

Lancaster Independent School District

Houston Elementary

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science
Top 25% Student Progress
Top 25% Closing Performance Gaps
Postsecondary Readiness



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. At Houston Elementary, we Honor, Exceed and Serve.

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 2018 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

<p>6. We will collaborate with businesses and community leaders to invest in the vision and mission of LISD.</p>	<p>GOAL 3: COMMUNICATION</p> <p>GOAL 6: SAFE ENVIRONMENT</p> <p>GOAL 7: FISCAL OPPORTUNITIES</p> <p>GOAL 2: TEACHER RETENTION</p>
<p>7. We will provide customized learning environments to ensure that all learners reach self-sustaining learning potential.</p>	<p>GOAL 1: INSTRUCTION</p> <p>GOAL 4: STUDENT SUPPORT SYSTEMS</p> <p>GOAL 6: SAFE ENVIRONMENT</p>

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Comprehensive Needs Assessment

Student Academic Achievement

Student Academic Achievement Strengths

- Kindergarten (all contents)
- 1st Grade Reading & Science
- 5th Grade Math
- 5th Grade Science

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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations

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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL 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
- 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

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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.
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

- Study of best practices

Goals





Goal 1: All students will read on or above grade levels measured by iStation and 80% of students in grades 3-5 will pass all versions of the STAAR test in Reading.

Performance Objective 1: Houston Elementary School's daily reading instruction in general, special education, bilingual, ESL, and Gifted and Talented education will reinforce and/or improve every student's reading skills as measured by standardized reading assessments and increased student reading achievement scores by at least one grade level in one school term.

Evaluation Data Source(s) 1: STAAR, Campus/District Common and Benchmark Assessments, EOY Istation, EOY Running Records

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1. Instructional staff in 3-5 will meet vertically and PK-2 will meet horizontally weekly in cluster to discuss reading content, align instructional strategies and analyze data each six weeks.	7, 9	Principal, AP, Master Teachers and instructional staff	20% increase in student achievement performance on assessed TEKS at next Comprehensive assessment (Campus or District Benchmark)				
2) All will be trained in administering and analyzing iStation test data and implement leadership team guided action plans to respond to student deficits.	3	Principal, AP, Master Teachers and instructional staff	By the end of 32 instructional weeks, 80% of students will be at or above benchmark performance on iStation.				
3) All instructional staff will be introduced to the balance literacy framework and receive embedded professional development to increase student achievement.	4	Principal, AP, Master Teachers and instructional staff	By the end of 32 instructional weeks, 80% of students will read at or above current grade level as evidenced by STAAR and Istation.				
4) 4. All instructional staff will receive 2 or 4 TAP observations to provide specific feedback to guide and improve instructional performance.	4, 5	Principal, AP, Master Teachers	95% of instructional staff will be rated as at least proficient as measured by the TAP evaluation rubrics.				
5) All students will receive explicit instruction that enhances vocabulary acquisition.	2, 9	Principal, AP, Master Teachers and instructional staff	Improved student performance on comprehension based assessments as measured by running records and classroom assessments in K-2 and STAAR reading for 3rd - 5th grades.				
6) All students will be assessed for mastery weekly of TEKS in Reading and served in Intervention/Enrichment groups based on their level of mastery.	1	Principal, AP, Master Teachers and instructional staff	Improved student performance on comprehension based assessments as measured by running records and classroom assessments in K-2 and STAAR reading for 3rd - 5th grades.				

7) All Tier III Reading students in grades 3-5 will be pulled into small groups daily for a minimum of 60 minutes a week.	1	Principal, AP, Master Teachers and instructional staff	Improved student performance on comprehension based assessments as measured by STAAR reading for 3rd - 5th grades.				
8) Teachers will be required to seek out additional professional development training via the district or Region 10.	1, 5	Instructional Leadership Team	increased teacher content knowledge				
9) Teachers will be provided additional resources/materials to utilize in classroom centers/station.	9	Principal, AP, Master Teachers	1. Budget allocations/purchases 2. Walk-through data				
10) 10. All PK-5 Tier 3 Reading students will receive 90 minutes of Istation intervention weekly.	1	Instructional Leadership Team	Improved student performance on comprehension based assessments as measured by reading assessments for PK - 5th grades.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: All students will receive writing instruction that exemplifies best practices in writing that is developmentally appropriate, and that will lead to 80% of students in grade 4 passing all versions of the STAAR test with a score of 3 or 4 on all compositions.

