



Campus Name: Lewis Elementary

Campus Number: 194

Principal Name: Marlen Martinez

School Support Officer Name: Cesar Martinez

Area Superintendent Name: Geovanny Ponce

Area School Office: East Area



## SIP Part 1: Background, Data Analysis and Needs Assessment

### MISSION STATEMENT

As a cornerstone of academic achievement, Lewis Elementary exists to provide an education founded in literacy, supported with moral values, and engulfed in excellence in all that we do to prepare our 1<sup>st</sup>-5<sup>th</sup> grade students with the 21<sup>st</sup> Century skills.

### SCHOOL PROFILE

Judd M. Lewis is in the Southeast area of Houston, Texas, in a well-established community of Glenbrook Valley, located near Hobby Airport which is primarily comprised of retired citizens. Lewis' enrollment is approximately 800 students ranging from grades one through five. Lewis Elementary receives students from Bellfort Early Childhood Center which houses PK and Kindergarten students from the area. Lewis Elementary moved from its temporary location into a brand-new building on October 3, 2011. We are now located in a State of the Art facility- complete with two science labs, two computer labs, and an updated library. Approximately 82% of the students live in various apartment complexes surrounding the school. The ethnic populations which make up the student body are 70% Hispanic, 30% African American, and less than 1% Asian, White/Other. The student attendance rate is 97.3%. Lewis' at-risk population make up 80.3%. 76% of the students are English Language Learners. Students served by Special Education total 3% and 100% of students receive free/reduced lunch.

The teachers implement school-wide reform strategies that include structured intervention strategies and best practices that are research based. School wide initiatives include Literacy by 3, Renaissance 360, and this year the implementation of Imagine Learning to ensure academic success. Our campus saw a need to improve reading, therefore, the focal point at Lewis is to create a Literacy Culture on the campus. Lewis has Teacher Development Specialists provided by the district to support instruction by providing professional development, side-by-side coaching, and intervention for students. In addition to these strategies, the campus has implemented an intervention schedule for struggling students that occurs throughout the school day. Parents are encouraged to attend the numerous family learning nights which focus on strategies and skills that parents can use to assist their students at home.

### SHARED DECISION MAKING *(sample language provided – modify as needed)*

#### Organizational Structure

The Campus Intervention Team (CIT) is based on the Shared Decision-Making model (SDM) designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and HISD board policy. A Professional Service Provider (PSP), and a School Support Officer or Lead Principal is a member of the Campus Intervention Team for schools under state *Improvement Required* sanctions or federal sanctions as a *Focus or Priority* campus. Teacher Development Specialists and other district level personnel can serve as members of the CIT according to the campus needs. The intention of the SDMC is to pull together our community in a constructive, organized, and unified body to enhance the education of all students. The CIT is responsible for development, implementation, and monitoring of the School Improvement Plan, monitoring of student performance, and determination of student interventions and support service.

The SDMC component of the CIT is the shared decision-making body. Professional staff representatives are elected by the faculty. Principal determines number of classroom teachers; then, assigns half that number to school-based staff. This complies with 2/3 - 1/3 rule for professional staff. In addition, the committee must have one non-instructional staff, one business member, at least two parents and at least two community members. Parents are elected by the PTO, PTA or PACS membership.

The Council meets monthly and as needed to discuss issues brought forth by the administration, staff, parents, or community. It is supported by standing committees that address budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. Standing committees meet as needed. Parents are encouraged to serve on standing committees.

The SDMC functions under the direction of the Principal. Members of the SDMC attend SDMC meetings for the term of his/her office, monitor the implementation of the School Improvement Plan, address issues presented by the principal, present issues for discussion and recommend resolutions to the SDMC, create ad hoc committees by consensus of the SDMC, chair standing committees and ad hoc committees, submit minutes to the principal for committee meetings, and report the recommendations to the SDMC. The SDMC is responsible for approving all professional development plans for the school.

The Principal coordinates the process of shared decision making, facilitates communication for all stakeholders, considers issues and recommendations from the community, SDMC, and standing committees, and makes decisions based on those recommendations.

### **Shared Decision Making Process**

Consensus is the ultimate goal of the SDMC. Agreement by all participants is not always possible or necessary for consensus. Consensus is a collective process that provides a forum for full dialogue on appropriate/applicable responses to issues.

Members of the committees discuss and make recommendations to the SDMC. The SDMC reviews recommendations and reaches consensus. Sufficient consensus is defined as a willingness to settle an issue in favor of the majority. All points of view will be considered and general agreement must be reached before decisions will be implemented. If general agreement is not reached, further study of the issue will occur and alternatives will be presented until agreement is reached. After all alternatives have been explored, a deadlock can be broken by a majority vote. As issues come up for discussion, the chairperson is responsible for ensuring that all present have a legitimate opportunity to state their case. The principal retains the authority to exercise a veto over decisions made by the SDMC.

