

Spring Independent School District
Lewis Elementary
2018-2019 Improvement Plan



Mission Statement

Our mission is to work together for the common goal of student success so that we can provide an excellent service for students in academics, citizenship, and creative problem-solving.

Vision

Our vision is to develop prepared, respectful, and professional graduates with the ability to read on or above grade level, analyze text with comprehension, write with clarity and detail, and extend reasoning while solving complex math problems.

Core Beliefs

We base our decisions on what is best for our students.

We strive for excellence in all we do.

We build trust through integrity and lead by example.

We communicate openly.

We value diversity and treat everyone with dignity and respect.

We win as a team.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Donna Lewis Elementary is a Title I school with grade levels of PK to 5th in Spring ISD, Houston, TX. Current enrollment is Hispanic/Latino 459 -70% Black or African American 129 -20% American Indian or Alaska Native 42- 6% Asian 15 2.30% White 6 -.92% Two or More Races 2 .31% **Total** 653 students are enrolled at Lewis Elementary. Educational programs are as followed- LEP population is at 64% with Bilingual/ESL is at 421 students, Sped 6% at 42 students. We have 560 students- 86%- At Risk, 472-72% Economically disadvantaged. Enrollment for Bilingual and ESL programs have increased in the past 3 years. Lewis Elementary has a mobility rate of 22.6%

Demographics Strengths

Demographics Strengths

1. Lewis Elementary has full day PreKinder. Our campus has a partnership with AVANCE a federal Headstart program that provides social, emotional, and medical support. The only students who qualify for enrollment are those who have a language deficiency in English and/or income that meet the federal guidelines.
2. Lewis Elementary strengths consist of having the largest LEP population in the district we strive to provide instructional support for our growing program by having staff be trained in linguistic acquisitions and be certified in bilingual and ESL.
3. Lewis Elementary provides extracurricular activities for all of our students to be involved such as volleyball, basketball, soccer, art club and choir. Lewis has one of the largest choirs in the district.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Second Language Learners continue to progress moderately. **Root Cause:** Bilingual and ESL population is at 64% for the end of the 2017 -18 school year. Teachers lacked teh skill set in accelerating instruction for ESL students. Professional development is essential for teachers to meet the academic needs of all students.

Problem Statement 2: Attendance was at 95.42% for the 2017-18 school year. **Root Cause:** Prekinder absences affected Lewis Elementary ADA.

Student Academic Achievement

Student Academic Achievement Summary

Student Academic Achievement Summary

Lewis Elementary Accountability Rating not set pending on state

The campus instructional leaders and staff will analyze scores for each individual student and by each standard. Students will be targeted for intervention and acceleration in all their academic content areas. Teachers will focus on the goal of the campus to close the gaps between all student groups.

Domain I = Student Achievement 64

Domain 2= Student Progress , Part A=80, Part B=65

Domain 3=Closing the Achievement Gap 76

Total Rating=79

Student Academic Achievement Strengths

Lewis Elementary is thriving to have all its staff at 100% ESL certified.

Our students are hard working and participate in all interventions provided to them. These include afterschool tutorials and Saturday school camps.

Students strengths that were observed for the STAAR 2018 were in the areas of math for 5th grade at 90%

- Lewis Elementary will continue with the implementation of targeted focused skills in PLC and Rigor and Relevance framework.
- Teachers aligned their interventions base on their data findings. Students were target specifically grouped with guidance of checkpoints, benchmarks, and other informal and formal assessments.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Lewis Elementary 5th grade science improved at 68% for the 2018 STAAR data, but did not meet campus goal. **Root Cause:** Non

mastery skills taught at earlier grade levels. Academic vocabulary not emphasized enough with LEP/SPED/504 students

Problem Statement 2: Lewis Elementary 2018 Student STAAR data revealed 4th grade Reading and Writing for all students were below district level. **Root Cause:** Teachers lack content knowledge, proper training and are unaware of how the content should be implemented/delivered and tested.