Performance Objective 1: All students will receive writing instruction that exemplifies best practices in writing, that is developmentally appropriate that will lead to 80% of students in grade 4 passing all versions of the STAAR test with a score of 3 or 4 on all compositions.

Evaluation Data Source(s) 1: Cumulative student writing portfolios aligned to Texas education writing standards for grades K-2; and levels 4-8 of the STAAR Writing Rubric in grades 3rd - 5th

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1. Embedded professional development for campus-wide writing plan (HES Writing Model, STAAR Writing Rubric) for all ELAR instructional staff	3, 4	Principal, AP, Master Teachers, and 4th grade Writing teachers	1. Writing samples added to student portfolio. 2. 80% of students will score 4-8 on the expository written composition as measured by 4th grade STAAR Writing test.				
2) Students in Grades Pre-K through 5th will complete at least 3 writing assignments within each 6 week period to address specific types of writing appropriate to their respective grade level TEKS	1	Principal, AP, Master teachers, and classroom teachers	1. Writing portfolios 2. Writing samples (from all grade levels) displayed each six weeks 3. 80% of student writing scores of 3-4 on written compositions as measured by 4th grade STAAR Writing test				
3) All 4th grade students will be routinely assessed for mastery of TEKS in writing and served in Intervention/Enrichment groups based on their level of mastery	8	Principal, AP, Master Teachers, and 4th grade Writing teachers	1. Teacher made weekly assessments 2. CFAs 3. Benchmarks 4. Mock STAAR Assessments				
4) Math, Science, Social Studies and Specials teachers will support writing development in students by incorporating reflective writing activities.	1	Principal, AP, Master Teachers, and classroom teachers	Writing samples				
5) Teachers will be required to seek out professional development trainings through Region 10 or the state of Texas as aligned to the TEKS	3, 4	ILT	Certificates of completion				
6) 6. Teachers will be provided additional resources/materials to utilize in classroom centers/stations	9	Principal, AP, Master Teachers	1. Budget allocations/purchases 2. Walk-through data				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: All students will receive rigorous mathematics instruction at a cognitive level that meets their individual learning needs and 80% of all students in grade 3-5 will meet or exceed standard on the STAAR assessment.

Performance Objective 1: Houston Elementary School's daily mathematics instruction in general, special education, bilingual, ESL, and GT education will reinforce and/or improve every student's computational and problem solving skills as measured by standardized mathematics assessments and increased student math achievement scores by at least one grade level in one school term.

Evaluation Data Source(s) 1: 80% of students will meet standard on the STAAR Math test in grades 3rd-5th and Campus/District EOY Assessments for grade levels K through 2; with at least 20% of students in grades 3-5 performing at the advanced level on STAAR.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will use DMAC to analyze data and adapt/modify teaching strategies to plan for math instruction and intervention.	2	Principal, AP and Master Teachers	Incremental increases of student performance on Campus and District Benchmarks and cumulative assessments specifically on retested skills.				
2) Administrative team will meet with all teachers, faculty and staff to establish expectations and instructional non-negotiables in the area of Mathematics.	2	Principal, AP, Master Teachers	100% implementation of campus instructional non-negotiables by mathematics teachers as measured through walk-thru observation and feedback				
3) Professional staff will vertically meet to discuss Math content and identify and align instructional strategies monthly.	2	Principal, AP, Master Teachers	1. Vertical Team meeting Agenda and Minutes detailing instructional strategies and intervention activities to be utilized in the immediate next 3 weeks of instruction. 2. Walk-thru and observation data confirming 100% implementation of planned intervention and instructional strategies.				
4) All mathematics teachers will implement cyclical computational and review during the math instructional block daily.	1	Principal, AP, Master Teachers	Overall increase of student mastery of TEKS/Computational skills				
5) Tier II and III students will be provided with an extra 30 minutes of math intervention at least 2 or more times a week.	1	Master Teachers	Improve student performance and close academic gaps.				
6) Teachers will be provided additional resources/materials such as Mentoring Minds to utilize in classroom centers/stations.	8	Principal, AP, Master Teachers	Provide hands-on and TEKS based engaging instruction to help improve student performance				
7) Teachers will be required to seek out additional professional development as needed through Region 10	3, 4	ILT	Increased skill in rigorous instruction to help improve student performance and best practices				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue











Goal 4: All students will have access to a science program that provides for hands on science labs and opportunities to use the scientific method to solve real world problems through the STEM pipeline of Health Science and Technology. These exposures will lead to 90% of all students at Grade 5 passing all versions of the STAAR Test in Science.

