Fort Bend Independent School District

Lakeview Elementary

2026-2027 Formative Reviews with Notes

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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Goals

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

Performance Objective 1: By the end of the 2026-27 school year, Lakeview Elementary will increase the percentage of students demonstrating academic growth on STAAR from 56% to at least 64% in RLA and from 64% to at least 69% in mathematics. Additionally, academic growth will increase by at least 10 percentage points from the 2026 baseline for African American, Hispanic, and High Focus students in each content area in which the state interim target was not met.

Evaluation Data Sources: 2027 STAAR Academic Growth data; TEA Closing the Gaps reports; campus common formative assessments; district interim assessments; NWEA MAP Growth; and student work/classroom formative assessments.

Strategy 1 Details	Reviews
Strategy 1: Implement a consistent campus formative assessment cycle in RLA and mathematics to monitor student mastery of identified essential and spiraled TEKS. Every six weeks, grade-level PLTs will analyze results by TEKS and student group, including African American, Hispanic, High Focus, Emergent Bilingual, and Special Education students, to identify learning gaps and students requiring targeted support or extension. **Strategy's Expected Result/Impact:** Increase student mastery of essential TEKS and academic growth through timely identification of learning gaps and targeted instructional response. At least 70% of students will demonstrate proficiency on campus formative assessments, and at least 80% of students initially below proficiency will demonstrate growth following targeted reteach and reassessment. Progress will be monitored across assessment cycles and disaggregated by identified student groups. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Leadership Team/ Instructional Specialists, Grade-Level Team Leaders, and Classroom Teachers.	**Oct** **October Evidence of Progress**  The first campus wide TEKS-based Skill Check was administered in grades 2-5 RLA and grades 1-5 mathematics as part of the implementation of a consistent six-week formative assessment cycle. During the September 25 Professional Learning Day, grade-level teams analyzed results by TEKS and student group, including African American, Hispanic, High Focus, Emergent Bilingual, and Special Education students. While the campus goal of 70% of students demonstrating proficiency was not met across all grade levels and content areas, comparison of results to STAAR cut scores indicated that most student groups met established Domain 3 Part 1 targets. Fourth-grade mathematics emerged as a significant area of need and was identified for additional instructional support and monitoring. Teams used Skill Check data to identify learning gaps and develop targeted Reteach/ Intervention Plans. **Dec** **December Evidence of Progress** **Feb** **February Evidence of Progress** **June** **June Evidence of Progress**

Strategy 2 Details	Reviews
Strategy 2: Teachers will use CFA, MAP, classroom, and other formative data to provide flexible small-group instruction, intervention, reteach, or extension based on identified student needs. Students who have not demonstrated proficiency on essential TEKS will receive targeted instruction and reassessment to monitor growth and determine the effectiveness of the instructional response. **Strategy's Expected Result/Impact:** Students will receive timely, targeted instructional support based on identified learning needs, resulting in increased mastery of essential TEKS and academic growth. At least 80% of students initially below proficiency will demonstrate growth following targeted reteach and reassessment, with progress monitored across student groups. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Grade-Level Team Leaders, and Classroom Teachers.	**Oct** **October Evidence of Progress** Teachers have implemented targeted Reteach/ Intervention Plans based on Skill Check, MAP, classroom, and other formative data to address identified student needs. Plans identify specific TEKS and skills requiring additional support and provide for targeted small-group instruction and reteach. Teachers are progress monitoring student response to instruction weekly and documenting evidence of growth to determine the effectiveness of the instructional response. Grade-level teams are provided time during PLTs to review and update progress monitoring information. As a next step, professional development will be provided during the November 2 staff meeting to strengthen teachers' use of progress monitoring data to evaluate the effectiveness of current interventions and make timely adjustments to instruction and student groupings. **Dec** **December Evidence of Progress** **Feb** **February Evidence of Progress** **June** **June Evidence of Progress**

