

Northwest Independent School District
Lakeview Elementary School
2018-2019 Campus Improvement Plan



Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

Northwest ISD Mission

Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

Lakeview Elementary School

We believe:

That nothing is more important than the relationships we form with our students

That all students deserve curriculum and instruction carefully crafted around his or her educational strengths and weaknesses.

That all teachers are life-long learners dedicated to continuous improvement and growing in their craft.

Lakeview Elementary School Vision

Our vision is for all students to become 21st century learners capable of thinking independently, skillful in the art of collaborating with others, and prepared to solve real-world problems.

Lakeview Elementary School Mission

Our mission is to know every child by name and by need ensuring we design rigorous and relevant instruction for all students.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Lakeview Elementary is a Pre-Kindergarten through 5th grade community school located in Trophy Club, Texas. Established in 1983, Lakeview enjoys a long history of strong parental and community support. Parents and community members dedicate their time to Lakeview in multiple ways including serving on committees, fundraising, and volunteering on campus. In 2015 and 2018, Lakeview was the NISD Partners in Education volunteer campus of the year for the service hours provided by our parents and volunteers.

Lakeview Elementary's student population is made up of 73% White, 14% Hispanic, 6% Asian, 2% AA, 4% ED, 14%GT, 2% ELL, 7% 504, and 17% At-Risk. Special programs within Lakeview include PPCD/Pre-K and the SLC.

Demographics Strengths

The strengths of the community we serve are the strong parental support our teachers and students receive as well as the systems we have established to meet students' academic and social emotional needs. At Lakeview, our goal is to know every student by name and by need. Our SST and RtI systems ensure students receive the interventions needed for his or her success. In addition, our teachers meet weekly in professional learning communities to intentionally design learning tasks to meet the various needs of their students.

In 2016, Lakeview implemented Capturing Kids' Hearts. The Capturing Kids' Hearts framework establishes routines and expectations for teacher/student relationships and campus wide beliefs. Our community also provides supports for students in need of additional support in reading as well as mentors for students who are in need of a different form of support.

Lakeview is blessed with strong local support as well from Mathnasium of Trophy Club, Horace Mann, Closing Time Reality, and Gateway Church. These partnerships benefit both our students and our staff.

100% of the teachers at Lakeview are certified and more than 90% have completed their 30 hours of professional development in serving our gifted population. Staff experience on campus ranges from new teachers to teachers who have been at Lakeview for more than twenty years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students who are at-risk, special education, section 504, and ELL are not performing at the same rates. **Root Cause:** Teachers and staff are in need of additional professional development, training, and resources to meet the various needs of all students.

Problem Statement 2: Our staff needs to design experiences that engage the whole child and support student academic and social emotional needs. **Root Cause:** Our students have various strengths and weaknesses that need to be addressed and nourished.

Student Academic Achievement

Student Academic Achievement Summary

Students at Lakeview perform well on state assessments, however, when compared in our 40 school comparison group, our students are not performing at high levels in the areas of student growth and mastery.

2017 - 2018 Kindergarten through 2nd Grade End of Year percentage of students who are on or above level on DRA.

Kindergarten - 93%

1st Grade - 83%

2nd Grade - 87%

2017 - 2018 Kindergarten through 2nd Grade End of Year % of students who made at least one year's growth on DRA.

