vs. State Target):** Exceeded overall target (49% vs. 44%) and met targets across all subgroups:
    - African American: 45% (Target: 32%)
    - Hispanic: 36% (Target: 35%)
    - White: 64% (Target: 59%)
    - Economically Disadvantaged: 38% (Target: 31%)
    - High Focus: 35% (Target: 33%)

- Special Education (Current / Former): 22% / 38% (Targets: 19% / 38%)

English Language Proficiency (TELPAS)

- **Progress Rate:** 33% (19/57 students), beating the 30% state target and up 5 percentage points from 2025 (28%).

Science Performance

- **Overall:** 73% Approaches | 50% Meets | 19% Masters
- **White Students:** 89% Approaches | 78% Meets | 35% Masters
- **G/T Students:** 94% Approaches | 88% Meets | 59% Masters

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Lakeview Middle School received an "C" rating from the Texas Education Agency, reflecting persistent underperformance in student achievement, growth, and subgroup outcomes.
Root Cause: Inconsistent alignment to grade-level curriculum, clarity of learning expectations, and effective use of formative assessments contribute to a lack of strong Tier 1 instruction

Problem Statement 2: Students are underachieving in Math, with 24% of overall student "Meets" and zero demographic groups meeting their 2026 target.
Root Cause: Lack of targeted tier 2 interventions in the 2025-2026 school year and a lack of high quality staff in Math 7 and Math 8 during the 2025-2026 school year.

Problem Statement 3: EB students are struggling to meet grade-level standards on STAAR, with 14% Meets in RLA and 9% Meets in Math.
Root Cause: Lack of consistent instruction and access to grade level curriculum for Emergent Bilingual students, inconsistent alignment to the ESL curriculum, and a lack of high leverage embedded supports in tier 1 instruction across the campus.

School Processes & Programs

School Processes & Programs Summary

Lakeview Middle School implements structured instructional frameworks, multi-tiered support systems, and campus-wide operational processes to foster academic achievement, positive behavior, and safety.

Curriculum, Instruction & Professional Development

- **Professional Learning Communities (PLCs):** Core content teams engage in protected Tuesday PLCs co-facilitated by campus administrators. Meetings follow a 4-week cycle: Academic Clarity & Planning, Academic Ownership & Discourse, Assessment Data Deep Dives (utilizing the See It → It → Do It protocol), and Student Behavior.
- **OneVision Walks**: The instructional leadership team conducts weekly OneVision walks with all teachers on the campus. Core content teachers are provided with weekly actionable feedback with 1 day of the walk.
- **Professional Development:** 1 day a month is dedicated to embedded professional learning for teachers based on need. The teachers selected for this are chosen based on observations made during the weekly OneVision walks to ensure the professional development is aligned to their needs. This is a half day of learning during the school day, with subs provided and paid for with Title 1 funds.
- **Instructional Framework:** Classroom instruction aligns with the district's One Vision Walk-Through Form, emphasizing lesson internalization, explicit Demonstration of Learning (DOL) success criteria, structured student discourse, and Emergent Bilingual (EB) language supports.
- **Instructional Continuity:** Teachers maintain standardized substitute plans (including up to 7 days of self-guided Canvas packets and physical materials) to eliminate lost instructional time during absences.

Support Services & Accelerated Instruction

- **HB 1416 Accelerated Instruction:** Students requiring STAAR support receive 15 to 30 hours of targeted intervention delivered through specialized Reading/Math Lab electives, before/after-school tutoring, and Saturday retreats.
- **Multi-Tiered Support Systems (MTSS):** Grade-level teams collaborate with Counselors, BASE, ISS, BIC, and administration to track Tier II/III academic and behavioral interventions. Programs like Leopard Reset offer structured support while keeping students academically engaged.

Behavior Management, Leadership & Safety

- **Behavior Management Framework:** Expectations are anchored in the campus ROAR Matrix (Ready to Learn, Own Our Choices, Act with Kindness, Respect Ourselves & Environment).
- **Weekly Duty**: All building staff have 1-2 duties a week to support minimizing disruptive behavior in common areas. The administration supports these duty stations on a monthly rotation.
- **Discipline & Communication:** Teachers execute a standardized 1-2-3 Protocol and progressive consequence ladder. Campus routines are maintained via a Tardy Kiosk system, digital hall passes, and an Urgent Assist panic alert protocol for immediate safety concerns.
- **Tardy Kiosk System:** Students arriving after the bell must report to a Tardy Kiosk before entering the classroom. Teachers do not admit late students without a kiosk pass, ensuring all tardies are documented accurately in Skyward and progressive campus interventions are triggered (parent contact at 3 tardies, admin support at 4).