Strategy 3 Details	Reviews
Strategy 3: Strengthen Tier 1 instruction through alignment of instruction, student tasks, and assessments to the rigor of essential TEKS and consistent implementation of adopted instructional resources, evidence-based instructional practices, and differentiated supports. **Strategy's Expected Result/Impact:** Increased consistency and rigor of Tier 1 instruction will result in improved student mastery of essential TEKS and increased academic growth in RLA and mathematics across all student groups. Walkthrough and student performance data will demonstrate increased alignment between grade-level standards, instruction, student tasks, and assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Grade-Level Team Leaders, and Classroom Teachers.	**Oct** — **October Evidence of Progress** Teachers have participated in district-provided professional development focused on strengthening content knowledge and implementation of adopted instructional resources. Campus professional development has also been provided on the implementation of the revised ELPS to strengthen language supports for Emergent Bilingual students within Tier 1 instruction. Through the PLT process, grade-level teams are engaging in ongoing unit and lesson internalization to develop a shared understanding of essential TEKS, instructional rigor, student tasks, and expected outcomes. Campus administrators and instructional leaders continue to support and monitor implementation through collaborative planning, PLTs, and classroom walkthroughs. **Dec** — **December Evidence of Progress** **Feb** — **February Evidence of Progress** **June** — **June Evidence of Progress**

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: By the end of the 2026-27 school year, Lakeview Elementary will increase the percentage of students performing at Meets Grade Level or above on STAAR within each identified Closing the Gaps student group. Hispanic student performance will increase from 33% to at least 39% in RLA and from 31% to at least 44% in mathematics; African American student performance will increase from 38% to at least 40% in RLA and from 33% to at least 38% in mathematics; and High Focus student performance will increase from 42% to at least 45% in RLA and from 41% to at least 45% in mathematics.

Evaluation Data Sources: 2027 STAAR Growth data; TEA Closing the Gaps reports; campus common formative assessments; district interim assessments; NWEA MAP Growth; and student work/classroom formative assessments.

Strategy 1 Details	Reviews
Strategy 1: Campus and grade-level teams will use formative and summative data to monitor the performance of African American, Hispanic, and High Focus students, with additional attention to Emergent Bilingual and Special Education students and students represented across multiple identified groups. Teams will identify individual students not on track to meet grade-level expectations and coordinate appropriate instructional supports and interventions. **Strategy's Expected Result/Impact:** Increased achievement among identified Closing the Gaps student groups through consistent monitoring and timely instructional response. Students not on track to meet grade-level expectations will be identified early and provided targeted supports, resulting in increased percentages of African American, Hispanic, and High Focus students performing at Meets Grade Level or above in RLA and mathematics. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Grade-Level Team Leaders, Classroom Teachers, Special Education Staff, and Emergent Bilingual Support Staff	**Oct** **October Evidence of Progress** Campus and grade-level teams have begun intentionally monitoring the performance of students within identified Closing the Gaps groups. Teachers were provided student-level lists identifying African American, Hispanic, High Focus, Emergent Bilingual, and Special Education students, allowing teams to identify students represented across multiple groups and prioritize students with overlapping needs. During the first Skill Check data analysis cycle, teams reviewed performance by student group and examined individual student results to identify students not currently on track to meet grade-level expectations. This analysis, along with MAP, classroom, and other formative data, is being used to identify learning gaps and coordinate targeted reteach, intervention, and instructional supports for identified students. **Dec** **December Evidence of Progress** **Feb** **February Evidence of Progress** **June** **June Evidence of Progress**