### **Method of Communications**

Members of the school community may submit non-personnel issues for consideration through the shared decision-making process. Written issues or concerns are submitted to any SDMC member or placed in the SDMC box located in the main office. A school community member may attend a meeting of any committee to discuss or present an issue. All meetings are on the monthly calendar. The SDMC delivers issues to appropriate standing committees for action. Communications from all committees is transmitted to faculty, staff, and parents.

All SDMC information must be included on the campus website. A list of meeting dates, committee members, agendas and minutes for each meeting must be able to be accessed. The home page of each campus website must include a link to the SDMC page for easy access.

### **Membership Composition of the SDMC**



Number of Classroom Teachers	#4	Number of Parents (at least 2)	#2
Number of School-based Staff (Half the number of classroom teachers)	#2	Number of Community Members (at least 2)	#2
Number of Non-Instructional Staff	#	Number of Business Members	#

(Modify or insert additional lines as needed)

Name of SDMC Member	Position (Add Date Term expires)
Yasmeen Khaliq	Classroom Teacher/ May 2019
Armany Lewis	Classroom Teacher/May 2019
Julia Linkous	School-based Staff/ May 2019
Maria Garza	Non-Instructional Staff/ May 2019
Robert Riedle	Business Member
Joe Torres	Community Member
Click here to enter text.	Community Member
Maria Fernandez	Parent
Aracely Quintanilla	Parent
Marlen Martinez	Principal
Brittney Marcell	Classroom Teacher/May 2020
Noe Alaniz	Classroom Teacher /May 2020
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Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.

**Other Campus Intervention Team members (non-SDMC):**

For campuses rated *Improvement Required* for 2018-2019:

Name	Position
Cesar Martinez	School Support Officer (SSO)
Click here to enter text.	Professional Service Provider (PSP)
Maekei McNeel, Mignon Rogers, Keniquel Holley	Teacher Development Specialist (TDS)
Click here to enter text.	Other district personnel – position: Click here to
Click here to enter text.	Other district personnel – position: Click here to
Click here to enter text.	Other: Click here to enter text.



## NEEDS ASSESSMENT

### *Narrative of Data Analysis, Problems and Root Causes (causal factors – include % of economically disadvantaged data)*

STAAR Results	Reading			Math			Writing			Science		
Level II Satisfactory	(%) 2017	(%) 2018	(%) Difference	(%) 2017	(%) 2018	(%) Difference	(%) 2017	(%) 2018	(%) Difference	(%) 2017	(%) 2018	(%) Difference
Grade 3 English	66	70	+4	70	81	+11	Not Tested			Not Tested		
Grade 3 Spanish	69	63	-6	68	75	+7						
Grade 3 Combined	68	67	-1	69	78	+9						
Grade 4 English	58	53	-5	69	77	+8	52	33	-19	Not Tested		
Grade 4 Spanish	44	52	+8	52	58	+6	52	47	-5			
Grade 4 Combined	51	53	+2	60	68	+8	52	40	-12			
Grade 5 English	69	77	+8	73	75	+2	Not Tested			72	62	-10
<b>TOTAL</b>	<b>62</b>	<b>66</b>	<b>+4</b>	<b>68</b>	<b>74</b>	<b>+6</b>	<b>52</b>	<b>40</b>	<b>-12</b>	<b>72</b>	<b>62</b>	<b>-10</b>

Lewis Elementary's Rating is Met for the 2017-2018 school year. In Domain 1: Student Achievement the score was 64, in Domain 2: School Progress the score was 77, and in Domain 3: Closing the Gaps the score was 77. The overall score for the campus was 77.

Under Domain 3: Closing the Gaps Academic Achievement Lewis Elementary did not meet the Reading target but Met it for Math under African American and Hispanic students. Reading and Math target score was also met for Economically Disadvantage and Special Education students.

Under STAAR Growth Status, Lewis met Reading and Math targets for all students including Economically Disadvantage and Special Education students.

To meet the needs of all our students we will be using the Renaissance 360 data to identify the students who are reading two grade levels below. Students will be grouped, and Reading Interventionist will be pulling daily. Progress monitoring will happen every six weeks.

We will continue to track each student and create goals to monitor progress. Administration will support teachers in planning for small groups and the creation of effective lessons that target the specific skills needing to be improved.

### *Narrative of Identified Needs – Include Special Education Needs*

A focus needs to continue in Reading to reach the target score. A school-wide Writing plan is also being created to support 4<sup>th</sup> grade Writing. Implementation of school-wide Writing structure will be monitored, and collection of bi-monthly writing samples will be collected. Science will also be monitored closely in 1<sup>st</sup>-4<sup>th</sup> to support 5<sup>th</sup> grade Science.