Kindergarten - 92%

1st Grade - 93%

2nd Grade - 91%

STAAR 2017-2018

3rd Math

Approaches – 91%

Meets – 66%

Masters – 28%

3rd Reading

Approaches – 95%

Meets – 72%

Masters – 49%

4th Reading

Approaches – 98%

Meets – 81%

Masters – 44%

- Met or exceeded a year's growth – 69%

4th Writing

Approaches 89%

Meets – 70%

Masters – 20%

4th Math

Approaches – 95%

Meets – 78%

Masters – 49%

- Met or exceeded a year's growth – 77%

5th Math

Approaches -98%

Meets- 72%

Masters- 43%

- Met or exceeded a year's growth – 74 %

5th Reading

Approaches - 95%

Meets - 77%

Masters - 47%

- Met or exceeded a year's growth –73%

5th Science

Approaches – 86%

Meets- 58%

Masters- 30%

6th Math

Approaches – 100%

Meets – 100%

Masters – 62%

- Met or exceeded a year's growth – 67%

Distinction Designation Summary

Attendance Q2

Accelerated Growth in ELA Q4

Accelerated Growth in Math Q4

Grade 3 Reading Masters Q3

Grade 3 Math Masters Q4

Grade 4 Reading Masters Q3

Grade 4 Math Masters Q3

Grade 4 Writing Masters Q4

Grade 5 Reading Masters Q4

Grade 5 Math Masters Q4

Grade 5 Science Masters Q3

Percentage of STAAR results at Meets or Above for all Subjects Q3

Percentage of STAAR results at Meets or Above for Reading and Math Q3

For the 2017-2018 school year, Lakeview was found to be in need of Additional Targeted Support. The population in need of support was our Asian students.

Student Academic Achievement Strengths

At Lakeview, we continue to increase the percentage of students who are scoring at the "meets" level (3 year trend data). STAAR Mastery levels have remained mostly consistent. The number of students who are accelerating in math has increased each of the last 3 years. We currently have approximately 25 students who are enrolled in an accelerated math class. The students who are accelerating are performing successfully on STAAR. For example, 95% of 5th grade students who took the 6th grade math STAAR scored at the masters level.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students at Lakeview perform well on state assessments, however, when compared in our 40 school comparison group, our students are not performing at high levels in the areas of student growth and mastery. **Root Cause:** Classroom instruction is not always designed to meet the individual needs of students.

Problem Statement 2: Our data on literacy diagnostics and STAAR measures indicate we are not meeting the needs of all students. While many students are

meeting minimum expectations, a majority are not participating in activities designed to push them to their full potential. **Root Cause:** Our students are in need of intentional differentiation and individualized learning to meet the varying cognitive demands of students..

Problem Statement 3: Below 90% of Kindergarten through 2nd grade students are performing at or above end of year expectations as measured by DRA and district math diagnostics. **Root Cause:** Classroom instruction is not always designed to meet the individual needs of students.

School Processes & Programs

School Processes & Programs Summary

Programs for Students and Intervention at Lakeview:

Special Education Resource, Special Education inclusion support, dyslexia reading intervention, reading intervention, specific accommodations for special education and 504 plans, SST, RtI, Reading Recovery (Resource teacher is trained to work with students), tutoring done by teachers, Book Joy Club (parent volunteer reading intervention), PTA Watch DOGS, parent mentors, PALS, small group counseling, guidance lessons, Run Club, UIL, and Destination Imagination.

Lakeview uses campus data from formative assessment to inform tutoring, lesson compacting, and flexible grouping. In addition, data from programs such as Imagine Math, Reading A-Z, and Lexia are used to meet the varying needs of students. Quarterly curriculum reviews, PLCs, and XYZ (where teachers discuss the progress of each student on campus) meetings are used to discuss each student and his or her needs.

Teachers participate weekly in grade level professional learning communities. Work done in learning communities revolves around the 4 critical questions of a PLC (What do we want students to know and be able to do? How will we know they have learned it? How will we respond if some students do not learn? How will we extend the learning for those who are already proficient?). Furthermore, the work of PLC's also focus on understanding standards and curriculum, creating and using common assessments, responding to collected data, and raising the level of rigor, relevance, and engagement. Throughout the year teachers are afforded Extended PLC time to support planning and lesson design.

In addition:

Capturing Kids Hearts is a program created and implemented to foster positive student teacher relationships.

Ring the Bell for Good News celebrates students who are "caught being good" or who have reached a goal.

Lakeview Learner Awards are presented to students each 6 weeks who have demonstrated strengths in our Learner Qualities.

Bobcat Pride - Positive phone call homes - Each Friday grade levels nominate students to make a positive phone call home with the principal.

Attendance incentive (stickers) - Each morning, campus administration visit each classroom. If all students are in attendance, the classroom receives a sticker on a chart. The class with the highest number of stickers gets a special treat (extended recess or eating lunch in the teacher's lounge).