Strategy 2 Details	Reviews
Strategy 2: PLTs will monitor individual student progress toward Meets Grade Level expectations and use data to identify specific TEKS, prerequisite skills, and areas of unfinished learning requiring additional instruction. Particular attention will be given to students approaching proficiency, while maintaining appropriately rigorous grade-level instruction and support for all students. **Strategy's Expected Result/Impact:** Increased percentage of students reaching Meets Grade Level or above through targeted, student-specific instructional responses. Students approaching proficiency will demonstrate increased mastery of identified TEKS and progress toward grade-level expectations while continuing to receive rigorous Tier 1 instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Grade-Level Team Leaders, and Classroom Teachers.	**Oct** **October Evidence of Progress** PLTs are using Skill Check, MAP, classroom, and other formative data to monitor individual student progress toward Meets Grade Level expectations. Results from the first campus wide Skill Check were compared to STAAR Meets Grade Level cut-score equivalents and Domain 3 Part 1 targets. Current results met or exceeded the Domain 3 target for all identified student groups in both RLA and mathematics with the exception of Black/African American students in mathematics, where 30.35% met the cut-score equivalent compared to the 34% target. High Focus students demonstrated 44.36% in RLA and 39.48% in mathematics, while Hispanic students demonstrated 53.97% in RLA and 48.22% in mathematics, all above current Domain 3 targets. PLTs are using student- and TEKS-level results to identify students approaching Meets Grade Level expectations, areas of unfinished learning, and specific skills requiring additional instruction. **Dec** **December Evidence of Progress** **Feb** **February Evidence of Progress** **June** **June Evidence of Progress**

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: By the end of the 2026-27 school year, Lakeview Elementary will increase the percentage of current Emergent Bilingual students demonstrating progress toward English language proficiency, as measured by TELPAS composite proficiency, from 31% to at least 40%.

Strategy 1 Details	Reviews
Strategy 1: Build teacher capacity in the newly adopted English Language Proficiency Standards (ELPS) through professional learning, collaborative planning, modeling, and instructional support. Teachers will integrate the ELPS with grade-level content standards and intentionally provide opportunities for Emergent Bilingual students to develop academic language through listening, speaking, reading, and writing. Classroom teachers, EB support staff, Special Education staff, and instructional support personnel will collaborate to provide appropriate linguistic supports based on students' proficiency levels and academic needs. **Strategy's Expected Result/Impact:** Increased teacher capacity to effectively implement the new ELPS and provide intentional, differentiated language supports within Tier 1 instruction. Emergent Bilingual students will have increased opportunities to develop and apply academic language across all four language domains, resulting in increased English language proficiency and progress on TELPAS. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Emergent Bilingual Specialist, Instructional Specialists, Grade-Level Team Leaders, Classroom Teachers, and Special Education Staff.	**Oct** **October Evidence of Progress**  Campus professional learning has been provided to build teacher capacity in the newly adopted ELPS and strengthen the intentional integration of language development within grade-level content instruction. Teachers have received support in developing and implementing language intentions aligned to content objectives and opportunities for students to develop language through listening, speaking, reading, and writing. The EB Specialist has conducted classroom walks focused on the implementation of language intentions and ELPS-aligned instructional practices and has provided feedback to teachers to strengthen implementation. Ongoing collaboration and instructional support will continue to build consistency in the use of appropriate linguistic supports within Tier 1 instruction. **Dec** **December Evidence of Progress** **Feb** **February Evidence of Progress** **June** **June Evidence of Progress**

Strategy 2 Details	Reviews
Strategy 2: Campus and grade-level teams will regularly monitor individual Emergent Bilingual students' progress toward English language proficiency using prior-year TELPAS proficiency levels, classroom evidence, student work, formative assessment data, and other language-development measures. Data will be used to identify students and language domains requiring targeted support and to evaluate the effectiveness of ELPS-aligned instructional practices. **Strategy's Expected Result/Impact:** Increased English language proficiency through consistent, student-level progress monitoring and timely instructional response. Emergent Bilingual students not demonstrating expected progress will be identified early and provided targeted support in specific language domains, resulting in an increased percentage of students demonstrating progress on TELPAS. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Emergent Bilingual Specialist, Instructional Specialists, Grade-Level Team Leaders, Classroom Teachers, and Special Education Staff.	**Oct** **October Evidence of Progress** The EB Specialist has established a student-level progress-monitoring process focused on the listening and speaking domains of English language proficiency. Baseline listening and speaking assessments have been administered, and the EB Specialist met individually with students to review results and establish personalized language-development goals. Baseline data, along with prior TELPAS proficiency levels and classroom evidence, will be used to monitor individual student growth, identify students and language domains requiring additional support, and inform instructional adjustments. Classroom walks conducted by the EB Specialist are also being used to gather evidence of ELPS implementation and connect student language-development needs with feedback and support provided to teachers. **Dec** **December Evidence of Progress** **Feb** **February Evidence of Progress** **June** **June Evidence of Progress**