Problem Statement 3: Lewis Elementary 2018 Student STAAR data revealed our 3rd grade and 4th grade between our African American and Hispanic group in Reading. 3rd Grade had our African American at 55% and Hispanic at 52%. 4th grade African American 42% and Hispanic at 62%. **Root Cause:** Granted our 3rd grade African Americans improved from STAAR 2017 of 50% to 55% in reading. 4th grade from 42% to 47% and Hispanics in 4th grade from 52% to 62% for the 2018 STAAR data. It revealed the Hispanics in 3rd grade dropped from 67% to 52%. Focus on subgroups was not consistently done. Focus was on overall student achievement.

Problem Statement 4: Lewis Elementary RTI- Reponse to Intervention- was not implemented with fidelity. **Root Cause:** Teachers lack content knowledge, proper training and are unaware of how the RTI process should be implemented and documented.

Problem Statement 5: Domain 1 was a 64 for the STAAR Accountability for 2018-19 for Lewis Elementary **Root Cause:** Low "Meets" and "Masters" for the our student achievement

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Lewis Elementary is guided by the TEKS and the district's scope and sequence. Lesson plans and interventions are guided by these structures and the results of campus based assessments. The Spring ISD lessons are designed to promote 21st Century Global Skills including essential questioning that involves critical thinking and problem solving; communication skills; creativity; collaboration;

Every week each grade level in our campus will have the opportunity to meet in PLC (professional learning committees) to help answer key questions:

1. What do we expect our students to learn? (Goals/Expectations), each grade level teams map out the specific skills and standards that will be taught for the upcoming unit. Essential questions will be developed in this process.
2. How will we know they are learning? (Assessment): "What are the key components? What is the standard of expectation? What is the vocabulary?" Then the teachers determine HOW they will accomplish these targets.
3. How will we respond when they don't learn? (Intervention)
4. How will we respond if they already know it? (Enrichment)

Lewis Elementary utilizes PLC to see how we can improve our lesson delivery every. Campus level disaggregation begins with our BOY assessments and the previous STAAR data for our testing grades to assist us in analyzing student data to meet their instructional needs. Pre-Kindergarten through second grade focus on DRA, mCLASS, Renaissance, MAP, and campus benchmarks for assessment. Third through fifth grade focus on STAAR, Renaissance, MAP, and campus benchmarks. Special courses and programs such as physical education, music, special education, dyslexia and ELL instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students.

Our PLCs are held bi-weekly with the principal and campus curriculum specialist. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Grade levels have a daily common planning time of 60 minutes to help plan for the coming units. Grade levels and programs meet every marking period with the principal, student support specialist, and the ELL coordinator to analyze data and map out strategies for students that may need to be placed in the RTI process.

School Processes & Programs Strengths

Lewis Elementary has identified the following strengths:

Goal is to have everyone at 100% percent ESL certified. Only 2 teachers currently new to the campus need to have thier certification done.

Grade level PLCs strengthen instruction through the alignment of the curriculum, lesson planning and the pacing calendar.

- Instructional Staff collaborate with teachers in discussing and implementing instructional practices needed for their students.
- Providing staff development and resources for teachers to implement in the classroom
- Teachers accommodate special populations with more time and individualized instructional plans

Grade Level Data Meetings

- Interpreting formal and informal data to the align instructional plans and providing interventions and resources where needed.
- ELL Failure Staffings and RTI are working together to successfully provide interventions and to refer students to the appropriate instructional program.

Rigor and Relevance Framework

- Guide student instructional needs in focusing on students instead of teachers for student success.
- Coaching teachers to the higher level thinking and application in their instructional deliveries

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Most students are not meeting the passing standard in Reading and Writing. **Root Cause:** Teachers lack content knowledge, proper training and are unaware of how the content should be implemented/delivered and tested.

Problem Statement 2: English Language Learners are moderately progressing. **Root Cause:** Lack of Implementation of Second Language Acquisition Skills in the classroom.