Performance Objective 1: Houston Elementary School's daily science instruction in general, special education, ESL, Bilingual, and GT education will reinforce and/or improve every student's conceptual understanding of science vocabulary and scientific process as measured by standardized science assessments and rubric graded hands on laboratory activities.

Evaluation Data Source(s) 1: 90% of 5th Grade students will meet standard on the STAAR Science test and Campus/District EOY Assessments for grade levels K through 2; with at least 25% of students in 5th grade performing at the advanced level on STAAR.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Instructional staff will analyze K through 5th grade district science data, identify instructional trends and student needs and modify and adjust instructional and intervention plans to address those trends and needs.	1	Principal, AP and Master Teachers	Incremental increases in student achievement as measured by cumulative campus and district assessments where skills tested on Common Formative Assessments are reassessed.				
2) Science instructional staff will meet vertically to support teachers in choosing and implementing effective instructional strategies to build student conceptual understanding of Science TEKS.	2	Principal, AP and Master Teachers	1. Vertical Team meeting agenda and minutes detailing instructional strategies and intervention activities to be utilized in the immediate next 3 weeks of instruction. 2. Walk-thru and observation data confirming 100% implementation of planned intervention and instructional strategies.				
3) Instructional staff in grades 3-5 will utilize Science Fusion and Motivation Science (5th) to ensure each student receives rigorous, STAAR formatted practice of Science TEKS in Enrichment/Intervention period including centers.	2	Principal, AP and Master Teachers	Incremental increases in student achievement as measured by cumulative campus and district assessments where skills tested on Common Formative Assessments are reassessed.				
4) Each student will participate in a science or STEM related field trip activity that addresses TEKS objectives appropriate to their grade level	9, 10	Principal, AP, Master Teachers and classroom teachers	Increased exposure to STEM related activities in the Health Science and Technology pipeline.				
5) Instructional staff will provide daily science instruction with 40%of science class being hands on/lab work.	9	ILT	Increased student performance on science assessments and increased real-world experiences				

6) Science teachers will explicitly teach science vocabulary via concept webs, thinking maps, interactive word walls, other advanced graphic organizers, journal writing and instructional videos.	2	Principal, AP and Master Teachers	Increased accountable talk and student performance on science assessments				
7) Teachers will be provided additional resources/materials to utilize in classroom centers/stations.	1	Principal, AP and Master Teachers	Increasingly engaging lessons				
8) STEM committee will create at least 2 parent engagement opportunities	6, 10	Principal and STEM Committee	Increased parent participation in STEM related activities aligned to Health Science Technology Pipeline.				
9) Teachers will be required to seek out additional professional development as needed through Region 10	3, 4	ILT	Increase teacher knowledge of the Sciences				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: All students will have access to social studies programming that provides for mastery learning of TEKS Expectations to aid in their understanding of American and world cultures as well as their community. All students will achieve 80% mastery on all teacher-made Assessments in the area of Social Studies.

Performance Objective 1: All students will be provided daily instruction using the newly adopted social studies curriculum to ensure mastery and opportunities to understand the world in which they live.

Evaluation Data Source(s) 1: All grade levels will achieve an 80% passing rate on all teacher-made assessments.

Summative Evaluation 1:















Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will be properly trained on how to effectively implement the Social Studies curriculum.	1	Principal, AP, Master Teachers and District level support staff	1. Teacher lesson plans 2. Certificates of course completion 3. Walk-through data				
2) Teachers will be provided additional resources/materials to utilize in classroom centers/stations.	9	Principal, AP and Master Teachers	1. Budget allocations/purchases 2. walk-through data				
3) All students K-5 will complete a minimum of 2 cumulative Social Studies projects.	9	Classroom teachers	1. Student work samples 2. Walk-through data				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 6: All parents will be encouraged and supported to become more involved in all school activities and events, especially those related to academic achievement.

Performance Objective 1: All parents will have multiple opportunities during the school year to engage in their child's learning process in addition to monthly PTA events and programs.

Evaluation Data Source(s) 1: Parental involvement will increase by 30% during the 2017-2018 school year as measured by attendance to PTA meetings, parent surveys, and sign-in sheets at parent events.