Following the in-depth data analysis, needs assessment and development of the campus SIP, the campus must indicate on this table that any unmet or barely met accountability standards have been addressed:



Performance Domain	Met? Y/N	Unmet or barely met Subject(s) / Measure(s)? (Barely met would be the cut point for a domain score of D.	Student Group(s) Below Standard?	Needs addressed in the following SIP Goal(s):
Texas Accountability System				
I. Student Achievement	Yes	Click here to enter text.	Click here to enter text.	Reading
II. School Progress	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
III. Closing the Gaps	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.

## STAFF DEVELOPMENT PLANS – INCLUDE BELOW

MONDAY, AUGUST 13	TUESDAY, AUGUST 14	WEDNESDAY, AUGUST 15	THURSDAY, AUGUST 16	FRIDAY, AUGUST 17
<b>(Breakfast will be provided)</b> <b>Pillar I- Leadership Excellence:</b> <b>Welcome Back &amp; Intros</b> > Admin Team > 7:35 a.m. Library <b>Team Building</b> All staff Taking Lewis to the next level!!	<b>Pillar III- Instructional Excellence:</b> <b>Data Discussion: State of the School</b> <b>Data Dig</b> > 8:00-9:30 Library <b>1st-2nd Reading: Phonics</b> > 9:30- 11:30 p.m. RM 109 <b>Word Study 3rd-5th</b> > 9:30- 11:30 p.m. RM 302 <b>Math/Ancillary: Edit Classroom</b> > 9:30- 11:30 p.m.	<b>Pillar III- Instructional Excellence:</b> <b>Job A-Like: Fine Art/Ancillary Team</b> > 8:00- 3:00 p.m. <b>Vontoure: Math 3rd-5th</b> > 8:00- 11:30 p.m. Library <b>Writing Plan: Conventions</b> > 8:00- 11:30 p.m. RM	<b>Pillar V-Social &amp; Emotional Support: Restorative Practice</b> > 8:00-12:00pm Library	<b>Pillar III- Instructional Excellence:</b> <b>District Academic PD:</b> Session Topics • Data Dive & Lead4ward Supports • Unpacking the TEKS for Cycle 1 & Backwards • Planning with District Resources • At Bats – Practice Lessons
<b>LUNCH WILL BE PROVIDED</b> <b>Team Building</b> All teachers	<b>LUNCH WILL BE PROVIDED</b> <b>Mental Health/Trauma</b> > 12:00-3:00 p.m. > Training to explore how trauma affects brain development and student behavior. > Tools for emotional regulation and behavior support. > Usage of mindfulness as a tool for emotional regulation.	<b>LUNCH WILL BE PROVIDED</b> <b>Vontoure: Math 1st-2nd</b> > 12:00-3:30 p.m. Library <b>Writing Plan Part II: Craft</b> > 12:00- 2:00 p.m.	<b>LUNCH 12-1 P.M.</b> <b>Restorative Practice</b> > Continued	<b>Achieve 180 Academic</b>
MONDAY, AUGUST 20	TUESDAY, AUGUST 21	WEDNESDAY, AUGUST 22	THURSDAY, AUGUST 23	FRIDAY, AUGUST 24
<b>Pillar V-Social &amp; Emotional Support</b> District SEL PD: Four different sessions • Restorative Discipline Practices (RDP) • Culturally Responsive Teaching (CRT) • STOIC (Classroom Management) • Mental Health: Trauma Informed Practices	<b>Breakfast: Kolaches/Donuts</b> <b>Staff Picture: Please wear your School Shirt</b> <b>Pillar III- Instructional Excellence:</b> <b>Assessment Expectations: Using Data Effectively/ OnTrack</b> > 8:00-12:00 <b>LUNCH 11-12 P.M.</b>	<b>TADS</b> > 8:00-9:30 <b>RTI/IAT</b> > 9:45-12:00 <b>LUNCH 12-1 P.M.</b>	<b>LESSON PLANS DUE BY 12 p.m.*</b> <b>Pillar IV- School Design</b> <b>Teacher Handbook</b> > 8:00-10:00 <b>Safety Plan</b> > 10:00-12:00 <b>LUNCH WILL BE PROVIDED</b>	<b>Teacher Work Day</b> <b>LUNCH 11-12 P.M.</b>
<b>Achieve 180 Social Emotional</b>	<b>Lesson Planning/Edit your classroom</b> > 1:00-3:20	<b>Pillar VI-Family &amp; Community Empowerment Parent Teacher Conferences</b> > 2:00-3:15	<b>Edit your classroom</b> > 1:00-3:00 <b>Meet the Teacher:</b> > 3:00 to 5:00 p.m.	<b>Teacher Work Day</b>

## SCHOOL WAIVERS FROM BOARD POLICY/GUIDELINES

Our campus has approved waivers from HISD Board Policy and/or Guidelines, as outlined below, for the 2017-2018 school year. Yes ☐ No ☒

If you checked "Yes", the Waiver section below must be completed.