Problem Statement 3: Teacher ownership in high expectations for all students. **Root Cause:** Cultural- Climate-Accountability-Progress Monitoring

Problem Statement 4: Teacher accountability for high expectations for all students inside and outside of the classroom. **Root Cause:** Lack of fidelity in the implementation of CHAMPS and safety procedures

Perceptions

Perceptions Summary

Lewis Elementary strives to meet our district core values where we strive for excellence for all students. Our goals are aligned to the district core values. Lewis Elementary has been meeting standards since 2014-2015 school year and the community has become more involved with their students education.

In the Parent Survey for the 2017-18 school year, parents were satisfied with our job performance. However, there is room to grow. These areas are targeted for the following school year.

School Quality Survey Results:

- Comparing our 2015-16 to 2016-17, parents were satisfied in all areas of: Academic Support, Student Support, School Leadership, Family Involvement and Safety and behavior.
- 38% of our parents rated Lewis Elementary's overall quality as *Excellent*. 31% of our parents rated Lewis Elementary's overall quality as *Good*.

Highest rankings indicators by Parents:

- 100% of our families stated our school is safe.
- 93% of our families felt all school staff members are aware of the safety and security procedures.
- 93% of our families felt all students are aware of the safety and security procedures.
- 92% of our families felt all students are challenged by their schoolwork.
- 90% of our families felt School-based administrators (principals and assistant principals) are courteous when I have a concern.

Areas to grow:

- This school uses family input to improve instruction.
- Teachers give timely and helpful feedback about student work.
- Students are challenged by their schoolwork.

Perceptions Strengths

Lewis Elementary is a family oriented school. Parents were given a survey to complete and the K12 survey concluded the following.

Survey Item Percentage where Parents Strongly Agree or Agree (%) The following were Lewis Elementary top school climate topics under the categories of

Academic Support and Family Involvement.

Highest rankings indicators by Parents:

- 100% of our families stated our school is safe.
- 93% of our families felt all school staff members are aware of the safety and security procedures.
- 93% of our families felt all students are aware of the safety and security procedures.
- 92% of our families felt all students are challenged by their schoolwork.
- 90% of our families felt School-based administrators (principals and assistant principals) are courteous when I have a concern.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Low area in survey -Teachers give timely and helpful feedback about student work. **Root Cause:** Feedback was not consistent and uniform as a campus.

Problem Statement 2: Low area in survey -This school's learning standards and expectations are clearly explained to students. **Root Cause:** Expectations of learning standards to students is not consistently done in the classroom.

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

Accountability Data

- Domain 1 - Student Achievement

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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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 department and/or faculty meeting discussions and data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Reach every student.

Performance Objective 1: Increase Domain 1 and Domain 3 performance rating by 20% on STAAR assessment.

Evaluation Data Source(s) 1: District Assessments- Checkpoints, Benchmarks
 State Assessment Data- STAAR 2019
 Campus Data Collections-MAP, DRAs, Exit Tickets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>Comprehensive Support Strategy</p> <p>1) Academic Achievement Status-Provide appropriate interventions for all students who did not master Reading, Math, Science and Writing state assessment and/or most recent campus district assessments. Targeted ELL, SpEd, Afr. Am., Economically Disadvantaged and Hispanic students will be given priority.</p> <p>Student Success Status- Intensive Plan of Instruction for STAAR failures in content area. Plan includes: Increased pull-outs, small groups, accommodations, tutorials. Plan will be monitored through use of data trackers, end of unit assessments, & weekly assessments</p>	2.4, 2.6	ESL Coordinator, ELA and Math Inst. Specialist, Teachers and Administrators	Increase in student performance on local and state assessments by 20%.
	<p>Problem Statements: Student Academic Achievement 2</p> <p>Funding Sources: 211 Title I, Part A - 3000.00</p>		
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 3</p> <p>2) Provide rigorous lesson and activities to stimulate learning, facilitate hands on learning experiences, utilize supplementary materials and resources for academic core subjects. For example, (Stemscopes program, Education Galaxy, writing Lucy Caulkins, Reading I-stations, Math and reading MAP, Renaissance, instructional resources and materials ans well as general supplies, Math manipulatives, Science Labs resources, paper, composition books, pencils, books, etc)</p>	2.4, 2.5, 2.6	ELL Coord. ELA and Science Inst. Specialist, Teachers and Administrators Paraprofessional	Increase in student performance on local and state assessments
	<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 211 Title I, Part A - 8000.00</p>		

