

Lancaster Independent School District
Houston Elementary
2016-2017 Campus Improvement Plan



Mission Statement

Mission Statement

The mission of Lancaster ISD, in collaboration with parents and communities, is to ignite learning that translates into sustainable success for all students in an ever-changing society.

Houston Elementary, a premier community school, committed to the success of every student, family and teacher, provides a safe, respectful, nurturing environment that fosters quality instruction which prepares and develops the whole child through the expression of fine arts, academics, and technology for an ever changing world.

Vision

In Lancaster ISD, all students achieve self-sustaining success and leave a lasting legacy.

THE LISD GRADUATE will:

transition from one work environment to another seamlessly

execute every task and action with fidelity and excellence

know themselves and how they fit into the world at large

be knowledgeable of STEM and the opportunities available from STEM

know how to apply what they have learned

identify and utilize the technological tools to achieve a positive end result

acquire the foundational skills of literacy and numeracy that are necessary to arrive at an end result without relying on technology

persevere and achieve success despite barriers in life

recognize and embrace diversity

make socially responsible, personal, and professional decisions to support their future goals

apply the ability and responsibility to positively improve their lives and impact others

have the autonomy (free will) to channel their passions and strengths

possess the confidence and curiosity to lead them into becoming responsible researchers

use their creative thinking skills to generate innovative ideas

demonstrate effective leadership skills and know when to lead and when to follow

be able to communicate in multiple languages and will be proficient in all forms of communication

understand how all parts of a system influence one another in order to stimulate critical thinking and problem solving

Core Beliefs

In Lancaster ISD, we believe that:

Equity in education is a human right.

Educators, parents and students share in the responsibility of developing well-rounded individuals.

Engaged, relevant learning experiences provide for a quality education leading to quality of life.

Learning is a life-long process that is enhanced by taking risks.

A person has the capacity to learn from past experiences.

Purposeful planning to meet individual student needs leads to intentional outcomes for student success.

***School Goal:* By June 2016 at least 70% of all student groups at Houston Elementary will meet standard on the Math and Reading STAAR assessment. At least 70% of PreK – 2nd grade students will meet end of the year math and reading criteria. All students will make at least one year's growth in all areas.**

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
1. We will assimilate the use of technology to produce creative and innovative learners.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS
2. We will provide collaborative, relevant training to all stakeholders that is interfaced with all instructional initiatives, including STEM, PBL, and CScope.	GOAL 1: INSTRUCTION GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT
3. We will utilize 21st century practices to design a recruitment, retention, and development system for personnel that capitalizes on strengths and talents.	GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS
4. We will empower, educate, and encourage families to embrace involvement in education.	GOAL 3: COMMUNICATION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 5: CHARACTER DEVELOPMENT
5. We will create new experiences that will result in an overall positive perception of the community.	GOAL 3: COMMUNICATION GOAL 5: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT
6. We will collaborate with businesses and community leaders to invest in the vision and mission of LISD.	GOAL 3: COMMUNICATION GOAL 6: SAFE ENVIRONMENT GOAL 7: FISCAL OPPORTUNITIES GOAL 2: TEACHER RETENTION

7. We will provide customized learning environments to ensure that all learners reach self-sustaining learning potential.

GOAL 1: INSTRUCTION

GOAL 4: STUDENT SUPPORT SYSTEMS

GOAL 6: SAFE ENVIRONMENT

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Houston Elementary is a diverse campus that offers programs and services for a variety of student populations. Houston provides district-wide bilingual services for students in grades Pre-Kindergarten through 3rd and local English as a Second Language for grades Pre-Kindergarten through 5th. Other academic, regulated programs include Teacher and Student Advancement Program (TAP), Head Start, and Talented and Gifted. Houston stands with an enrollment of 700 students, with 200 of them being bilingual. Approximately 60 students are served in our Gifted and Talented program and 15 students in our Special Education program.

Approximately 88% of our students are economically disadvantaged.

Demographics Strengths

Houston has a low mobility rate.

Demographics Needs

Houston has a large number of students in foster care, single parent homes or grandparents raising grandchildren. We also need to improve our RtI process to make sure we are meeting the needs of all of our students. We also need to continue to support our bilingual students and parents as they transition from bilingual education to general education.