All Schools - HISD Early Dismissal Days Waiver of Local Board Policy EB(LOCAL) and Board Approved 2017-2018 Academic Calendar



This waiver allows a school to be exempt from the district early dismissal calendar days of September 21st, October 20th, November 10th, January 26th and February 23rd of the 2017-2018 school year. Students can attend school for a full-day instead of releasing early those days. Schools will be responsible for the additional cost of transportation that is incurred by this waiver as well as the responsibility of notifications to parents of the altered schedule change that is brought about by this waiver.

Yes ☐ No ☐

**Rationale for Waiver**

**Metrics of Success**

**All Schools – Nine (9) Week Grading Cycle – Grading Cycle Waiver of Local board Policy EIA (LOCAL)**

The purpose of this waiver is to use a nine week grading cycle. This will provide teachers with additional instructional time with students before grading periods. Student achievement will be positively impacted by providing students more time to improve their grades following the distribution of progress reports. The nine week cycle will align and provide for consistent communication with parents. This does not waive required UIL three week progress reporting. With a 9 week grading cycle, students have extended time to progress and have a longer opportunity to develop and demonstrate mastery on TEKS.

Yes ☐ No ☒

**Rationale for Waiver**

**Metrics of Success**

**High Schools - Modified Schedule/State Assessment Days (State General Waiver)**

This Waiver allows the district or charter school to modify the schedule of classes for high school students (Grades 9-12) only who are not being tested to report to and attend the school after the state assessment testing period has ended, therefore, reducing the interruptions during the testing period. All students must be scheduled for at least 240 minutes of instruction. The time students test can be included as instructional time. If this is a renewal, a statement of compliance is required.

Yes ☐ No ☐

**Rationale for Waiver**



<b>Metrics of Success</b>	

### High Schools – Foreign Exchange Student Waiver (State General Waiver)

The purpose of this waiver is to limit the number to 5 or more per high school must be submitted as a general waiver application.

- Districts and charter schools may request a waiver to limit the number of foreign exchange students admitted into the district under Texas Education Code §25.001(e).
- The approval of this waiver is not retroactive and takes effect on the date that the agency approves the application.
- The districts and charter schools are required to enroll foreign exchange students who arrive in the district or who have requested enrollment in the district prior to the waiver approval date.

Yes ☐ No ☐

<b>Rationale for Waiver</b>	
<b>Metrics of Success</b>	

### CUSTOM WAIVERS – Complete for any custom waivers that were approved.

**Note:** This would include the Alternate Start/End Times waiver that was granted for specific campuses.

<b>Title:</b>	
Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Rationale for Waiver</b>	
<b>Metrics of Success</b>	

<b>Title:</b>	
Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Rationale for Waiver</b>	
<b>Metrics of Success</b>	

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## SIP Part 2: Goals & Objectives

**GOALS:** Faced with a **Priority Need** and the **Critical Success Factor(s)**, the **Goal** is the changed outcome the campus is planning to accomplish. The SIP requires **SMART Goals**, including measurable objectives based on the **Needs Assessment** and a year-end **Summative Evaluation**. Campuses must address any unmet accountability standard or domain. All goal areas below, that are specific to your campus grade levels, must be addressed.

### Goal Area I: Increase Student Achievement

1. Reading/Language Arts/Literacy
2. Mathematics
3. Texas Accountability System
4. Post-Secondary Readiness
  - a. Dropout Prevention / Graduation Rate Improvement (MS,HS)
  - b. Ninth Grade Promotion (HS)
  - c. Advanced Course / Dual Credit Enrollment (HS)
  - d. AP/IB Exams Participation and Scores (HS)
  - e. PSAT/SAT/ACT Participation and Scores (HS)
  - f. College Readiness (ES,MS,HS)
5. Attendance

### Goal Area II: Improve Safety, Public Support, and Confidence – Safety & Violence Prevention

- a. Bullying Prevention
- b. Child Abuse & Sexual Abuse Prevention
- c. Dating Violence Awareness
- d. Drug, Tobacco, Alcohol Prevention
- e. Suicide Prevention
- f. Discipline Management – Safe Environments
  - a. DAEP Referrals
  - b. Special Education In-school Suspension
  - c. Special Education Out-of-School Suspension
- g. Parent and Community Involvement
- h. Coordinated Health Program

### Goal Area III: Special Population Goals & Strategies – include funding sources in the Resource Column for Special Populations