School Processes & Programs Strengths

At Lakeview, we know our students by name and by need. This also includes students' social emotional needs. Capturing Kids' Hearts provides a framework for building relationships with students. Our daily morning meetings give students and teachers a time and place for intentional community building. Built into our morning meetings is a focus on social emotional skills including: self-awareness, social awareness, responsive decision making, self-management, and relationship skills.

An additional strength at Lakeview is how we use our resources creatively - teachers, community members, parents, and technology are all utilized to work with students in an effort to ensure the needs of students are being met.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Professional learning communities need to be utilized as a tool to build teacher collaboration collective efficacy. **Root Cause:** Every grade level on campus is a new team (has either gained or lost a member).

Problem Statement 2: While we have many resources for teachers to access to meet students' needs, some students are still not having his or her academic or social emotional needs met. **Root Cause:** Campus wide structures need to be refined to ensure no student is able to fall through the cracks.

Problem Statement 3: Not all parents are able to volunteer and be involved in their child's education in traditional ways. **Root Cause:** Our families have many dynamics and diverse backgrounds.

Perceptions

Perceptions Summary

Each year the administration meets with students from each grade level to receive feedback and learn how they perceive the campus. Our students describe our school as "fun" and their teachers as "nice". Our students love their specials classes, lunch, and recess. Students report they feel safe at school, like being with their teachers, and feel their teachers are there to help them.

Teacher survey data reveals that our teachers feel supported and Lakeview has a positive culture. OHI data from the past three years shows our teachers feel they are able to be innovative and clearly understand our campus goals. In addition, data from teacher efficacy surveys reveal our teachers feel they have autonomy to make decisions and believe they have the tools and resources to be successful. We consistently hear from teacher teams that Lakeview feels more like a "family" than a place to work. Our teachers support one another and are willing to what it takes for our students to be successful.

Past parent surveys demonstrate they feel confident in Lakeview's ability to not only educate their children, but also keep them safe and supported. Parents reported they feel they have strong communication from the campus as well as from their children's teachers. Our parents are very involved in the day to day activities at Lakeview. We have parents who volunteer not only to work in workroom for teachers, but also who volunteer to work with and mentor our students. Parents who are unable to be at our campus, lend their support through PTA and other campus opportunities (Science Night, Art Night, Book Fair, Choir, Run Club, UIL, and DI).

Lakeview's campus events and activities promote wide spread student participation. There are multiple ways students can participate on campus including, Run club, Choir, Ultimate Book Challenge, Destination Imagination, Student Council, and being Student Greeters.

Perceptions Strengths

The strengths of Lakeview can be seen in how our families, community, and teachers participate in our campus events and programs.

100% staff participation in PTA for the past 3 years.

Partners in Education Volunteer Campus of the Year 2015 and 2018

Reindeer Romp - highest participation in the district.

Jump Rope for Heart participation and fundraising.

PTA Special Events and Academic Programs

Bobcat DASH Fundraising and Character Program coordinated through our PTA.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 2018 OHI data indicates teachers do not feel information is communicated well vertically and horizontally. **Root Cause:** Current systems for sharing information and communicating are not ensuring all staff are receiving the same access to information.

Problem Statement 2: In comparison to our total student population, a small number of students are participating in challenging events such as Destination Imagination and Academic UIL. **Root Cause:** Parents are aware of opportunities, but may not know the significance and benefits of these clubs.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

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

- Budgets/entitlements and expenditures data

Goals

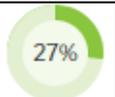
Revised/Approved: May 29, 2018

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: Lakeview's Problem of Practice: Our students are in need of intentional differentiation and individualized learning to meet their varying cognitive demands.

Evaluation Data Source(s) 1: K - 5 reading (DRA) and math (diagnostics) data, STAAR data, student portfolio work, and classroom observations.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Teachers will implement lesson compacting, flexible grouping, and tiered instruction.	Monitored by team leaders and campus administration.	Student achievement in all grade levels will increase.				
Problem Statements: Student Academic Achievement 2						
2) Campus PLC's will focus on ensuring teachers meet the varying needs of learners through analyzing student data and differentiating instruction based on student need.	Monitored by team leaders and campus administration.	Student achievement in all grade levels will increase.				
Problem Statements: School Processes & Programs 1, 2						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 2: Our data on literacy diagnostics and STAAR measures indicate we are not meeting the needs of all students. While many students are meeting minimum expectations, a majority are not participating in activities designed to push them to their full potential. **Root Cause 2:** Our students are in need of intentional differentiation and individualized learning to meet the varying cognitive demands of students..