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 4: By June 2027, the percentage of 3rd-grade students performing at Meets Grade Level or Above on STAAR will increase in RLA from 59.21% to the districts goal of 69% by improving outcomes in identified student groups: African American - from 62.5% to at least 69%, Hispanic - 33.33% to at least 45%, Asian - 75% to at least 80%, Two or More Races from 50% to at least 60% and White from 71.43% to at least 76%. The percentage of 3rd-grade students performing at Meets Grade Level or Above on STAAR will increase in Mathematics from 44.74% to 50%. by improving outcomes in the identified student groups: African American - from 37.5% to at least 45%, Hispanic -42.86% to at least 50%, Asian - 65% to at least 72%, and white - 61.9% to at least 68%.

HB3 Goal

Evaluation Data Sources: 3rd Grade STAAR RLA and Math Meets+ results; CFA data; NWEA MAP achievement and growth data; formative assessment and reassessment data; PLT data-analysis documentation.

Strategy 1 Details	Reviews	
Strategy 1: Implement a six-week CFA cycle in 3rd-grade RLA and Math to monitor mastery of essential and spiraled TEKS. PLTs will analyze results by TEKS and student group to identify strengths, instructional gaps, and students not on track to achieve Meets Grade Level. **Strategy's Expected Result/Impact:** Increased proficiency on priority TEKS and an increase in the percentage of 3rd-grade students demonstrating progress toward and achieving Meets Grade Level or Above in RLA and Math. **Staff Responsible for Monitoring:** Principal, Assistant Principal, 3rd Grade Teachers, special education teachers, Team Leader, Instructional Specialists	**Oct**	**October Evidence of Progress** The first 3rd-grade RLA and Math Skill Checks were analyzed by TEKS and identified student groups. In RLA, African American (80%), Hispanic (57.14%), Asian (88.89%), and White (77.27%) students met or exceeded year-end targets; Two or More Races (50%) remained below target. In Math, Hispanic (50%) and Asian (80%) students met or exceeded targets, while African American (25%) and White (45%) students remained below target.
	Dec	**December Evidence of Progress**
	Feb	**February Evidence of Progress**
	June	**June Evidence of Progress**

Strategy 2 Details	Reviews
Strategy 2: Use CFA, MAP, classroom formative assessment, and student work data to provide targeted small-group instruction, reteach identified skill gaps, and reassess students to monitor progress toward Meets Grade Level. **Strategy's Expected Result/Impact:** Increased student mastery following targeted instruction and reteach, demonstrated through reassessment and formative data, with more 3rd-grade students progressing toward Meets Grade Level or Above in RLA and Math. **Staff Responsible for Monitoring:** Principal, Assistant Principal, 3rd Grade Teachers, Special Education Teachers, Interventionist, Instructional Specialists	**Oct** **October Evidence of Progress** Third-grade teachers are using Skill Check, MAP, classroom formative assessment, and student work data to identify individual students and specific TEKS requiring additional instruction. Results from the first Skill Check have been used to develop targeted Reteach/Intervention Plans and provide small-group instruction based on identified skill gaps. Teachers are progress monitoring student response weekly to evaluate the effectiveness of reteach and determine when instructional adjustments are needed. **Dec** **December Evidence of Progress** **Feb** **February Evidence of Progress** **June** **June Evidence of 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: By the end of the 2026-27 school year, Lakeview Elementary will strengthen Tier I PBIS systems by implementing consistent campus wide processes for documenting, monitoring, and analyzing Level I teacher-managed behavior incidents. Campus behavior data will be reviewed regularly to identify patterns, monitor student response to interventions, and ensure timely implementation of appropriate behavioral supports, as evidenced by improved Benchmarks of Quality (BoQ) results and campus behavior data.

Evaluation Data Sources: PBIS Benchmarks of Quality (BoQ) results; Level I behavior documentation; Skyward discipline data; campus behavior data reviews; student intervention/progress-monitoring documentation.