- a. Gifted & Talented Program
- b. Special Education Program
  - a. STAAR/EOC Participation
  - b. Representation
    - i. Overall
    - ii. African-American
    - iii. Hispanic
    - iv. ELL
  - c. Placement in Instructional Setting 40/41
- c. Economically Disadvantaged
  - a. STAAR/EOC Participation
- d. English Language Learners
  - a. STAAR/EOC Participation
  - b. TELPAS Reading and Composite Scores
- e. Dyslexia Program

# GOAL AREA 1: Student Achievement: Reading/Language Arts/Literacy

<b>Priority Need:</b>	Student Achievement in Reading
<b>Critical Success Factor(s):</b>	CSF1- Improve Academic Performance
<b>Goal:</b>	By May 2018, the percent of students meeting Approaching on STAAR Reading assessments will increase from 66% to 71%.
<b>Summative Evaluation: (Year-End)</b>	

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
By May 2019, Universal Screener Renaissance 360 will display 75% of our students reading at or above grade-level.	Teachers will administer DRA/Running Records. Teacher and appraiser will identify students reading two or more grade levels below and track students three times a semester.	Administration Team, Teachers, District TDS	Renaissance 360	September 4 <sup>th</sup> - September 28 <sup>th</sup> . Appraiser and teacher will meet on September 29 <sup>th</sup> to identify students.	DRA, Administration Observations.
By May 2019, overall passing Reading percentage on district assessment will be 75% or higher for each grade-level.	Teachers will use data to establish student and class goals, to determine intervention grouping by using data trackers.	Administration Team, Teachers, District TDS	District Snapshots, DLAs, and Mock STAAR	Ongoing	DRA, Snapshots, Observations, Running Records, Imagine Learning
By May 2019, running records/benchmark assessments will display 75% of our students reading at or above grade-level.	Implementation of Jan Richardson guided reading templates during small group instruction.	Administration Team, Teachers, District TDS	Running Records	Ongoing	DRA, Snapshots, Observations, Running Records, Imagine Learning
By October 2018, 100% who are reading below grade level will be	Students reading two or more grade levels below will receive small group intervention four	Reading Interventionist, Teaching Assistants, Administration	Running Records	Ongoing	DRA, Snapshots, Observations, Running Records, Imagine Learning



placed in an intervention group.	times per week using LLI and Neuhaus.			
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Priority Need:	Student Achievement in Mathematics
Critical Success Factor(s):	CSF1- Improve Academic Performance
Goal:	By May 2018, the percent of students meeting Approaching on STAAR Reading assessments will increase from 74% to 80%.
Summative Evaluation: (Year-End)	
GOAL AREA 1: Student Achievement: Math	

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
By May 2019, Universal Screener Renaissance 360 will display 80% of our students at or above grade-level in mathematics.	Teacher and appraiser will identify students who are two or more grade levels below and track students three times a semester.	Administration Team, Teachers, District TDS	Renaissance 360	Ongoing	BOY, MOY, and EOY on Renaissance 360.
By May 2019, overall passing percentage on Math Snapshot Assessments will be 80% or higher for each grade-level.	Teachers will administer Common Formative Assessments to progress monitor students every 3-4 weeks.	Administration Team, Teachers, District TDS	District Snapshots, DLAs, and Mock STAAR	Ongoing	All Mathematics Snapshot Assessments from Sept. – April.

By April 2019, the overall passing percentage on Exit Tickets will be 80% or higher.	Teachers will use data to establish student and class goals, to determine intervention grouping by using data trackers.	Administration Team, Teachers, District TDS	Grade speed	Ongoing	Once a week Exit Ticket will be graded
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**GOAL AREA 1: Student Achievement: Domains – Student Achievement/School Progress/Closing the Gaps (mandatory, if not met)**

<b>Priority Need:</b>	N/A Lewis Met Standard
<b>Critical Success Factor(s):</b>	
<b>Goal:</b>	
<b>Summative Evaluation: (Year-End)</b>	

<b>Measurable Objective</b>	<b>Strategy</b>	<b>Title of Staff Member Responsible</b>	<b>Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)</b>	<b>Timeline</b>	<b>Formative Evaluation</b>

# GOAL AREA 1: Student Achievement: Post-Secondary Readiness

<b>Priority Need:</b>	Student Achievement
<b>Critical Success Factor(s):</b>	CSF1- Improve Academic Performance
<b>Goal:</b>	By May 2019, the percent of students meeting Meets on STAAR Reading assessments will increase from 33% to 43%.
<b>Summative Evaluation: (Year-End)</b>	