Summative Evaluation 1:









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The principal will be more accessible to parents by hosting at least two Q & A sessions/forums. This will give parents the opportunity to ask questions related to academics and school business. Forums will be held in the fall and Spring Semester.	6	Principal	Parent sign-in sheet				
2) Parent information will be made readily available in the front office or sent home with parents in the Tuesday folder to keep them abreast of academics and school business.	6	Principal, Office Manager, Classroom teachers	Parent surveys				
3) Parents will be recognized for their involvement and volunteer efforts at the EOY awards assemblies with certificates.	6	Counselor and classroom teachers	Parent sign-in sheets				
4) Teachers will be properly trained on how to effectively and consistently use Class Dojo or Remind 101 to communicate with parents daily.	6	Principal, AP and Master Teachers	1. Observation 2. Parent & Teacher Feedback				
5) Teachers will be responsible for contacting each parent of their homeroom student individually by the end of the 1st six weeks.	6	Principal, AP and Master Teachers	1. Completed parent Contact Log 2. Parent feedback				
6) Dads will be engaged through the inclusion of the "All Pro Dads' program.	6	Team Captain	Sign-in -sheets				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 7: All students at HES will be citizens of a safe and nurturing learning environment that will provide them with the character education that will enable them to succeed academically and socially through the guidance and counseling program.

Performance Objective 1: All students will display positive character traits on a daily basis as a result of being consistently exposed to character education initiatives throughout the school year.

- Evaluation Data Source(s) 1:**
1. Rotation schedule
 2. Observation data
 3. Counselor News letter
 4. Counselor Referral Count
 5. Review 360 Data

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The counselor will see all classes monthly and teach them the components of character education.	9	Counselor	Counselor shows outcomes in weekly newsletter with an expected outcome of 25% decrease in discipline referrals and 10% decrease in referrals to counselor.				
2) Staff members will provide students with incentives that reward their demonstrations of character traits. Ex: Community Partner Gift Card Drawing, Caught being good certificates, Newsletter Top 10, end of year award per grade level.	1	All	Increased motivation to display positive character traits.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 8: All Houston elementary staff will integrate technology into their classroom instruction to promote student use of 21st century learning opportunities and skills and our STEM Pipeline of Health Science & Technology.

Performance Objective 1: All teachers will model the use of 21st century technology on a consistent basis and safety-first internet usage creating learning opportunities for students to apply these skills.

Evaluation Data Source(s) 1: At least 90% of students in grades 3-5 will be able to proficiently apply 21st century technology skills as evidenced by walk-through data, teacher lesson plans, Istation reports and Achieve 3000 data.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will be trained throughout the school year on how to create 21st century technology skills learning opportunities for students.	3	Blended learning specialist, ILT	Staff will adhere to the district standards to promote digital safety with at least 80% of students having taken the modules per quarter.				
2) Campus leadership team will model the use of 21st century technology skills when applicable (such as staff meetings, PLC meetings and campus-based professional development days)	3	ILT	Teacher implementation will increase in the classroom.				
3) Students will showcase their use of 21st century technology skills in the district's STEM Showcase.	9	Classroom teachers	Broader STEM showcase participation				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Plan Notes

HES Plan for Title I Funds

We plan to use our Title I funds for the following:

- sending 4 staff members to TABSE- \$3200
- replace defective technology devices- \$3000
- bus transportation for extended day tutorials on Mondays- \$2000
- purchasing Mentoring Minds instructional resources- \$5000
- interventionist to help with 4th and 5th graders in the Spring Semester- \$8000
- Instructional Resource Subscription (Time 4 Kids) for Reading Teachers- \$1600
- Instructional Resource Subscription (Reading A to Z) for Bilingual Ed. Teachers- \$500
- Parent Involvement Instructional Activity Resources - \$2000
- Region 10 Breakthrough Conference for Principal - \$500

Campus Improvement Committee

Committee Role	Name	Position
Principal	Tatanisha Stevenson	Principal
Parent	Yoli Medrano	Parent/Teacher
Parent	Manny Medrano	Parent
Non-classroom Professional	Betty Gooden-Davis	Master Teacher
Non-classroom Professional	Omar Kelley	Master Teacher
Business Representative	Lakesha Raynor	Business Owner/CVC
Administrator	Margo Spencer	Asst. Principal
Parent	Sandi Cope	Parent
Classroom Teacher	Blanca Ridriguez	teacher
Classroom Teacher	Dametria Griffen	Teacher
Classroom Teacher	Dondra Whitley	Teacher
Classroom Teacher	Shanelle Holliday	Teacher
Classroom Teacher	Pleshette Butler	Teacher
Classroom Teacher	Genevra Whitfield	Teacher
Non-classroom Professional	Catherine Smith	Special Education Teacher
Administrator	Cherish Pipkins	Asst. Principal