Technology & Assessment Integration

- **Technology Infrastructure:** Students utilize 1:1 devices (iPads/MacBooks) integrated with Canvas for assignment submission and digital password

management tools.

- **Testing Management:** State and standardized assessments (STAAR, TELPAS, PSAT) are coordinated through TestHound, TIDE, and Skyward to ensure accommodation fidelity, room capacity management, and structured proctoring workflows.

Communication Plan

- **Staff Newsletter:** All building staff receive a weekly newsletter written by the principal called the “Lakeview Loop”. The Loop contains an upcoming week at a glance, a weekly instructional focus for strong tier 1 instruction, resources for staff, and timely updates and action items. The Loop is sent every Friday.
- **Parent Newsletter:** All parents also receive a weekly newsletter written by the principal that is sent every Friday. The Parent/Community Loop contains a message from the principal, an upcoming week at a glance, information from the PTA, any timely announcements or updates, highlights of the week, and resources for parents.

School Processes & Programs Strengths

At Lakeview Middle School, our primary operational strength is the tight alignment and intentionality connecting our instructional coaching, student supports, and campus systems. We maintain high standards for Tier 1 instruction by linking our weekly administrative OneVision walks directly to actionable teacher feedback and Title I-funded, embedded professional development tailored to observed classroom needs. Our academic execution is further reinforced through protected, four-week PLC cycles, robust MTSS frameworks, targeted HB 1416 acceleration, and standardized substitute plans that eliminate lost learning time during teacher absences. Campus safety and culture are equally prioritized through proactive systems including our ROAR expectations matrix, campus-wide staff duty rotations, and automated tardy tracking. Anchoring all of these programs is our commitment to transparent, predictable communication through the weekly "Lakeview Loop" newsletters, keeping our staff, families, and community unified in supporting student success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Inconsistency in the implementation of the LISD One Vision framework and PLC processes limits the impact of curriculum alignment, instructional clarity, and assessment use across classrooms
Root Cause: Campus instructional processes are not yet fully embedded with fidelity, leading to uneven curriculum alignment, inconsistent clarity of learning expectations, and varied use of assessments to drive instruction.

Perceptions

Perceptions Summary

At Lakeview Middle School, our multi-year perception data across parents, students, and staff reflects a strong, collaborative culture rooted in campus safety, clear communication, and positive relationships.

Parent Perceptions

- **Satisfaction & Engagement:** Our families express consistently high satisfaction with our campus, reporting that their children are glad to attend school, feel safe, and are supported by dedicated teachers who maintain open communication. Email (>90%) and text messages (~60%) remain the primary preferred channels for receiving school updates.
- **Campus Priorities:** Parents consistently highlight teacher quality, campus safety, positive classroom environments, and academic opportunities as their top selection priorities. While the majority report minimal to no concerns regarding student well-being, approximately 20% indicate significant mental health concerns, signaling a continued need for campus wellness supports.

Student Perceptions

- **Safety & Adult Connections:** Over 85% of our students report feeling comfortable approaching campus staff with concerns, and an overwhelming majority state that they feel safe and treated fairly by peers and adults.
- **Belonging & Engagement:** Students demonstrate high levels of school connectedness and active participation in extracurricular clubs. Data indicates that while most students feel supported when issues arise, managing student behavior distractions in the classroom remains an area for continued focus.

Staff Perceptions

- **Culture & Belonging:** Our staff pulse metrics reveal a strong sense of campus belonging, high levels of mutual trust among colleagues, and widespread agreement that Lakeview is a great place to work.
- **Efficacy & Alignment:** Staff express high confidence in receiving the professional training required to execute their roles effectively, feel recognized for their efforts, and report strong alignment with district leadership and communication channels.