School Processes & Programs

Problem Statement 1: Professional learning communities need to be utilized as a tool to build teacher collaboration collective efficacy. **Root Cause 1:** Every grade level on campus is a new team (has either gained or lost a member).

Problem Statement 2: While we have many resources for teachers to access to meet students' needs, some students are still not having his or her academic or social emotional needs met. **Root Cause 2:** Campus wide structures need to be refined to ensure no student is able to fall through the cracks.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: Lakeview's Campus Student Achievement Goal 1:

K-2 90% of students will meet or exceed end of year expectations as measured by DRA and district math diagnostics.

Evaluation Data Source(s) 2: DRA data, campus math diagnostic data, guided reading groups, CBA's, and running records.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Kindergarten through 2nd grade teachers will use small group instruction in reading. This includes flexible differentiated guided reading groups.	Monitored by classroom teachers, instructional leaders, and campus administration.	90% of all students will end the year on or above grade level as measured by DRA.				
Problem Statements: Student Academic Achievement 3						
2) Kindergarten through 2nd grade teachers will use small group instruction in math. This includes flexible differentiated guided math groups.	Monitored by classroom teachers, instructional leaders, and campus administration.	90% of all students, Kindergarten through 2nd grade, will end the year on or above grade level as measured by district/campus math diagnostics.				
Problem Statements: Student Academic Achievement 2, 3						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 2: Our data on literacy diagnostics and STAAR measures indicate we are not meeting the needs of all students. While many students are meeting minimum expectations, a majority are not participating in activities designed to push them to their full potential. Root Cause 2: Our students are in need of intentional differentiation and individualized learning to meet the varying cognitive demands of students..
Problem Statement 3: Below 90% of Kindergarten through 2nd grade students are performing at or above end of year expectations as measured by DRA and district math diagnostics. Root Cause 3: Classroom instruction is not always designed to meet the individual needs of students.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 3: Lakeview's Campus Student Achievement Goal 2: 3-5 Each grade level and tested content area will increase mastery level by 15% as measured on STAAR.

Evaluation Data Source(s) 3: Common formative assessments, CBA's, benchmarks, STAAR.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Teacher teams will use data from formative assessment as a tool to plan instruction based on the needs of students.	Campus instructional leaders, teachers, and campus administration.	Each grade level and tested content area will increase mastery by 15% as measured by STAAR.				
Problem Statements: Demographics 2						
2) Teacher teams will use backwards design to ensure assessment, curriculum, and instruction are in alignment.	Campus instructional leaders, teachers, and campus administration.	Each grade level and tested content area will increase mastery by 15% as measured by STAAR.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Our staff needs to design experiences that engage the whole child and support student academic and social emotional needs. Root Cause 2: Our students have various strengths and weaknesses that need to be addressed and nourished.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 4: Campus professional development will focus on our Problem and Practice and Theories of Action. This includes strengthening our understanding and practice of Depth and Complexity, Lesson Compacting, Flexible Grouping, and Tiered Assignments.

Evaluation Data Source(s) 4: PLC agendas, PLC minutes, alignment of curriculum across grade levels/content areas, observation data, formative assessment, DRA, math diagnostics, CBA's, benchmarks, and STAAR.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Teachers will participate in and lead campus professional development with a focus on Depth and Complexity, Lesson Compacting, Flexible Grouping and Tiered Instruction.	Campus instructional leaders, teachers, and campus administration.	Each grade level and tested content area will increase mastery by 15% as measured by STAAR. 90% of all students, Kindergarten through 2nd grade, will end the year on or above grade level as measured by district/campus math diagnostics.				
Problem Statements: Student Academic Achievement 3 - School Processes & Programs 1						
2) Through the work of PLCs , teachers will participate in campus walkthroughs and observations to learn from one another and gather data on our theories of action.	Teachers, campus instructional leaders, and campus administration.	Teachers will improve instruction in the areas of our theories of action. Increase in student achievement Kindergarten through 5th grade.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 3: Below 90% of Kindergarten through 2nd grade students are performing at or above end of year expectations as measured by DRA and district math diagnostics. Root Cause 3: Classroom instruction is not always designed to meet the individual needs of students.
School Processes & Programs
Problem Statement 1: Professional learning communities need to be utilized as a tool to build teacher collaboration collective efficacy. Root Cause 1: Every grade level on campus is a new team (has either gained or lost a member).