Strategy 1 Details	Reviews	
Strategy 1: Establish and reinforce clear campus wide expectations and procedures for documenting Level I teacher-managed behaviors, including when behaviors should be documented, parent communication expectations, and when repeated behaviors require additional student support or administrative referral. Staff will receive ongoing guidance and support to promote consistent implementation across classrooms and grade levels. **Strategy's Expected Result/Impact:** Increased consistency and accuracy in Level I behavior documentation will provide reliable campus data for identifying individual student needs, recurring behaviors, and campus wide patterns before behaviors escalate. Campus review of Level I documentation will demonstrate consistent implementation of established documentation and response procedures, and PBIS BoQ item(s) related to behavior data collection, analysis, and data-based decision making will demonstrate improvement from the 2026 baseline. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, and Classroom Teachers.	**Oct**	**October Evidence of Progress** Teachers received training on identifying Level 1 behaviors, accurately documenting incidents through the online discipline form, and distinguishing between Level 1 and Level 2 behaviors using a campus-developed decision-making flowchart. During the initial PBIS team meeting, campus leadership reviewed beginning-of-year behavior data and the BoQ results to assess current implementation practices and identify opportunities for improvement. Additionally, a staff survey was distributed to gather feedback on current PBIS procedures, assess staff understanding, and inform next steps for strengthening consistent implementation of campus-wide behavior expectations and documentation protocols.
	Dec	**December Evidence of Progress**
	Feb	**February Evidence of Progress**
	June	**June Evidence of Progress**

Strategy 2 Details	Reviews
Strategy 2: Campus leadership will regularly review Level I behavior documentation and discipline data to identify patterns by student, behavior type, location, grade level, and frequency. Data will be used to identify students demonstrating repeated behaviors, determine the need for additional supports or interventions, and monitor student response to implemented strategies. **Strategy's Expected Result/Impact:** Students demonstrating patterns of repeated behavior will be identified earlier, allowing staff to implement targeted supports before behaviors escalate. Regular analysis will also identify campus wide trends requiring changes to supervision, routines, expectations, or Tier I behavioral supports. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, and Instructional Leadership Team.	**Oct** **October Evidence of Progress** Level 1 discipline data is reviewed each Wednesday and Friday to identify recurring behavior patterns and monitor the effectiveness of classroom-based interventions. Students with multiple documented Level 1 incidents receive targeted administrative support and follow-up with the counselor after three incidents to reinforce appropriate behavioral strategies. To date, no students have required escalation to Level 2 discipline as a result of repeated Level 1 behaviors, indicating that current intervention and monitoring efforts are supporting proactive behavior management. **Dec** **December Evidence of Progress** **Feb** **February Evidence of Progress** **June** **June Evidence of Progress**

Strategy 3 Details	Reviews
Strategy 3: Teachers, counselors, administrators, Special Education staff, and other appropriate support personnel will collaborate to develop, implement, and monitor targeted behavioral supports for students demonstrating repeated Level I behaviors. Student response to supports will be monitored and interventions adjusted based on documented behavior data and individual student needs. **Strategy's Expected Result/Impact:** Students with recurring behavioral needs will receive timely, coordinated, and increasingly targeted support, resulting in improved student behavior, increased responsiveness to intervention, and reduced escalation of repeated Level I behaviors to more significant disciplinary concerns. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Classroom Teachers, Special Education Staff, and other Student Support Personnel as appropriate.	**Oct** **October Evidence of Progress** Assistant principal implemented a monitoring process to support teachers in addressing recurring Level 1 behaviors through follow-up check-ins, targeted feedback, and reinforcement of consistent classroom behavior management practices. Students demonstrating continued behavioral concerns following a third Level 1 incident were referred to the counselor for additional support, targeted behavioral interventions, and reinforcement of appropriate behavior strategies. Behavior documentation and staff feedback are being used to identify patterns and determine next steps for students requiring additional intervention.. **Dec** **December Evidence of Progress** **Feb** **February Evidence of Progress** **June** **June Evidence of 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 2: By the end of the 2026-27 school year, Lakeview Elementary will increase positive student perceptions of belonging and connectedness, as measured by the EOY student survey. The percentage of students reporting that they feel like they belong at school will increase from 60% to at least 70%, and the percentage reporting that they feel comfortable being themselves at school will increase from 54% to at least 65%.