Perceptions Strengths

Our primary perception strengths across parent, student, and staff survey data are rooted in campus safety, strong interpersonal trust, and clear communication channels. Our families express consistently high overall satisfaction with our school, specifically highlighting teacher quality, a welcoming environment, and predictable communication as key assets. Students reflect a strong sense of security and belonging, with over 85% reporting they feel comfortable approaching campus staff with concerns, alongside active participation in extracurricular activities. Furthermore, our staff pulse metrics demonstrate a healthy, collaborative culture marked by a high sense of workplace belonging, trusting peer relationships, clear leadership direction, and strong confidence in the professional training provided to execute their roles effectively.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need for a stronger parent/teacher partnership and increased communication.
Root Cause: Inconsistent communication practices between teachers and parents across grade levels, content areas, and departments.

Priority Problem Statements

Problem Statement 1: Lakeview Middle School received an "C" rating from the Texas Education Agency, reflecting persistent underperformance in student achievement, growth, and subgroup outcomes.

Root Cause 1: Inconsistent alignment to grade-level curriculum, clarity of learning expectations, and effective use of formative assessments contribute to a lack of strong Tier 1 instruction

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need for a stronger parent/teacher partnership and increased communication.

Root Cause 2: Inconsistent communication practices between teachers and parents across grade levels, content areas, and departments.

Problem Statement 2 Areas: Perceptions

Goals

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 1: Increase student achievement and growth through mastery of transferable skills, enabling learners to explore, apply knowledge, and navigate new challenges.

*DISTRICT PRIORITY - STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD

High Priority

HB3 Goal

Evaluation Data Sources: Campus scorecard measures to include
ES and MS - iReady reading and math
HS - GPA and CCMR measures

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Students who did not demonstrate grade level STAAR achievement in RLA and Math will take a Lab course taught by a teacher certified in that content area, aimed at increasing STAAR RLA and Math results for EB and students coded as 2 or more races. *LIP STRATEGY Aligned ESF Indicators: 4.1- Daily use of high-quality instructional materials 5.3- Data-driven instruction **Strategy's Expected Result/Impact:** EB students and students identified as 2 or more races participating in targeted small-group interventions will demonstrate measurable growth toward mastery of identified priority standards, as evidenced by common formative assessments and progress-monitoring data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors, Lab Teachers **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** Rockin Review - 211 - Title I, Part A - 211 E 13 6299 00 046 7 24 446 842 0000 - $3,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Lakeview staff will provide weekly tutorials and monthly Saturday School with small-group intervention in Math and ELA to accelerate learning gaps for EB and students coded as 2 or more races, driving mastery toward TEKS standards. *LIP STRATEGY Aligned ESF Indicators: 2.1- Recruit, select, assign, induct, and retain a full staff of highly qualified educators 3.3- Interventions and Support **Strategy's Expected Result/Impact:** EB students and students coded as 2 or more races will make acceptable progress toward their i-ready growth goals and close learning gaps in their core content learning. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Core Content Teachers **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** Supplies - 211 - Title I, Part A - 211 E 34 6412 00 046 7 24 446 842 0000 - $2,000, Extra duty pay - tutoring - 211 - Title I, Part A - 211 E 11 6117 00 046 7 24 000 842 0000 - $7,410				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Campus wide use of i-ready pathways for 30 minutes a week in RLA and 45 minutes a week in Math.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 4: Math and Reading summer Jump Start program in July, 2027 to close learning gaps, specifically for EB and students coded as 2 or more races. *LIP STRATEGY Aligned ESF Indicators: 4.1- Daily use of high-quality instructional materials 5.3- Data-driven instruction **Strategy's Expected Result/Impact:** Participation in the summer jump start program will prepare students for success in the new school year and close learning gaps in the core content learning for EB and students coded as 2 or more races. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Summer Jump Start Teachers **Title I:** 2.51, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** Planning, Teaching, Materials - 211 - Title I, Part A - 211 E 11 6399 00 046 7 24 446 842 0000 - $4,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 5: Remove economic barriers from student participation in learning experiences and provide at risk students with needed supplies and materials. **Strategy's Expected Result/Impact:** Providing essential supplies removes financial barriers, ensuring all students have equal access to learning opportunities. This targeted support will improve attendance, boost engagement, and drive academic growth for at-risk populations. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors **Title I:** 2.51, 2.52 **Problem Statements:** Student Learning 1 **Funding Sources:** Academic resources for enrichment - 211 - Title I, Part A - 211 E 11 6399 00 046 7 24 446 842 0000 - $4,000, Salary Adjustment - 211 - Title I, Part A - $1,352				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Lakeview Middle School received an "C" rating from the Texas Education Agency, reflecting persistent underperformance in student achievement, growth, and subgroup outcomes. **Root Cause**: Inconsistent alignment to grade-level curriculum, clarity of learning expectations, and effective use of formative assessments contribute to a lack of strong Tier 1 instruction