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
By October 2019, students will be given goals based off Renaissance and Snapshot data.	Teachers will implement differentiated workstations and small groups to support students at various levels.	Administration Team, Teachers, District TDS	Renaissance 360	Ongoing	BOY, MOY, and EOY on Renaissance 360.
By October 2019, PLCs will consistently address four critical questions to allow us to meet the needs of individual students.	Teacher will track student data and create differentiated lesson plans for small groups.	Administration Team, Teachers, District TDS	District Snapshots, DLAs, and Mock STAAR	Ongoing	DRA, Snapshots, Observations, Running Records, Imagine Learning



**GOAL AREA 1: Student Achievement: Attendance**

<b>Priority Need:</b>	Increase students' attendance percentages to improve student academic achievement.
<b>Critical Success Factor(s):</b>	CSF- School Culture
<b>Goal:</b>	The overall attendance percentage will increase from 96.6% to 98%.
<b>Summative Evaluation: (Year-End)</b>	

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
The number of students with more than 10 absences will decrease from 76 to 30.	Last year's attendance data is being used to identify students who had more than 10 absences, excused and unexcused, and parents will be contacted preventatively.	Registrar clerk, Counselor, Wraparound Specialist	Attendance cards	Ongoing	Attendance will be monitored daily to determine effectiveness.
Student cohort with lowest attendance will be identified and monitored by administration.	School Wide Perfect Attendance Incentives will be implemented.	Registrar clerk, Counselor, Wraparound Specialist	Attendance cards, Student Incentives	Ongoing	Monthly attendance rates will be tracked and shared out.
Every month at least 10 home visits will be conducted.	Home Visits will be conducted for students who have more than 4 absences.	Registrar clerk, Counselor, Wraparound Specialist	Attendance cards, tracking system	Ongoing	Number of chronically absent students will be tracked and shared out with Truancy Officer.

## Goal Area 2: Improve Safety, Public Support, and Confidence:

### Student Discipline: Reducing Disproportionality in Out of School Suspension as it relates to race or sex

<b>Priority Need:</b>	Reduce the amount of Out of School Suspensions
<b>Critical Success Factor(s):</b>	Improve Academic Achievement, Increase Learning Time, Improve School Climate
<b>Goal:</b>	By May 2018, the number of out of school suspensions from 30 to 10.
<b>Summative Evaluation: (Year-End)</b>	

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
100% of teachers and staff will implement Restorative practices.	Implementation of Restorative Discipline and Harmony Sanford-Social Emotional curriculum.	Administration Team, Teachers	Kickboard, Behavior Tiers	Ongoing	Decrease in student referrals.
Every month at least 10 home visits will be conducted.	Wraparound Specialist and Counselor will conduct home visits for students that are not reached through phone calls or letters sent home.	Administration Team, Teachers, SIMS Clerk, FACE department	Chancery	Ongoing	Decrease in student referrals.
By September 29 <sup>th</sup> behavior contracts will be created for students in need of a structured expectation.	Teachers will communicate with the counselor and identify students.	Teachers, Administration	Chancery, Meet the Teacher	August 27 <sup>th</sup> - September 28 <sup>th</sup>	Teacher call log
100% of teachers will use Kickboard to track student behavior.	Implementation of Kickboard application.	Administration Team, Teachers	Kickboard, Behavior Tiers	Ongoing	Decrease in student referrals.



## GOAL AREA 2: Improve Safety, Public Support, and Confidence: Violence Prevention & Safety

(Including Drug, Tobacco, Alcohol, Suicide, Bullying, Child Abuse, & Sexual Abuse Prevention as well as Dating Violence Awareness)

<b>Priority Need:</b>	Personnel and students will follow safety procedures at all times.
<b>Critical Success Factor(s):</b>	Improve School Climate and morale
<b>Goal:</b>	By May 2018, there will be no safety incidents at Lewis ES.
<b>Summative Evaluation:</b> (Yea- End)	

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
100% of classrooms will be equipped with Emergency Flipcharts.	Emergency Flipcharts are in every room, visible and ready to use.	Administration Team, Plant Operator	Flipcharts	By August 24 <sup>th</sup>	BOY classes are at 100% with flipcharts.
100% of Faculty and Staff will be trained at BOY.	Faculty and Staff trained before the new school year.	Administration Team, Risk Management Trainer	Risk Management	By August 24 <sup>th</sup>	Signatures verifying the completed training.
Monthly drills will be under 4 minutes.	Monthly Fire Drills, Bad Weather Drills, and Lock Down Drills	Administration Team	Staff Trainings, Practice Drills	Ongoing	Campus can complete the drills in less than 4 minutes.