<p align="center">Critical Success Factors CSF 1</p> <p>3) Utilize technology to engage students and make curriculum accessible (Chromebooks, ipads, software, computers, printers, etc)</p>	2.4, 2.6	ELL Coord. ELA and Science Inst. Specialist, Teachers and Administrators Paraprofessional	Increase in student performance on local and state assessments
Funding Sources: 211 Title I, Part A - 10000.00			
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>4) Provide professional development to increase teacher capacity in implementing the skills needed for Reading and Writing (Lucy Calkins units of study for reading program. Guided Reading, Read Aloud, Running Records, Grammar Keepers, Gretchen Bernabei workshops)</p>	2.4	Literacy Coach Administrators	Teachers will become knowledgeable in the instructional delivery of the the Reading and Writing curriculum
<p>5) Provide science lab experiences. Family Science Fair (March 8) University of Houston STEM visit. Participate in GT Expo, hands on activities and career development. GT students have access to Renzulli online program for gifted students. Envision is also used. Students will also attend a field experience to the Aquarium</p> <p>Provide PD to increase teacher capacity in implementing skills in science in grades Pre-K-5. Teachers will follow district lessons, use science labs, and resources from Stem Scopes,</p>	2.4, 2.5, 2.6	Science Teacher Lead Counselor	Students will become connected with real world experience of science though hands on activities and impacted by science through career development.
Problem Statements: Student Academic Achievement 1 Funding Sources: 211 Title I, Part A - 1000.00			

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Lewis Elementary 5th grade science improved at 68% for the 2018 STAAR data, but did not meet campus goal. Root Cause 1: Non mastery skills taught at earlier grade levels. Academic vocabulary not emphasized enough with LEP/SPED/504 students
Problem Statement 2: Lewis Elementary 2018 Student STAAR data revealed 4th grade Reading and Writing for all students were below district level. Root Cause 2: Teachers lack content knowledge, proper training and are unaware of how the content should be implemented/delivered and tested.
School Processes & Programs
Problem Statement 1: Most students are not meeting the passing standard in Reading and Writing. Root Cause 1: Teachers lack content knowledge, proper training and are unaware of how the content should be implemented/delivered and tested.

Goal 1: Reach every student.

Performance Objective 2: Improve students reaching 70% on editing and writing skills in all grade levels through the use of common school wide strategies and by implementing balance literacy through the reading writing workshop

Evaluation Data Source(s) 2: Student writing samples, comparison of writing scores from previous year to current school year, data monitoring progress

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>1) Implement The Heinemann Units of Study by Lucy Calkins- Focus on Reading Writing Workshop, Grammar Keepers, Gretchen Bernabei workshop, Writing Academy</p> <p>Mentor Text will be used to teach writing and extensive modeling and conferences will be conducted</p> <p>Common school wide strategies will be created and implemented for revising and editing.</p> <p>Purchase and utilize dictionaries to assist in the development and improvement of writing skills.</p>	2.4, 2.5, 2.6	Literacy Coach, Administrators, teachers, ELL Coordinator	Increase in student achievement in writing from 53% to 70%.
<p>Problem Statements: Student Academic Achievement 2</p> <p>Funding Sources: 211 Title I, Part A - 3000.00</p>			

Performance Objective 2 Problem Statements:

Student Academic Achievement
<p>Problem Statement 2: Lewis Elementary 2018 Student STAAR data revealed 4th grade Reading and Writing for all students were below district level. Root Cause 2: Teachers lack content knowledge, proper training and are unaware of how the content should be implemented/delivered and tested.</p>

Goal 1: Reach every student.