Evaluation Data Sources: EOY student survey results; counselor program participation and implementation data; student feedback; and other campus climate/behavior data as appropriate.

Strategy 1 Details	Reviews
Strategy 1: Implement schoolwide activities and learning experiences that intentionally promote belonging, inclusion, kindness, and positive relationships, including Start With Hello activities, National Bullying Prevention Month lessons, Unity Day, and monthly Core Essentials character traits incorporated into announcements, counselor lessons, classroom connections, and Viking of the Month recognition. **Strategy's Expected Result/Impact:** Students will experience consistent schoolwide messages and opportunities that promote inclusion, positive peer relationships, character development, and respect for others. Increased student participation and awareness will contribute to improved student perceptions of belonging and comfort being themselves at school. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Teachers	**Oct** **October Evidence of Progress** The counselor has implemented Viking of the month, where students are chosen by their teacher and recognized based on the character trait of the month. The counselor has conducted guidance lessons for K-5. For K-2, she introduced herself and discussed big feelings and coping skills. For 3-5, she introduced herself, discussed 988, see something say something, and conducted a survey. Pk-5 completed a school belonging activity for Unity Day and Bully Awareness Month. In 2nd grade, a lesson was given about a guide to prevent bullying. **Dec** **December Evidence of Progress** **Feb** **February Evidence of Progress** **June** **June Evidence of Progress**

Strategy 2 Details	Reviews	
Strategy 2: Provide and promote diverse extracurricular and leadership opportunities that allow students to build relationships, develop interests and talents, and strengthen their connection to the school community. Opportunities will include Student Council, NEHS, Choir, Chess Club, Coding & Robotics Club, Cardio Club, and other campus activities offered throughout the year. **Strategy's Expected Result/Impact:** Increased student participation in extracurricular, leadership, and enrichment opportunities will provide students additional avenues to develop positive peer and adult relationships, experience success, and feel connected to the school community, contributing to improved student perceptions of belonging and comfort at school. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Teachers	**Oct**	**October Evidence of Progress** Most planned extracurricular and student leadership clubs have been established and initiated for the school year. Students now have access to a variety of opportunities, including Student Council, NEHS, Choir, and Coding & Robotics Club.
	Dec	**December Evidence of Progress**
	Feb	**February Evidence of Progress**
	June	**June Evidence of 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 2027, Lakeview Elementary will demonstrate fiscal responsibility by implementing transparent budgeting practices and ensuring all campus expenditures align with the district strategic plan and campus priorities. This will be accomplished through regular budget reviews and collaborative planning to optimize resource allocation in support of campus needs.

Evaluation Data Sources: Campus budget reports, expenditure records, campus budget allocations, and evidence of alignment with Campus Improvement Plan and district strategic priorities.

Strategy 1 Details	Reviews	
Strategy 1: The principal will evaluate all instructional resource requests to verify they align with campus priorities, contribute to student success, and stay within the allotted budget. **Strategy's Expected Result/Impact:** Campus resources will be allocated strategically and responsibly to support identified instructional needs and campus priorities. Instructional expenditures will demonstrate alignment with the Campus Improvement Plan, district priorities, and available budget while maximizing resources that support student learning. **Staff Responsible for Monitoring:** Principal and Campus Executive Assistant/Secretary.	**Oct**	**October Evidence of Progress** The principal continues to review and approve instructional resource requests to ensure purchases align with campus priorities, identified student and staff needs, and available funding. Campus expenditures are monitored to support responsible allocation of resources while prioritizing materials and resources that directly support instruction and student success.
	Dec	**December Evidence of Progress**
	Feb	**February Evidence of Progress**
	June	**June Evidence of Progress**

No Progress Accomplished Continue/Modify Discontinue