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 2: Consistent implementation of high-yield instructional strategies with fidelity that are aligned with the district curriculum and One Vision framework to create learning experiences that meet student needs and promote academic growth.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include readiness dashboard data and walkthrough data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Core content teachers will engage in weekly grade level PLC's to monitor student academic growth, analyze data regarding TEK mastery, ensure alignment to district curriculum, engage in LISD lesson internalization protocols and rehearsal, and align instructional practices to the OneVision framework, with a focus on monitoring growth for EB and students coded as 2 or more races. *LIP STRATEGY Aligned ESF Indicators: 2.1- Recruit, select, assign, induct, and retain a full staff of highly qualified educators 5.2- Build teacher capacity through observation and feedback cycles **Strategy's Expected Result/Impact:** Weekly collaborative PLCs enable teachers to rapidly target learning gaps using real-time TEK mastery data and aligned curriculum standards. This continuous data cycle will elevate classroom instruction and accelerate student academic growth across all core subjects, specifically for EB and students coded as 2 or more races. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Learning Facilitators, Core Content Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Core content teachers will receive weekly feedback and targeted coaching cycles based on trends in OneVision learning walks. *LIP STRATEGY Aligned ESF Indicators: 2.1- Recruit, select, assign, induct, and retain a full staff of highly qualified educators 4.1- Daily use of high-quality instructional materials 5.2- Build teacher capacity through observation and feedback cycles **Strategy's Expected Result/Impact:** Weekly, data-driven coaching accelerates teacher practice and builds campus-wide instructional consistency. This targeted feedback loop directly drives higher student engagement and benchmark performance across core content areas and for EB and students coded as 2 or more races. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Learning Facilitators, Core Content Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - **Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Monthly 1/2 day professional learning for targeted staff based on trends in student performance, alignment to the OneVision framework, and identified areas of growth from weekly coaching cycles. **Strategy's Expected Result/Impact:** Targeted monthly training equips staff to immediately address instructional gaps identified through weekly coaching and performance data. Aligning practice with the OneVision framework will elevate teaching quality and drive student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Learning Facilitators **Title I:** 2.52 **Problem Statements:** Student Learning 1 **Funding Sources:** Subs - 211 - Title I, Part A - 211 E 13 6411 00 046 7 24 446 842 0000 - $3,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 4: Lakeview Middle School will conduct Sheltered Instruction walkthroughs each 9 weeks to identify gaps in best practice for meeting the needs of Emergent Bilingual students. *LIP STRATEGY Aligned ESF Indicators: 4.1- Daily use of high-quality instructional materials 5.2- Build teacher capacity through observation and feedback cycles **Strategy's Expected Result/Impact:** Increase in % of ESL/EB levels of MS Readiness and STAAR performance **Staff Responsible for Monitoring:** Principal, Assistant Principals, ESL Liaison **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy** **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Lakeview Middle School received an "C" rating from the Texas Education Agency, reflecting persistent underperformance in student achievement, growth, and subgroup outcomes. **Root Cause**: Inconsistent alignment to grade-level curriculum, clarity of learning expectations, and effective use of formative assessments contribute to a lack of strong Tier 1 instruction

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 1: Implement proactive structures for success to maintain safe and orderly learning environments that foster positive relationships and cultivate belonging.

*Includes campus behavior goal strategies

High Priority

Evaluation Data Sources: Scorecard measures to include student and parent survey results, discipline data, walkthrough data.

Strategy 1 Details	Reviews			
Strategy 1: Strategies to achieve campus behavior goal. Implementation of Safe and Civil and Restorative Practices.	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
Strategy 2: Implementation of LiveSchool PBIS tool to promote and reward positive behavior based on the Leopard Creed.	Formative			Summative
Strategy's Expected Result/Impact: Aligning the LiveSchool PBIS tool with the Leopard Creed creates a proactive, campus-wide culture driven by immediate positive recognition. This consistent reinforcement minimizes disciplinary disruptions, maximizes instructional time, and fosters strong student buy-in across all grade levels. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Safe and Civil Schools team. **Title I:** 2.52 **Funding Sources:** LiveSchool App - 211 - Title I, Part A - -- not allowable - $0	Nov	Feb	May	