Performance Objective 3: Monitor and identify 100% of students who demonstrate an academic need and ensure that they are referred and taken through the RTI process with fidelity (academic and behavior).

Evaluation Data Source(s) 3: RTI data and comparison data from previous year

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) At the beginning of the year, review and analyze student data from previous year (2016-2017) to determine who is eligible for RTI Tier 2 and 3 based on data.</p> <p>Conduct monthly DPMs to determine student progress</p>	2.6	Teachers, Student Support Coordinator, Counselors	Capture struggling students at the beginning of the year to provide necessary intervention and to close the achievement gap . Identify other students who struggle through the use of DPMs, Progress Monitoring, work samples, etc
<p>Problem Statements: Student Academic Achievement 4</p>			

Performance Objective 3 Problem Statements:

Student Academic Achievement
<p>Problem Statement 4: Lewis Elementary RTI- Reponse to Intervention- was not implemented with fidelity. Root Cause 4: Teachers lack content knowledge, proper training and are unaware of how the RTI process should be implemented and documented.</p>

Goal 1: Reach every student.

Performance Objective 4: Increase the performance of English Language Learners and Special Educations students by 10% on STAAR by June 2019

Evaluation Data Source(s) 4: TELPAS, TELPAS ALT, STAAR

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 1</p> <p>1) Progress monitor teachers' consistent use of LEP strategies that support students needs and successes.</p> <p>ELL coordinator conducts weekly walkthroughs, monitor use of LEP strategies during instruction. Provide feedback to teachers after observations.</p> <p>ELL Coordinator monitors completion of ELL accommodations in Eduphoria each marking period</p> <p>ELL Coordinator monitors the level of student academic</p>	2.6	Principal and Assistant Principal, ELL Coordinator	<p>Increase in second language learners scores in TELPAS and STAAR.</p> <p>Decrease in ELL failures</p> <p>Increase in implementation and documentation of accomodations</p> <p>Increase in 2nd language acquisition rates for students</p>
<p>2) Effective inclusion practices to meet the instructional needs of special education students through integration of the general education, ELL, and special education programs.</p> <p>ELL students at risk of failure are identified, action plan developed, implemented and monitored each marking period.</p>	2.5, 2.6	Sped teachers, Sped team lead, administrators, ELL coordinator	<p>Increase in STAAR scores</p> <p>Decrease in ELL failure rate</p>
<p>Funding Sources: 199 State SpEd - Special Education (PIC 23, 33) - 0.00</p>			

<p style="text-align: center;">PBMAS Critical Success Factors CSF 1</p> <p>3) Progress monitor teachers use of IEP implementation/STEP Moinitors</p> <p>Accommodation monitoring form for GenEd teachers (measures if the student accommodations are effective).</p> <p>Use I-Ready Curriculum and IPI-Intensive Plan of Instruction for students who failed STAAR..CASE, Speech only and inclusion</p> <p>Consistently use the Unique Curriculum for students who receive instruction in a self-contained classroom (CASE)</p>	<p>2.4, 2.5, 2.6</p>	<p>Special Education Teachers and case managers</p>	<p>Increase and progress in on STAAR</p> <p>IPI Intensive Plan of Intervention implemented in the classroom</p> <p>Tutorials and intervention groups are being implemented to increase progress to increase student achievement.</p>
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Performance Objective 4 Problem Statements:

<p>Demographics</p>
<p>Problem Statement 1: Second Language Learners continue to progress moderately. Root Cause 1: Bilingual and ESL population is at 64% for the end of the 2017 -18 school year. Teachers lacked teh skill set in accelerating instruction for ESL students. Professional development is essential for teachers to meet the academic needs of all students.</p>

Goal 1: Reach every student.