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 5: Lakeview teachers will participate in vertical committees each with a different focus. Committees include vertical writing, vertical math, social emotional learning (Bobcat Families), operational team, and instructional leadership team.

Evaluation Data Source(s) 5: Alignment of curriculum, observation data, formative assessment, CBA's, benchmarks, and STAAR.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Committee members for vertical writing and math will meet monthly and perform observations. Look fors will focus on our campus problem of practice and vertical alignment.	Teachers, campus instructional leaders, and campus administration.	Alignment of campus expectations in writing and math.				
Problem Statements: School Processes & Programs 1, 2						
2) Lakeview Bobcat Families will meet one day each grading period to build community and complete SEL lessons.	Bobcat Family Committee, Teachers and campus administration.	Improved culture and community.				
Problem Statements: Demographics 2						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 5 Problem Statements:

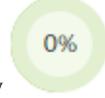
Demographics
Problem Statement 2: Our staff needs to design experiences that engage the whole child and support student academic and social emotional needs. Root Cause 2: Our students have various strengths and weaknesses that need to be addressed and nourished.
School Processes & Programs
Problem Statement 1: Professional learning communities need to be utilized as a tool to build teacher collaboration collective efficacy. Root Cause 1: Every grade level on campus is a new team (has either gained or lost a member).
Problem Statement 2: While we have many resources for teachers to access to meet students' needs, some students are still not having his or her academic or social emotional needs met. Root Cause 2: Campus wide structures need to be refined to ensure no student is able to fall through the cracks.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 6: In grades 3-5, all subgroups of students will "Meet Standard" as determined and measured by Texas Education Agency.

Evaluation Data Source(s) 6: STAAR performance by all subgroups.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Teachers will analyze student through the ATLAS protocol from classroom observations, formative assessment, student conferences, and summative assessments.	Classroom teachers, support staff, and campus administration.	All student groups will meet standard as measured by STAAR.				
Problem Statements: Demographics 2 - School Processes & Programs 2						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: Our staff needs to design experiences that engage the whole child and support student academic and social emotional needs. Root Cause 2: Our students have various strengths and weaknesses that need to be addressed and nourished.
School Processes & Programs
Problem Statement 2: While we have many resources for teachers to access to meet students' needs, some students are still not having his or her academic or social emotional needs met. Root Cause 2: Campus wide structures need to be refined to ensure no student is able to fall through the cracks.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 7: PBMAS Emphasis: Lakeview will increase academic success of students within Performance-Based Monitoring Analysis System (PBMAS) subgroups, with all indicators receiving a 0 rating.

Evaluation Data Source(s) 7: SPED, ELL, and CTE data based on STAAR performance

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) All teachers will implement accommodations monitor the progress of students and provide appropriate interventions as decided on by LPAC, ARD, 504, and RtI committees.	Teachers, campus specialists, and campus administration.	Student subgroups will have indicators of a 0 rating.				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 2, 3						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Students who are at-risk, special education, section 504, and ELL are not performing at the same rates. Root Cause 1: Teachers and staff are in need of additional professional development, training, and resources to meet the various needs of all students.
Problem Statement 2: Our staff needs to design experiences that engage the whole child and support student academic and social emotional needs. Root Cause 2: Our students have various strengths and weaknesses that need to be addressed and nourished.
Student Academic Achievement
Problem Statement 2: Our data on literacy diagnostics and STAAR measures indicate we are not meeting the needs of all students. While many students are meeting minimum expectations, a majority are not participating in activities designed to push them to their full potential. Root Cause 2: Our students are in need of intentional differentiation and individualized learning to meet the varying cognitive demands of students..
Problem Statement 3: Below 90% of Kindergarten through 2nd grade students are performing at or above end of year expectations as measured by DRA and district math diagnostics. Root Cause 3: Classroom instruction is not always designed to meet the individual needs of students.