## GOAL AREA 2: Improve Safety, Public Support, and Confidence: Parent and Community Involvement

<b>Priority Need:</b>	Increase parent and community involvement.
<b>Critical Success Factor(s):</b>	Increase Family and Community Engagement
<b>Goal:</b>	Increase parent involvement by creating opportunities for parents to engage in the student learning.
<b>Summative Evaluation: (Year-End)</b>	

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
By November 2019, a PTO will be created.	Create an active PTO to support and assist in implementing Lewis vision.	Admin, teachers, parents	PTO meetings, PTO voting ballot	PTO Elections to be completed by October 2019	Survey results
Partner up with FACE to have monthly meetings every 1 <sup>st</sup> of the month.	Provide parents with opportunity to share input through monthly Principal Meetings – “Coffee with the Parents”	Admin, teachers, parents	Coffee, breakfast, printed invitations, presentation materials	Monthly	Survey results
Parent Surveys will be given October, December, February, and April.	Incorporate Quarterly Parent Surveys to assess the overall climate	Admin, teachers, parents, Counselor, Wraparound Specialist	Survey, survey analysis, communication of survey results	Once per quarter	Survey results



**GOAL AREA 2: Improve Safety, Public Support, and Confidence: Coordinated Health Program (ES, MS and K-8 Campuses)**

<b>Priority Need:</b>	Increase opportunities for medical services for students.
<b>Critical Success Factor(s):</b>	CSF – Increase Family and Community Engagement; CSF – Increase School Climate
<b>Goal:</b>	By the end of the 2017-2018 school year,
<b>Summative Evaluation: (Year-End)</b>	

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
100% of our students will be immunized to meet district deadlines.	Immunizations and Health care options provided to families by Ronald McDonald Clinic Bus.	Nurse, Administration	Ronald McDonald Clinic Schedule	Immunizations and Health care options provided to families	MOY Check-in
By May 2019, all students will have been tested for vision.	Vision Services will be provided to all students.	Nurse, Administration	Schedule for testing	Ongoing	Nurse will submit rosters and reviewed by the administration team.
By May 2019, all 2 <sup>nd</sup> grade students will have had opportunity to attend dental field trip.	Field will be coordinated by nurse to ensure students get opportunity for check-up.	Nurse, Administration	Coordination with Dental and Lewis.	May 2019	Nurse will submit rosters and reviewed by the administration team.

**GOAL AREA 3: Special Populations: Special Ed., Gifted and Talented, ELL, Economically Disadvantaged, Dyslexia, At-Risk, etc.**

<b>Priority Need:</b>	Improve the academic achievement of our Economically Disadvantaged and Special Education students
<b>Critical Success Factor(s):</b>	CSF – Improve Academic Performance; Increase the Use of Quality to Drive Instruction; Increase Learning Time
<b>Goal:</b>	By May 2018, the percentages of Special Ed students meeting Approaching on Reading STAAR assessments will increase from 35% to 45% passing.
<b>Summative Evaluation: (Year-End)</b>	

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
All Special Ed students will be identified by September 7 <sup>th</sup> .	Identify the Special Ed students in all grade levels and update Data Trackers.	Administration Team, SIMs clerk	A4E	All Special Ed students will be identified by September 7 <sup>th</sup> .	Identify the Special Ed students in all grade levels and update Data Trackers.
By September 7 <sup>th</sup> intervention plan will be created to support students.	Intervention/enrichment plan with differentiated instruction for Special Ed students that can reach Approaching based on preliminary data.	Teachers, Administration Team, TDS, Reading Interventionist	A4E	By September 7 <sup>th</sup> intervention plan will be created to support students.	Intervention/enrichment plan with differentiated instruction for Special Ed students that can reach Approaching based on preliminary data.





## SIP Part 3: Special Funding Goals

### **Goal Area: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance**

**Note: As a Schoolwide Title 1 Part A campus, ESSA Requires the completion of the sections below (campus compliance).**

- 1. Comprehensive Needs Assessment** The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- **Briefly summarize your campus' needs as identified in your Comprehensive Needs Assessment.**

**The components of the campus needs assessment include the: establishment of expectations for behavior and tracking system and continuation of data tracking to identify struggling students and provide intervention.**

- **Indicate the programs and resources that are being purchased out of Title I funds.**

**To ensure proper intervention is taking place LLI kits will be purchased for Reading Intervention. To support the tracking of social and emotional behavior Kickboard software will be purchased and downloaded to teacher IPADS.**

- 2. School Improvement Plan Requirement (SIP) Schoolwide Plan Development:** The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- 1. Usage of Universal data to identify struggling students sand monitor student growth.**
- 2. Continued use of district Unit Planning Guides.**
- 3. Creation of exemplar lessons and At-Bats during PLC.**
- 4. Monitoring of implementation of strategies.**



3. **Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:  
Parents **shall** be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy **shall** be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