Performance Objective 5: Ensure 90% participation in the student health and fitness activities ,

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) 1). Students will participate in the Project Saving Smiles. 2). Students will participate in the annual Fitness gram and all students will have 135 minutes of PE	2.5	Teachers, Nurse, and Physical Education teacher	To increase student participation in the student and fitness activities.

Goal 1: Reach every student.

Performance Objective 6: K-5 Scholars at a minimum of 80% will grow by one year or above on the MAP in both Literacy and Math.

Evaluation Data Source(s) 6: EOY MAP Data

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>1) Critical Success Factor</p> <p>1). Reading achievement K-5-Provide appropriate support for students who need to gain academic growth in reading and math.(A-Z Reading, compositions books, paper, pencils, etc.</p>	2.5	Principal, AP, K-5 Teachers	<p>1).Increase student performance for reading.</p> <p>2).Increase student performance for math.</p> <p>3). Impact student levels in MAP/DRA</p>
<p>Problem Statements: Student Academic Achievement 3</p> <p>Funding Sources: 211 Title I, Part A - 4000.00</p>			

Performance Objective 6 Problem Statements:

Student Academic Achievement
<p>Problem Statement 3: Lewis Elementary 2018 Student STAAR data revealed our 3rd grade and 4th grade between our African American and Hispanic group in Reading. 3rd Grade had our African American at 55% and Hispanic at 52%. 4th grade African American 42% and Hispanic at 62%. Root Cause 3: Granted our 3rd grade African Americans improved from STAAR 2017 of 50% to 55% in reading. 4th grade from 42% to 47% and Hispanics in 4th grade from 52% to 62% for the 2018 STAAR data. It revealed the Hispanics in 3rd grade dropped from 67% to 52%. Focus on subgroups was not consistently done. Focus was on overall student achievement.</p>

Goal 2: Excellence in every school

Performance Objective 1: Lewis Elementary will maintain a safe and orderly environment by reducing the discipline referral percentage by student enrollment to 20% and ensure 100% compliance on Safety Drills.

Evaluation Data Source(s) 1: Safety Survey, Safety drills documentation Safety meetings agendas and sign in sheets, Discipline Referrals

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Conduct Safety Drills in accordance with district policies and procedures.	3.1	All Teachers and Administrators	Ensure that students and staff are properly trained in safety procedures and can implement them properly and in a timely manner. Ensure that staff is prepared in the event of an emergency or crisis situation.
	Funding Sources: 199 General Fund - 500.00		
2) Effectively utilize CHAMPS campus-wide to structure behaviors with a focus on Implement De-escalation strategies for the classroom using information from Safe and Civil Schools.	2.4, 2.6	Lewis Administrators and team leads.	Reduction in office referrals from classroom, cafeteria and playground.
	Funding Sources: 199 General Fund - 0.00		
3) Implement the Longhorn Store as a Positive Behavior Support for students. Star Student of the month-teachers will identify a boy and a girl. Incentives will be given, example (lunch with principals, certificates, tags, cupcakes, picture displayed on board and website)	2.4, 2.6	Counselors and Assistant Principal	Decrease in office referrals
	Problem Statements: School Processes & Programs 4 Funding Sources: 461 Campus Activity Fund - 0.00		

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 4: Teacher accountability for high expectations for all students inside and outside of the classroom. Root Cause 4: Lack of fidelity in the implementation of CHAMPS and safety procedures

Goal 2: Excellence in every school

Performance Objective 2: Anti-bullying awareness will be evident across all settings within Lewis Elementary

Evaluation Data Source(s) 2: Lesson plans Presentations (fine arts)

Home/School Communications

Counseling groups for students if necessary

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 6</p> <p>1) 1) Increase knowledge of staff, students and parents regarding tools to help students address how to avoid and handle bullying situations . 2) Present guidance lessons focused on social problem solving, literature regarding anti-bullying best practices, and activities (videos, discussions, etc.) to solidify and extend awareness of how best to handle bullying. Campus visit from Astros Orbit ,anti-bullying presentation for Red Ribbon Week.</p>	2.6	Counselors, Administrators, all staff members	Increase awareness regarding bullying, decrease bullying on campus and promote positive behavior in school.
<p>Funding Sources: 211 Title I, Part A - 650.00</p>			