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: Recruit teachers who are not only qualified, but also fit our campus beliefs in how we build relationships with students and families. We use the Teacher Fit and Humanex to screen teachers and ensure their success. We include teacher teams in the hiring process to look for the best "team fit" to optimize team dynamics.

Evaluation Data Source(s) 1: Teacher retention, teacher observation, TTESS, and teacher surveys.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Utilize Humanex and Teacher Fit surveys when screening potential candidates.	Campus administration.	Hiring and retaining strong teachers and support staff.				
Problem Statements: School Processes & Programs 1, 2						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Professional learning communities need to be utilized as a tool to build teacher collaboration collective efficacy. Root Cause 1: Every grade level on campus is a new team (has either gained or lost a member).
Problem Statement 2: While we have many resources for teachers to access to meet students' needs, some students are still not having his or her academic or social emotional needs met. Root Cause 2: Campus wide structures need to be refined to ensure no student is able to fall through the cracks.

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 2: With a goal of fostering collective efficacy, professional Learning communities will meet on a consistent basis (weekly) with support in order to ensure collaboration between teachers, administration, and stakeholders. With the addition of new staff members, all employees will participate in team building activities to promote unified and positive grade level, department, and campus cultures.

Evaluation Data Source(s) 2: Teacher retention, teacher observation, PLC agendas and notes, TTESS, and student achievement data.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Teachers participate weekly in grade level professional learning communities. Work done in learning communities revolves around the 4 critical questions of a PLC (What do we want students to know and be able to do? How will we know they have learned it? How will we respond if some students do not learn? How will we extend the learning for those who are already proficient?). Furthermore, the work of PLC's also focus on understanding standards and curriculum, creating and using common assessments, responding to collected data, and raising the level of rigor, relevance, and engagement. Throughout the year teachers are afforded Extended PLC time to support teacher planning and lesson design.	Teachers, teacher leaders, and campus administration.	Increase in teacher efficacy, effectiveness, collaboration, and student achievement.				
Problem Statements: School Processes & Programs 1, 2 - Perceptions 2						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Professional learning communities need to be utilized as a tool to build teacher collaboration collective efficacy. Root Cause 1: Every grade level on campus is a new team (has either gained or lost a member).
Problem Statement 2: While we have many resources for teachers to access to meet students' needs, some students are still not having his or her academic or social emotional needs met. Root Cause 2: Campus wide structures need to be refined to ensure no student is able to fall through the cracks.
Perceptions

Problem Statement 2: In comparison to our total student population, a small number of students are participating in challenging events such as Destination Imagination and Academic UIL.
Root Cause 2: Parents are aware of opportunities, but may not know the significance and benefits of these clubs.

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: Maintain a strong relationship with parents and community members. PTA, community partners, and service learning. Lakeview will continue to partner with Mathnasium of Trophy Club, Horace Mann, and Gateway Church. These partnerships benefit both our students and our staff.

Evaluation Data Source(s) 1: Parent surveys, parent feedback, community participation in campus events, community support of students and staff.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Foster a strong partnership with PTA through campus events and support. This includes staff participation in PTA sponsored events.	All staff.	Strong relationships between our families and teachers.				
Problem Statements: Perceptions 2						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: In comparison to our total student population, a small number of students are participating in challenging events such as Destination Imagination and Academic UIL.</p> <p>Root Cause 2: Parents are aware of opportunities, but may not know the significance and benefits of these clubs.</p>

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 2: Teachers will communicate with all stakeholders using a variety of methods such as email, phone calls and websites. When students are absent, his or her parents will be contacted by the homeroom teacher. We will continue to promote our Watch Dog and PTA programs with our families

Evaluation Data Source(s) 2: Weekly newsletters from teachers and administration, volunteer hours, Watch D.O.GS. participation, and parent surveys.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Weekly newsletters from the principal and frequent newsletters and or phone calls from classroom teachers.	All staff.	Increased parent teacher communication and positive school to home relationships.				
Problem Statements: School Processes & Programs 3						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Not all parents are able to volunteer and be involved in their child's education in traditional ways. Root Cause 3: Our families have many dynamics and diverse backgrounds.