Strategy 3 Details	Reviews			
Strategy 3: Implementation of LISD Digital Hallpass tool and the Skyward integrated Tardy Kiosk.	Formative			Summative
Strategy's Expected Result/Impact: Implementing the LISD Digital Hallpass tool and Skyward Tardy Kiosk automates student movement tracking to minimize hallway roaming and tardy delays. This streamlined accountability recaptures valuable instructional time, reduces administrative burden on teachers, and ensures a safer, more orderly campus environment. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Safe and Civil Schools team.	Nov	Feb	May	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 4: All 6th grade students are enrolled in a Leopard 101 course to proactively teach campus expectations and prepare students for social and academic success in middle school. **Strategy's Expected Result/Impact:** Enrolling all 6th graders in Leopard 101 explicitly teaches foundational campus expectations, study habits, and social-emotional skills. This proactive transition course eases the middle school adjustment, minimizes behavioral issues, and sets students up for long-term academic and social success. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Safe and Civil Schools team. **Title I:** 2.53 **Funding Sources:** Teacher Planning/PLC - 211 - Title I, Part A - 211 E 13 6117 00 046 7 24 000 842 0000 - $5,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 2: Utilize collaborative and early intervention systems to maximize student presence, active participation, and direct student contribution to shaping campus culture.

*Strategies included if this is a campus priority.

Evaluation Data Sources: scorecard measures to include attendance rate, student survey results.

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 1: Maintain long-range financial stability through strategic long-term planning that aligns resource allocation, capital facility management, and fiscal reserves.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, efficiency and assessment reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 2: Maximize impact through the implementation of flexible and transformational models to optimize resource utilization and staff productivity.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, enrollment reports, efficiency reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 3: Advance the community's understanding of the state and district finances through proactive outreach and advocacy, to build informed partners in navigating complex decisions.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include feedback and input data.

Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

Performance Objective 1: Implement strategic systems to attract, certify, and fairly compensate a dedicated staff, while supporting ongoing growth and instructional expertise.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include waviers

Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

Performance Objective 2: Strengthen collaborative feedback loops to build trust, inform decision-making, and build collaborative ownership of mission and culture

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measure to include campus feedback loop results

Goal 5: Community Engagement - Strengthen partnerships with our families, students, staff, and community to engage in unified communication and elevate our shared commitment as ONE LISD.

Performance Objective 1: Leverage purposeful communication to inform and connect with all LISD stakeholders, building an engaged network of active partners.

*DISTRICT PRIORITY - STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 5.1 ON SCORECARD

High Priority

Evaluation Data Sources: Scorecard measures to include parent survey results, brand ambassadors, social media amplification scores, recognize someones and customer service.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Twice a week a Spanish speaking translator will be available for 1 hour after school to assist teachers in making phones calls in Spanish. **Strategy's Expected Result/Impact:** Increase parent survey satisfaction regarding Communication from Teacher from 60% to 65% **Title I:** 2.53 **Problem Statements:** Perceptions 1 **Funding Sources:** PARENT ENGAGEMENT SUPPLIES - 211- Title I, Parent & Family Engagement - 211 E 61 6399 00 046 7 24 446 842 0000 - $866				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: There is a need for a stronger parent/teacher partnership and increased communication. **Root Cause**: Inconsistent communication practices between teachers and parents across grade levels, content areas, and departments.

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 1: Improve attendance and student engagement by implementing initiatives that support students' needs.