Goal 2: Excellence in every school

Performance Objective 3: Increase attendance for the 2018-19 school year to 98%.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) 1). The HERO attendance award for students achieving highest attendance rate for each grade level. 2). Teacher of the Month with the highest attendance rate overall.	2.4, 2.6	Principal, Assistant Principal, SIMS, Attendance clerk.	Students and Teachers to maintain a 98% ADA every 9 weeks.

Goal 3: High Performance from every employee

Performance Objective 1: During the 2018-19 school year, Lewis Elementary will actively recruit, develop and retain staff members to show a 10% retention improvement rate from 80% to 90%of its highly qualified personnel.

Evaluation Data Source(s) 1: New Teacher Survey, Teacher Walkthrough Data, 2017-18 Teacher Retention Rate

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) Mentor Program for teachers new to the campus</p>	2.4, 2.6	Campus Administrators, Development specialist	<p>1.Equip and Train new teachers in policies and procedures specific to the campus.</p> <p>2. Provide support instructionally.</p> <p>3.Increase teaching capacity in new teachers and provide leadership experience for mentor teachers.</p>
Funding Sources: 199 General Fund - 0.00			
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>2) 1) Provide professional development opportunities for all teachers and administrators</p> <p>2.Provide PD on Kagan strategies, CHAMPS Cooperative Learning, TELPAS, SIOP, A+Rise, Differentiation, and TLAC, Lucy Calkins-Reading Writing Workshop, Writing Academy) PD can be from various resources Region 4, Inside and outside of district.</p> <p>Attend "Lead forward Accountability 2018" in September</p> <p>Provide on-going curriculum training and data analysis training through LEAD4WARD webinars and by using the Lead4ward curriculum guides.</p> <p>3. Monitor implementation of strategies through lesson plans and walk-throughs</p>	2.4, 2.5, 2.6	ESL Coordinator Literacy and Math Coaches, Teachers and Administrators	<p>Build capacity in all teachers and administrative staff by providing effective professional development which will lead to an increase in student achievement.</p> <p>Strategies from PD should be implemented and varied to meet the needs of the students.</p>
Funding Sources: 211 Title I, Part A - 13800.00			

<p align="center">Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>3) Provide teachers with training on the planning protocol and how to write effective lesson plans</p> <p>Instructional staff will use technology efficient devices such as computers, laptops, ipads, printers in the development and creations of instructional lessons.</p>	2.4, 2.6	Administrators, Literacy coach, Math Coach	Increase effectiveness of teacher instruction and delivery which will aid in increase student achievement and progress.
<p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: 211 Title I, Part A - 1000.00</p>			
<p>4) Increase the level of Rigor in all areas of instruction by implementing the International Center for Leadership in Education (ICLE) Model. The Rigor/Relevance Framework and Levels of Blooms taxonomy will drive rigorous instruction</p>	2.4, 2.5, 2.6	Administrators and lead team.	Equip teachers with a deeper understanding of how to apply rigor into the classroom, which in turn will increase academic performance for students.
<p align="center">Critical Success Factors CSF 7</p> <p>5) Administrators will participate in the Collaborative Instructional Review (CIR) Cohort, and implement the CIR process by utilize the CIR rubrics to support teachers in building effective instruction in rigor, relevance, and learner engagement.</p>	2.4, 2.6	Administrators	Provide administrators a systematic approach to engage in effective dialogue and coaching opportunities with teachers.

Performance Objective 1 Problem Statements:

School Processes & Programs	
Problem Statement 1: Most students are not meeting the passing standard in Reading and Writing. Root Cause 1: Teachers lack content knowledge, proper training and are unaware of how the content should be implemented/delivered and tested.	