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 3: Lakeview is in its 4th year as a Capturing Kids' Hearts campus. Capturing Kids' Hearts is a campus wide program focused on building relationships with students and establishing common, high, expectations for all.

Evaluation Data Source(s) 3: Teacher survey, parent survey, student panels, discipline records.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) All teachers and support staff have been trained on implementing Capturing Kids' Hearts.	All staff.	Healthy student and staff relationships and a positive school culture.				
Problem Statements: Demographics 2 - School Processes & Programs 2						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Our staff needs to design experiences that engage the whole child and support student academic and social emotional needs. Root Cause 2: Our students have various strengths and weaknesses that need to be addressed and nourished.
School Processes & Programs
Problem Statement 2: While we have many resources for teachers to access to meet students' needs, some students are still not having his or her academic or social emotional needs met. Root Cause 2: Campus wide structures need to be refined to ensure no student is able to fall through the cracks.

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 4: Lakeview will continue to partner with our families and community members to help meet the various needs of all students. Mentors volunteer to work with our students who are in need of extra support. Our Book Joy Club, consists of families and community members who are trained to provided reading support to students in 1st grade.

Evaluation Data Source(s) 4: Parent survey, classroom observations, student behavior, and reading data.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Students in need of additional support will be given a mentor from our school community. (All mentors are trained and have the appropriate background checks to work with our students).	Classroom teachers, campus counselor, and campus administration.	Increased student perceptions and student achievement.				
Problem Statements: Demographics 1 - Student Academic Achievement 2 - School Processes & Programs 1, 2						
2) 1st grade students in need of additional support in reading will be a member of the "Book Joy Club". Mentor community members meet with specific students to provide support in the area of reading.	1st grade teachers, campus counselor, reading interventionists, and campus leadership.	Increased achievement in 1st grade reading.				
Problem Statements: Student Academic Achievement 3 - School Processes & Programs 2, 3						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Students who are at-risk, special education, section 504, and ELL are not performing at the same rates. Root Cause 1: Teachers and staff are in need of additional professional development, training, and resources to meet the various needs of all students.
Student Academic Achievement
Problem Statement 2: Our data on literacy diagnostics and STAAR measures indicate we are not meeting the needs of all students. While many students are meeting minimum expectations, a majority are not participating in activities designed to push them to their full potential. Root Cause 2: Our students are in need of intentional differentiation and individualized learning to meet the varying cognitive demands of students..

Problem Statement 3: Below 90% of Kindergarten through 2nd grade students are performing at or above end of year expectations as measured by DRA and district math diagnostics. **Root Cause 3:** Classroom instruction is not always designed to meet the individual needs of students.

School Processes & Programs

Problem Statement 1: Professional learning communities need to be utilized as a tool to build teacher collaboration collective efficacy. **Root Cause 1:** Every grade level on campus is a new team (has either gained or lost a member).

Problem Statement 2: While we have many resources for teachers to access to meet students' needs, some students are still not having his or her academic or social emotional needs met. **Root Cause 2:** Campus wide structures need to be refined to ensure no student is able to fall through the cracks.

Problem Statement 3: Not all parents are able to volunteer and be involved in their child's education in traditional ways. **Root Cause 3:** Our families have many dynamics and diverse backgrounds.

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Erika Oster	
Administrator	Mary Seltzer	
Paraprofessional	Cindy Wisdom	
Classroom Teacher	Cynthia Loter	
Classroom Teacher	Kayla Sargent	teacher
Classroom Teacher	Kim Scott	
Classroom Teacher	Shelly Wingard	
Classroom Teacher	Heidi Ellis	
Classroom Teacher	Emilie McDowell	
Parent	Ann DeCapite	
Community Representative	Golda Hoffman	