Student Achievement

Student Achievement Summary

Year	Reading	Writing	Math	Science
2012	72	52	57	72
2013	64	53	51	45
2014	61	51	65	50
2015	59	57	54	52
2016	75	65	79	54

Student Achievement Strengths

Student daily attendance rates are higher than the district average.

Student Achievement Needs

Increase student achievement data in all academic areas and student groups.

School Culture and Climate

School Culture and Climate Summary

Student clubs and activities are planned after school to increase student engagement.

Report card conferences were held to increase parent engagement and awareness.

Students and Teacher of the Month recognition awards.

Bilingual Parent Meetings twice a semester.

School Culture and Climate Strengths

Teachers and parents are actively involved in the school community.

Bilingual programming for PreK - 3rd grades.

School Culture and Climate Needs

Continue working on engaging parents in a variety of ways.

Increase parental awareness of curriculum expectations and how they can support student achievement.

Increase teacher knowledge of effective instructional strategies.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Build capacity through clusters and coaching.
Develop individual growth plans for teachers.
Utilize walk-thru data to strengthen teachers.

Incorporate training that develops teachers based on student needs.

Staff Quality, Recruitment, and Retention Strengths

Hiring teams are used to seek qualified professionals.

Recruiting more teachers who have teaching experience.

Provide quality staff development and support to increase or maintain teacher retention.

Staff Quality, Recruitment, and Retention Needs

Develop current staff in effective instructional strategies that will positively impact students achievement.

Coach up or out ineffective staff and teachers who have previously been on growth plans.

Incorporate monthly incentives and recognitions for staff to increase morale and motivation.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Instructional Leadership Team needs to continue developing teachers in curriculum and instruction through the TAP process.

Curriculum, Instruction, and Assessment Strengths

Knowledgeable Master Teachers to provide training and coaching for classroom teachers.

On-going data analysis that impacts instruction.

Weekly team meetings to provide feedback on planning and instruction.

Regular walk-throughs with specific feedback on teaching.

Curriculum, Instruction, and Assessment Needs

Increased understanding of TEKS and instructional strategies in order to implement them.

Consistent use of differentiated instructional strategies that meet the needs of all students.

More rigorous activities and materials utilized in the classrooms.

Family and Community Involvement

Family and Community Involvement Summary

Houston will continue to promote an increase in parental and community involvement. Bilingual parent meetings are held throughout the year to provide information to parents as well as answer questions they may have about school processes. Parents are invited and welcomed to attend PTA meetings as well as join the PTA. We held Meet the Teacher Night before school started and a Report Card Conference at the end of the first six weeks to increase parental awareness of student academics. We are also looking to increase volunteer opportunities for parents and community members.

Family and Community Involvement Strengths

PTA support

Parents come for breakfast and lunch on a regular basis.

PAL Program (Parents at Lunch)

Family and Community Involvement Needs

Increase the number of parents who volunteer at the school.

Increase the number of families joining PTA.

Improve school and parent communication.

School Context and Organization

School Context and Organization Summary

Houston has an Executive Principal, and two Assistant Principals. We have two Master Teachers and 32 classroom teachers. We also have a BAC unit with a teacher and two paraprofessionals.

School Context and Organization Strengths

A strong Instructional Leadership Team to support instruction and organizational procedures.

An improvement in school processes that are helping to manage schoolwide systems.

Maintaining regular schedules that increase instructional time.

School Context and Organization Needs

All classrooms equipped with technology presentation equipment including a document camera and presentation station.

Small group tables so that teachers can regularly teach small groups.

Enough curriculum materials so that all teachers have T.E. and all of the student books they need for each student in their class.

Technology

Technology Summary

Houston needs an increased bandwidth so that all staff can utilize technology during technology staff development. All classrooms need to have ports that allow wireless technology to be accessed on a daily basis. An increase in technology staff development to increase strategies for technology implementation.

Technology Strengths

We have teachers who are piloting one-to-one chromebooks in their classrooms as well as the Achieve 3000 program. Each classroom has access to at least 4 netbooks or ipads. The computer lab teacher is knowledgeable in I-station and supports the utilization of I-station for students.