Goal 3: High Performance from every employee

Performance Objective 2: Improve the effectiveness and efficiency of PLC's and ensure excellent leadership teams as measured by an increase in student achievement.

Evaluation Data Source(s) 2: Improves Scores on assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Utilize the PLC protocol developed by the district which incorporates the 4 PLC types (DDAP, Panning, Practice and Learning) as well as implementing the Rigor and Relevance Framework	2.4, 2.5, 2.6	Teachers, Administrators and Instructional Coaches	<p>An increase in collaboration and ideas among colleagues about best practices</p> <p>Modeling and Demonstrations of lesson which will aid in an increase in student achievement and progress</p> <p>Implementation of effective re-teaching strategies that result in improved test scores</p>
Funding Sources: 199 General Fund - 500.00			

Goal 4: Engaged stakeholders in every community

Performance Objective 1: Lewis will increase the opportunities for parental and community involvement from 5% to 10% during the school day by providing volunteer opportunities and parental involvement events during the 2018-2019 school year.

Evaluation Data Source(s) 1: Parent Involvement Survey
 Parent Involvement Committee Member list
 Parent Participation Sign-in Sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) 1) Utilize Reminders-Monthly Newsletters-Home-school connection, Student Agendas, Conduct folders for Responsibility cards. Home Communication folders for student work.	3.1	Team Leads, Administrators, Counselors	Increase in positive reviews from parent surveys
	Problem Statements: Perceptions 1 Funding Sources: 211 Title I, Part A - 2000.00		
2) Increase learning opportunities to engage parents in student learning (Polar Express, Literacy and Math Night, Supplies including light Pastries and beverage for Donuts for Dad, Muffins for Moms, Spring Creek Night	3.1, 3.2	Lewis Administration, Literacy and Math Coach	Increase in positive reviews from parent surveys
	Funding Sources: 211 Title I, Part A - 1000.00		

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Low area in survey -Teachers give timely and helpful feedback about student work. Root Cause 1: Feedback was not consistent and uniform as a campus.

Goal 5: Opportunities and choice for every family.

Performance Objective 1: Through purposeful programming create a college-bound and career ready culture in K-12. Pre-K will contribute to this college bound culture by partnering with Avance to increase the number of parent participants from 20%to 50% in the 2018-19 school year.

Evaluation Data Source(s) 1: Parent sign-in

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Lewis Elementary will increase parent participation in the school's Pre-K Community Outreach Program (Avance) by implementing monthly parent meetings and fall and spring home visits.	2.4, 3.1, 3.2	Adminstratrators	Increase in the number of parents who participate in the Avance/Lewis workshops. Ensure that Pre-K students are prepared and ready to learn when they enter Kindergarten.
Funding Sources: 429 PreK Grant - 0.00			
2) Fifth grade students will participate in a career development and or transitioning tour to Claughton Middle School. Students will learn about expectations in goals, careers and course selections as they transition from elementary to middle school.	3.1, 3.2	Counselor, Administration	To ensure a successful and smooth transition into middle school. To keep parents aware and introduce them to the expectations of middle school.
A transition meeting will be held for parents about the expectations of middle school. Middle school counselors will be available to answer any questions about the transition from elementary to middle school.	Funding Sources: 211 Title I, Part A - 100.00		

2018-2019 Campus Advisory Council

Committee Role	Name	Position
Administrator	Grace Leal	Principal
Administrator	Chastity Simon	Assistant Principal
Non-classroom Professional	Demetria Harris	Counselor
Parent	Annette Cuevas	Math Coach
Non-classroom Professional	Kimberly Lawson	ESL Coordinator
Non-classroom Professional	Carlonda Davis	Literacy Coach
Non-classroom Professional	Jesus Garcia	Student Support Specialist
Classroom Teacher	Connie Bailey	Sped Teacher
Classroom Teacher	Courtney Standmire	Sped Teacher
Business Representative	Joel Ochoa	Business Partner
District-level Professional	Cynthia Williams	