Evaluation Data Sources: Student attendance records; academic performance data; communication logs; family and community involvement records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Staff, families, and the student body are informed of student attendance procedures and student residency is verified. Monitor attendance data regularly to identify chronic absenteeism. Parent notification given when students are absent. Utilize campus attendance teams to implement early interventions and supports. Partner with families to address barriers. Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement. As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes, including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate. Local School health advisory council (SHAC) recommendations implemented to support student physical, mental, and wellbeing. **Strategy's Expected Result/Impact:** Student attendance records and campus scorecard target for attendance rate and chronic absentism. ADA reports, chronic absenteeism data. **Staff Responsible for Monitoring:** Campus leaders, classroom teacher, registrar/attendance clerk.counselor, nurse.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Dating Violence Implement comprehensive dating violence prevention and response process that includes staff and student education on prevention, awareness, reporting procedures, legal responsibilities, and available supports. The Counseling and social work teams will provide developmentally appropriate education and resources to promote healthy relationships, ensure students know how to report concerns to adults, and follow district protocols for responding to reports of dating violence. **Strategy's Expected Result/Impact:** Compliance report, student training logs, counseling logs **Staff Responsible for Monitoring:** All staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Implement a comprehensive counseling program that supports students' academic, wellbeing, and college and career readiness needs. Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc. A proactive plan identifies and helps troubled youth through partnership with counselor, parent, and teacher to identify supports and interests. SAPP provides pregnant and parenting students with the support and resources needed to complete school, while equipping them for their future as college and career ready individuals with marketable skills, and helping them to become the best possible parent. SAPP provides childbirth education to pregnant students, parenting education to student who have a child and case management. Assistance is provided through case management, agency referrals, and prenatal (when medically necessary) and postnatal home instruction according to TEA guidelines. Students may remain at their home campus while they receive SAPP sercies or they may choose to attend LLC and work with their home campus counselor to complete the process. **Strategy's Expected Result/Impact:** Academic data, staff observations, documentation records including MTSS, attendance records. **Staff Responsible for Monitoring:** Campus leaders, counselors, teachers				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 2: All students shall complete high school. The dropout rate for all the students including sub-populations will be maintained at <0.2% for middle schools, and high schools will have a 95% completion rate. All schools will implement and maintain attendance and instructional support strategies that support these goals.

Evaluation Data Sources: Student attendance and withdrawal records; program records; STAAR scores and local academic performance data; campus staff observations, intervention documentation, family and community involvement records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Identify and monitor students identified as at risk based on multiple sources of student data, including students in special populations. Provide targeted interventions through the MTSS process, accelerated instruction, and supports based on student needs, comprehensive needs assessment findings, and in alignment with campus student learning, discipline, and attendance goals. Utilize MTSS to identify learning, behavioral, and attendance needs early, implement interventions, monitor student progress, and adjust supports as needed. Integrate technology as digital learning tools, and accessibility features to increase student engagement, learning, and provide equitable access to rigorous instruction. Special program students are accurately identified and appropriately served. A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.) Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.). Teachers receive training and support to differentiate instruction to meet the needs of all students. Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements. Special education services are provided to students as determined by the ARD committee. G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students. LISD takes a comprehensive approach in providing treatment and acceleration to students who have been identified with having a special learning disability of dyslexia. Depending on the age, language, skill ability and identified strengths and weaknesses , the district offers a variety of programs based on the well-researched Orton-Gillingham method of instruction. Reading interventions based on this approach provide the comprehensive learning strategies students with dyslexia require to overcome their literacy struggles by using multi-sensory tools to teach phonemic awareness, phonics, fluency, vocabulary and comprehension sequentially. All scripted, direct instruction reading programs adopted for use in LISD, including MTA, Foundations, Esperanza, New Herman Method and Language! Live were carefully vetted based on teh TEA required principles of effective dyslexia instruction. LISD ensures all the reading interventions for struggling readers are provided with consistency and fidelity in order to ensure students close the gaps and are using their newly acquired skills to become more confident readers.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Recruiting and retaining highly effective teachers Review CNA data annually to identify gaps and high-need areas to address through professional learning. In collaborative with staff and the review of CNA data to determine campus priorities, design comprehensive campus professional learning plan to support ongoing learning and support during implementation Intentional planning of job-embedded professional learning (PL) through PLCs aligned to student needs and staff growth areas Offer resources and assistance to support teachers in obtaining correct certification. Partner with district to provide test preparation, mentoring and coaching through programs. Utilize trend walks and student outcomes to plan professional learning. Regular campus based learning communities focused on instructional improvement. Partner with district for instructional supports. **Strategy's Expected Result/Impact:** increase in academic achievement of students. Increase in alignment to district expectations on walks **Staff Responsible for Monitoring:** campus leaders, learning and teaching.				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 3: Foster strong family and community partnerships that support student achievement, attendance, and overall well-being by implementing programs and effective communication.