Technology Needs

More Printer assessibility for teachers is needed.

More training on implementing technology in the classrooms.

All classrooms need to be equipped with presentation stations that include document cameras.

Increased bandwith in the entire building so that you can access wireless in all rooms and it can manage all teachers being on at the same time for training purposes.

Programs

Programs Summary

Department/Program/Initiative

Pre-kindergarten through 2nd grade students receive instruction in a self-contained setting and students in grades 3rd – 5th receive departmentalized math, science and reading instruction.

Houston Elementary students receive instruction in a weekly rotation that includes PE, art, music, technology and library.

Teachers receive job-embedded staff development through the TAP Process that provides weekly staff-development from Master Teachers. Through TAP, teachers receive two formal evaluations which include opportunities for reflection, support and strategies to promote professional growth. New teachers receive four formal evaluations.

Programs Strengths

More collaboration between general education and bilingual education teachers. Bilingual students are also receiving more English instruction in Math and Science which will assist with their transition to non-bilingual curriculum.

Programs Needs

An increase in teachers who are knowledgeable about teaching self-contained content for PreK-2.

Operations

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- 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 between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data




Goals

Goal 1: Campus Goal 1.1:By June 2017, 70% of all students will meet Level 2 Phase 2 standards for district and state assessments.

Performance Objective 1: We will ensure the staff is using effective instructional practices by actively engaging students during instruction and developing necessary interventions.

Summative Evaluation: STAAR Performance Scores, RTI Data, Pass/Fail Rates, and Attendance rates.


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Utilize interactive note booking in science and math classes K through 5th.	2, 9	Classroom teachers, Master Teachers and Administrators	Science and Math Journals utilized on a regular basis. Timeline: September 2015 to June 2016				
2) Utilize Measuring Up math and Motivational math program to augment math curriculum in 3rd, 4th, and 5th grade.	1	Math teachers 3-5	Teacher lesson plans, grade book, common assessments Timeline: September 2015 to May 2016				
3) Integrate writing into all core subjects to improve writing skills in all grade levels.	1, 2	Master Teachers, Classroom teachers	Student portfolios, lesson plans, improved writing performance on state assessments. Timeline: September 2015 to June 2016				
4) Develop Professional Learning Communities that promote sharing of instructional strategies amongst colleagues.	1, 2, 3	Administrators, Master Teachers and Classroom teachers	Lesson Plans, common assessments, subpopulation results on state assessments Timeline: September 2015 to May 2016				
5) Develop a "Grow Your OWN" Teacher Program that promotes opportunities for teacher growth in grade level content to include opportunities to assist with administrative duties, as well as helping with job embedded professional development and attended specified training.	5	ILT, Teachers, staff	Lesson Plans, Cluster, Professional Learning Communities Timeline: September 2015 to May 2016				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 2: Campus Goal 1.2: By June 2017, 70% of all students will meet Level 2, Phase 2 standards in Reading on all district and state assessments.

Performance Objective 1: We will ensure the staff is using effective instructional practices in reading by actively engaging students during instruction and developing necessary RTI interventions to prepare students for district assessments and STAAR end of year exam.


Summative Evaluation: RTI Data, CBM reports, District Assessments, and Pass/Fail Rates

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Develop Professional Learning Communities that promote sharing of instructional strategies amongst colleagues	1, 3, 4, 8, 9	Master Teachers, Teachers and Administrators	Lesson Plans, common assessments, subpopulation results on state assessments Timeline: September 2015 to June 2016				
2) Engage in a daily 30 minute intervention block in all classrooms that includes front loading techniques.	1, 2, 3, 9	Master Teachers, Classroom teachers	Lesson plans, running records, common assessments Timeline: September 2015 to June 2016				
							

Goal 3: Campus Goal 1.3: By June 2017, 70% of all students will meet Level 2, Phase 2 standards in Writing on all district and state assessments.

Performance Objective 1: We will ensure the staff is using effective instructional practices by actively engaging students during instruction and developing necessary interventions.