- 1) **Coffee with Principal to inform parents of upcoming events.**
- 2) **Monthly Newsletter with school calendar will be sent home for parents to see highlights of what is happening on campus.**
- 3) **Creation of PTO to support with implementation of goals.**
- 4) **Learning activities/ Parent meetings to be held at recreation center at the apartments.**

<b>Capital Outlay Requested (Y/N)?</b>
<p>If yes, please list the items below. <b>Please note, all capital outlay requests must receive approval from TEA prior to purchase.</b></p>

Positions Funded Out of Title I Funds (Please indicate the quantity of each position selected for the school year.)	
<ul style="list-style-type: none"> <li>— Parent Engagement Rep</li> <li>— Tutor, Academic (Hourly)</li> <li>— Tutor, Associate (Hourly)</li> <li>— Tutor, Sr. Academic</li> <li>— Counselor (must have rationale that shows duties are supplemental to the regular school program)</li> <li>— Social Worker (must have rationale that shows duties are supplemental to the regular school program)</li> <li>— Psychologist (must have rationale that shows duties are supplemental to the regular school program)</li> <li>— Coach, Graduation</li> <li>— Teacher, AVID</li> <li><input checked="" type="checkbox"/> Teacher Specialist</li> <li>— Instructional Specialist</li> <li>— Teacher, Intervention (Hourly) All grade levels - [General]</li> <li>— Teacher, Intervention (Hourly) All grade levels - [Math]</li> <li>— Teacher, Intervention (Hourly) All grade levels - [Reading]</li> <li>— Teacher, Intervention (Hourly) All grade levels - [Science]</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)</li> <li>— Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)</li> <li>— Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)</li> <li>— Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)</li> <li>— *Teacher, Class-Size Reduction [General] All elementary grade levels</li> <li>— *Teacher, Class-Size Reduction [Bilingual] All elementary grade levels</li> <li>— *Teacher, Class-Size Reduction [ESL] All elementary grade levels</li> <li>— *Teacher, Class-Size Reduction [All core content areas] All secondary grade levels</li> </ul>

Indicate "Yes" or "No" below if your campus' Title I funds will be utilized to fund the following items:

Item	Yes or No
1. In-State Travel	No
2. Out-of-State Travel	No
3. Professional Development	Yes
4. Field Lessons	Yes
5. Contracted Services	Yes
6. Tutoring	Yes
7. Materials and Supplies	Yes



## **Goal Area: State Compensatory Education** (standard language provided, update data)

**Total amount of State Compensatory Education funds:** \$477.00

**Personnel funded with State Compensatory Education funds:** 2 Teachers

**List names here:** Lynnetta Dynes, Valerie Trejo

**Total number of FTE's funded with State Compensatory Education funds:** 1.25

**Brief description of how these funds are utilized on your campus:** Instructional Supplies

**State Compensatory Education funds are coded in the Resources column of the SIP Part 2 as** SCE.

**For Title I schools:** These supplemental State Compensatory Education funds are used to enhance the Title I School Program at our campus.

## **Goal Area: Mandated Health Services**

### **1. Immunization Monitoring**

**Person Responsible** for monitoring immunization requirements, data entry, and state reporting requirements: Denise Pennington

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before October 30, 2017 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

### **2. Vision Screening at Grades: PK, K, 1, 3, 5, 7**

**Person Responsible** for screening, data entry, completing referral forms, and submitting state report: Denise Pennington

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2017 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

### **3. Hearing Screening at Grades: PK, K, 1, 3, 5, 7**

**Person Responsible** for screening, data entry, completing referral forms, and submitting state report: Denise Pennington

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2017 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

### **4. Type 2 Diabetes Screening at Grades: 1, 3, 5, 7**

**Person Responsible** for screening, data entry, completing referral forms, and submitting state report: Denise Pennington

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2017 (include an estimate of number of students that must be screened): [Click here to enter text.](#)

### **5. Spinal Screening at Grades: 6, 9**

**Person Responsible** for screening, data entry, completing referral forms, and submitting state report: [Click here to enter text.](#)

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before February 2, 2018 (include an estimate of number of students that must be screened): [Click here to enter text..](#)

#### **6. Medication Administration**

**Person Responsible** for administering medication including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis: Denise Pennington

If your campus does not have a certified school nurse, please explain your rationale for not providing this service and how you will meet this ongoing student support need for the school year of 2017-2018: [Click here to enter text.](#)

#### **7. AED (Automated External Defibrillators) Monthly Maintenance Check**

**Person certified** in CPR/AED who is responsible for conducting monthly maintenance check for all AEDs and submitting report to Health and Medical Services annually. Denise Pennington

If your campus does not have an individual certified in CPR/AED who is conducting this monthly, please explain your rationale and how you will meet this requirement for the 2017 – 2018 school year. (Include the number of AEDs on campus: [Click here to enter text.](#)