Evaluation Data Sources: Parent survey results, event participation, conference attendance, volunteer logs. communication logs. advisory committee participation and family engagement data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Provide regular communication to families through newsletters, digital platforms, phone calls, and conferences. Offer family learning and engagement events that support student academics, college and career readiness, and student wellness. Engage families through campus advisory committee and volunteer opportunities and parent organizations. Conduct annual family survey and use feedback to improve programs. Provide resources that help families support learning at home. **Strategy's Expected Result/Impact:** parent survey results, event participation, volunteer logs, **Staff Responsible for Monitoring:** Campus leaders, counselor, teachers.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I

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

1.1: Description of CNA Process

Lakeview MS conducts a comprehensive needs assessment (CNA) annually, engaging stakeholders including parents, teachers, administrators, and community members through surveys and meetings. We analyze multiple data sources-demographics, student achievement, school processes and programs, and stakeholder perceptions-to identify priority areas for improvement. Our CNA process emphasizes academic achievement, equity, and student growth. These findings directly inform the development of our schoolwide goals and strategies.

1.2: Location for Evidence of Multiple Meetings Held

Lakeview MS documents evidence of stakeholder engagement through its Building Leadership Team (BLT) membership and planning timeline, which includes multiple scheduled meetings across the school year. We maintain records of stakeholder involvement in decision-making and plan development, ensuring inclusive and ongoing collaboration throughout the CNA process.

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

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

Lakeview MS initiates the development of the Campus Improvement Plan in the spring and continues into the fall to allow for thorough data review and stakeholder feedback. We align our timeline with the district planning cycle and base our goals and strategies on the most recent comprehensive needs assessment to ensure our plan reflects current student and school needs.

2.2: Stakeholders 1114(b)(2)

Lakeview MS involves a broad range of stakeholders in the planning and decision-making process, including parents, classroom teachers, non-instructional staff, administrators, and community members. Our Building Leadership Team reflects diverse voices and includes multiple parent representatives and instructional staff across grade levels and specialties. We believe in shared ownership of school success and empower stakeholders to provide input and shape the direction of our campus priorities.

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

Lakeview MS ensures that our Campus Improvement Plan is accessible to families and the community. We post the CIP on the district and campus websites, which include automatic translation features. Additionally, all printed communications and meeting materials are provided in both English and Spanish. We are committed to transparency and accessibility in sharing our goals, strategies, and progress with all stakeholders.

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

Lakeview MS coordinates the CIP with district priorities, state programs, and federal funding sources to maximize impact. Our plan includes aligned strategies funded through Title I. We work closely with district departments to align services that support emergent bilingual students, at-risk youth, and students receiving special education services.

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

Lakeview MS addresses all required program components within the CIP, including evidence-based strategies, targeted support for at-risk students, professional development, and extended learning opportunities. We outline our approach to integrating a well-rounded education and addressing the needs of historically underserved student groups. Our CIP ensures all students, regardless of background, are supported to meet state standards and experience academic success.

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

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Lakeview MS evaluates the effectiveness of our schoolwide program annually by reviewing assessment data, stakeholder feedback, and program implementation fidelity. These evaluations are documented in our CIP and used to inform revisions. We monitor progress toward stated goals using tools like District CBA, STAAR data, and internal RtI assessments, ensuring that strategies are adjusted based on evidence of student performance and instructional impact.

Title I Personnel

Name	Position	Program	FTE
Jones, Lakeisha	Title 1 Sec Instructional Facilitator	Title 1 Part A	.33

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Shawna Miller	7/7/2026
Child Abuse and Neglect			Shawna Miller	7/7/2026
Coordinated Health Program			Shawna Miller	7/7/2026
Decision-Making and Planning Policy Evaluation			Shawna Miller	7/7/2026
Disciplinary Alternative Education Program (DAEP)			Shawna Miller	7/7/2026
Dropout Prevention			Shawna Miller	7/7/2026
Dyslexia Treatment Program			Shawna Miller	7/7/2026
Pregnancy Related Services			Shawna Miller	7/7/2026
Post-Secondary Preparedness			Shawna Miller	7/7/2026
Recruiting Teachers and Paraprofessionals			Shawna Miller	7/7/2026
Student Welfare: Crisis Intervention Programs and Training			Shawna Miller	7/7/2026
Student Welfare: Discipline/Conflict/Violence Management			Shawna Miller	7/7/2026
Texas Behavior Support Initiative (TBSI)			Shawna Miller	7/7/2026
Technology Integration			Shawna Miller	7/7/2026
Job Description for Peace Officers, Resource Officers & Security Personnel			Shawna Miller	7/7/2026