Summative Evaluation: RTI, CBM, PBL's, and Report Card

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Students will use the Frayer model, student created dictionaries and journals to encourage vocabulary development.	1, 2, 4	Teachers, Master Teachers, and Administrators	Student portfolios, lesson plans, improved writing performance on state assessments Timeline: September 2015 to June 2016				
2) Students will use criteria rubrics, and organizers to evaluate and plan their work.	1, 2, 4, 8	Teachers, Master Teachers and Administrators	Lesson Plans, common assessments, subpopulation results on state assessments Timeline: September 2015 to May 2016				
3) Students will write in a variety of genres focusing on narrative, expository, and persuasive writing		Master Teachers, Teachers and Administrators	Lesson plans and student portfolios Timeline: September 2015 to June 2016				
							

Goal 4: Campus Goal 1.4: By June 2017, 70% of all students will meet Level 2, Phase 2 standards in Science on all district and state assessments.

Performance Objective 1: We will ensure the staff is using effective instructional practices by actively engaging students during instruction and developing necessary interventions.


Summative Evaluation: District assessments, unit assessments and report card grades

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Students will utilize science academic vocabulary in all grade levels.	1, 2, 4	Teachers, Master Teachers and Administrators	District assessments, unit assessments and STAAR data.				
2) Students will participate in hands-on learning activities that promote higher level thinking and problem solving.	1, 2, 4	Teachers, Master Teachers and Administrators	District assessments, unit assessments and STAAR data				
							

Goal 5: Campus Goal 1.6: At least 70% of PreK to 2nd grade students will meet end of the year math, reading and science criteria.

Performance Objective 1: We will ensure the staff is using effective instructional practices by actively engaging students during instruction and developing necessary interventions.

Summative Evaluation: STAAR Results


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Incorporate 21st century learning skills in the early childhood - 2nd grade classrooms.	1, 2	Teachers, Master Teachers and Administrators	Increased vocabulary Increase in technology abilities Timeline: September 2015 June 2016				
2) Implement practices such as innovative field trip experiences that connect curriculum and real life experiences.	4, 7	Teachers, Master Teachers and Administrators	Increased scores in common assessments, report grades, as well as a decrease in referrals Timeline: September 2015- June 2016				
3) Incorporate rich learning environments to include vocabulary walls inside and outside of the classroom that focus on STEM.	1, 2, 4, 9	Entire Staff	Increase in math and science scores on local and state assessments Timeline: September 2015- June 2016				
4) Utilize problem solving strategies to help students develop critical thinking skills.	1, 2, 4, 8, 9	Teachers, Master Teachers and Administrators	Increase in local and state assessments Timeline: September 2015- June 2016				
							

Goal 6: District Goal 2: We will attract, retain, develop, and evaluate high quality personnel to ensure all staff are held accountable and receive the support necessary to achieve our mission and District goals.

Goal 7: Campus Goal 2.1: By June 2017, all career teachers will receive a minimum rating of 3.5 on the TAP evaluation.

Performance Objective 1: Staff will receive ongoing professional development that targets campus need as determined by data analysis.

Summative Evaluation: Benchmark Data

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Focus on reinforcement and refinement areas of the Instructional Rubric during cluster and coaching.	1, 2, 3, 4, 5	Teachers, Master Teachers and Administrators	Average rating of accomplished, cluster meeting record walk-through data Timeline: August 2015 - June 2016				
2) New and struggling teachers will have opportunities to observe other teachers	4, 5	Teachers, Master Teachers and Administrators	Lesson plans, Observations implementation of best practices, instructional rubric improvement Timeline: September 2015 - June 2016				
3) Provide instructional support for bilingual teachers	3, 4	Bilingual teachers, Master Teachers and Administrators	Common assessments, Tejas Lee, Lesson plans, state assessments July 2015- June 2016				
4) Organize book studies that are in conjunction with the ongoing professional development	4	Master Teachers and Administrators	Meeting record, agenda, professional growth Timeline: October 2015 - April 2016				
							






Goal 8: District Goal 3: We will improve our public image by increasing the effectiveness of our internal and external communication, as well as our marketing initiatives that will lead to greater understanding and trust among all facets of the district and community.

Goal 9: Campus Goal 3.2: Houston Elementary will work collaboratively to increase parent/community involvement that helps to enhance social development and improve academic performance for all students.

Performance Objective 1: We will improve the external and internal communication as well as our marketing initiative that will lead to greater understanding and trust with parents and community members.

Summative Evaluation: Parent and Partner Meetings

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Communicate through a weekly Tiger Folder that includes campus and district communications, student success and academic updates.	6	Teachers, Office staff and Administrators	Parent involvement/ Awareness Timeline: September 2015- May 2016				
2) Inform parents and provide ideas for student success through regular news submissions on campus/district website Parent involvement/Awareness	6	Teachers and Administrators	Posted news, marquee displays, website, school messenger, weekly school newsletter, and teacher newsletters Timeline: September 2015 - June 2016				
3) Hold early orientation meetings for Pre- Kindergarten and Head Start		Head Start Community Liaison Administrators	Efficient enrollment/initial placement Timeline: May 2014 & May 2015				
4) Hold a campus back to school fair providing opportunity to meet teachers, bring in supplies, join PTA, and get information on programs and events.	2, 6	Teachers, Master teachers and Administrators	Attendance Sheets Event held Timeline: August 2015				
5) Hold a Report card conference at the end of the first six weeks to inform parents of student progress.	5, 9	Teachers, and Administrators	Sign In Sheets Event held October 2015				
6) Promote involvement and membership in PTA	6	Teachers and teacher PTA reps and Administrators	Staff participation Increase in membership Timeline: September 2015 - May 2016				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 10: District Goal 4: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interests, and career aspirations.

Performance Objective 1: We will work collaboratively with students and families to set attainable goals related to academics, interests and career aspirations.






Summative Evaluation: Parent Meetings

Goal 11: Campus Goal 4.1: To increase student involvement in academics, interests, career and college aspirations.

Performance Objective 1: We will work collaboratively with students and families to set attainable goals related to academics, interests and career aspirations.

Summative Evaluation: Parent Meetings

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Participate in College Go Get It Week	2, 6	Teachers, Staff and Administrators	College/Career Readiness Staff Timeline: September 2015				
2) Offer enrichment clubs and activities for student participation after school	6, 9	Club sponsors, Teachers	Enrichment club sign in sheet Timeline : September 2015 to May 2016				
3) Participate in the Hispanic Heritage Bowl and Black History Bowl	6	Coaches/Specials teachers	Teams participate in the bowls Timeline: October 2015 and February 2016				
4) Family Academic Night to inform parents and encourage home support for reading, writing, math and science including Spelling Bee, PBL and STEM opportunities.	1, 2, 6	Teachers, Staff and Administrators	Parent participation Event held Timeline: November 2015-March 2016				
5) Students will participate in Campus Science Fair to increase their experience following scientific method	2, 6	Classroom teachers	Academic competition Timeline: May 2016				


6) Third through fifth grade students will maintain personal academic planners to record, homework, tests, and daily work and grades	2	Teachers	Planners with events and assignments documented				
			Timeline: Sepember 2015 - June 2016				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 12: District Goal 5: We will identify, integrate, and model the principles of character, as well as develop means of assessing student demonstration of those principles.

Goal 13: Campus Goal 5.1: Houston Elementary will reduce the number of office referrals by 20%.

Performance Objective 1: All staff and students will exemplify traits of strong character, such as trustworthiness, responsibility, respect, fairness, caring and citizenship.


Summative Evaluation: PIRATES

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Implement a campus wide discipline management system.	1, 2, 4	Teachers, staff and administrators	Reduction in referrals, safe environment, teachers consistently utilizing the plan Timeline: August 2015- June 2016				
2) Provide regular classroom guidance lessons to all students addressing character, self-esteem, motivation, responsible behavior, decision making, goal setting, problem solving, and bullying.	1, 2, 4, 9	Counselor, Administrator Teachers	Discipline referral reduction Timeline: September 2015- June 2016				
3) Recognize the cultural diversity of the campus through cultural events and activities.	1, 2, 6, 10	Teachers, Staff and Administrators	Increase in student participation in programs, an increase of parent and student satisfaction Timeline: October 2015 - May 2016				
							

Goal 14: Campus Goal 5.2: Students will learn the value of diversity, charity and generosity through service projects, volunteering and multi-cultural celebrations.

Performance Objective 1: Houston Elementary students will participate in charity and cultural events.

Summative Evaluation: Volunteer Program

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Participate campus-wide in charitable events:	1, 2, 6	Teachers, Counselor, Staff and Administrators	Students, parents, staff and community participate in events throughout the year Timeline: October 2015 - May 2016				
2) Celebrate heritage of cultural groups of our school community, including programs for Hispanic Heritage, Black History, and other cultures around the world	6	Teachers, Staff, Administrators	Events held, student awareness of cultural holidays and events increased. Timeline: October 2015- May 2016				
							


Goal 15: District Goal 6: Lancaster ISD will develop and/or refine for all the students, staff, and facilities strategies to maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Goal 16: Gampus Goal 6.2

Houston Elementary will provide a safe and productive learning environment.

Performance Objective 1: All students will feel welcome and safe in school.

Summative Evaluation: Safety Drills

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Schedule and conduct regular fire and disaster drills (lock-down, tornado) throughout the year.	1, 4	Crisis management team	Drills completed, drill logs Timeline: September 2015- June 2016				
2) Participate in Fire Prevention Week in Conjunction with Lancaster Fire Department.		Teachers, Administrators Lancaster FD	Fire Safety Report Timeline: October 2015				
3) Provide training for online reporting and recording of discipline management to include Review 360.	1, 2, 4, 6, 9	Teachers, Staff, Administrators and District Behavior Specialist	Increased alignment of office and classroom discipline management Timeline: August 2015-June 2016				
4) Monitor and assess absences and tardiness and understand trends and causal factors.	1, 2, 9	PIEMS Clerk, Teachers, Counselor, and Administrators	Attendance reports Timeline: September 2015- June 2016				
							

Goal 17: District Goal 7:

Lancaster ISD will continue to pursue funding and resource options that will provide an equitable and quality education for all students while ensuring fiscal responsibility and accomplishing the mission and goals of the District.

Goal 18: Campus Goal 7.1

Houston Elementary students will develop technology skills that promote productivity, creativity, critical thinking, and collaboration by using technology resources daily.

Performance Objective 1: Students will use technology to create products that demonstrate mastery of Student Expectations across the curriculum.

Summative Evaluation: Blended Learning

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Acquire 21st century computer knowledge and skills that supports STEM initiative	1, 2, 4, 5	Teachers, Master Teachers and Administrators	Advancement in tech applications Timeline: August 2015- June 2016				
2) Provide basic competency in application and internet use-including online behavior, and cyber-bullying awareness	3, 4	Teachers, Computer Teacher, Library aide.	Students have an increase in their knowledge of on-line expectations Timeline: August 2015 - May 2016				
3) Participate in professional development in technology literacy skills, district information systems, and basic software applications	1, 4	All staff	Registration and attendance records Timeline: August 2015 - June 2016				
4) Provide instruction in research skills finding information and internet resources such as web 2.0 Tools, Google, etc. that support campus and district initiatives.	1, 2, 4, 5, 6	Teachers, Master Teachers, Computer Teacher and Administrators	Original student work products, increased computer skills Timeline: September 2015 - June 2016				
5) Utilize technology resources that promote and foster student centered learning experiences that develop higher order thinking skills.	1, 2, 4, 6	Teachers, Computer lab teacher, Librarian aide, Master Teachers	Lesson Plans, Increase in utilizing technology in the classroom Timeline: September 2015 - June 2016				

6) Attend technology training as needed in order to meet SBEC proficiency in Technology Application standards and Stem Implementation/development.	1, 2, 3, 4	Teachers and staff Technology department	Lesson Plans, Attending the trainin Timeline: September 2015 - June 2016				
7) Incorporate online learning resources with rich media such as webinars, streaming video, podcasts, video conferences, and other social media that support 21st centurn learning.	2, 4, 6	Teachers, Librarian aide, Computer lab teacher, Administrators	Lesson plans, increase utilization of technology Timeline: September 2015 - June 2016				

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue