

Houston Independent School District
194 Lewis Elementary School
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Our mission at Lewis elementary is to provide students with a quality education utilizing innovative ways to build students that become leaders that are adaptable and flexible in an ever-changing world.

Vision

To become a student-centered community focused on empowering students to become highly effective leaders.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	8
Priority Problems of Practice	10
Comprehensive Needs Assessment Data Documentation	12
Board Goals	14
Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.	15
Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.	22
Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.	26
Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.	28
Board Goal 5: The annual attendance rate for Lewis Elementary will increase from 97.3% in 2019 to 98.0% in 2022	31
State Compensatory	45
Budget for 194 Lewis Elementary School	46
Personnel for 194 Lewis Elementary School	46
Title I Schoolwide Elements	46
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	47
1.1: Comprehensive Needs Assessment	47
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	47
2.1: Campus Improvement Plan developed with appropriate stakeholders	47
2.2: Regular monitoring and revision	47
2.3: Available to parents and community in an understandable format and language	47
2.4: Opportunities for all children to meet State standards	48
2.5: Increased learning time and well-rounded education	48
2.6: Address needs of all students, particularly at-risk	48
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	48
3.1: Develop and distribute Parent and Family Engagement Policy	48
3.2: Offer flexible number of parent involvement meetings	49
Title I Personnel	49

Comprehensive Needs Assessment

Demographics

Demographics Summary

Lewis Elementary is an open enrollment neighborhood school that serves 700+ 1st through 5th grade students in the historical Glenbrook neighborhood in South East Houston area. We serve our community through our bilingual transitional, ESL, and Special Education instructional programs. In alignment of our philosophy to teach and develop the whole child, we also offer to our student's enrichment programs that include Fine Arts, mariachi, violin, soccer, and many others.

Our student population for the Sy20-21 consisted of 710 enrolled students. 51% Female, 49% male. Our ethnicity composition includes 80% Hispanic, 18% African American, and 2% other. 97% percent of our students are identified as economically disadvantaged. Although our enrollment was reduced by 100 students for the SY20-21 due to the impact of COVID-19, the rest of our demographic composition has varied little in the past 3 years. The only significant change is the reduction of our African American students by 2% in the last 2 years.

Lewis Elementary serves 461 students classified as English Learners with a Bilingual transitional and ESL program, supported by 23 Bilingual and ESL certified teachers, which gives us a less than 20:1 student-teacher ratio. 63 of our students qualify to receive services through our Special Education department. This program is supported by 3 Special Education certified teachers and 2 Teacher Assistants, giving us a 10:1 teacher-student ratio. During the SY20-21 2 out of 37 classes used a class size waiver, the other 35 operated under a 22:1 teacher ratio. These classes are also supported by a 7:1 class to Teacher Assistant ratio.

Since the implementation of our Discipline Management Program the number of discipline referrals has decreased for the last two years. With the last 5 cases of out of school suspensions recorded in the SY19-20. Our attendance rate increased 1% from the SY18-29 (95.93%) to the SY19-20 (96.68%), but took a significant hit during the SY20-21 losing 7% due to COVID-19 conditions, ending at a 89.17%.

Lewis Elementary supports the implementation of our instructional programs through 40 State certified teachers, supported by a 9 certified support staff in the form of 6 Teacher Assistants and 3 Hourly instructional support personnel. Our office staff is led by 1 Executive Assistant that supervises 3 clerks, a school nurse, a wraparound specialist, and a technologist. School administration is led by one Principal, 2 Assistant Principals, 1 Teacher Specialist, 1 Title I Coordinator and 1 counselor. Plan operation and maintenance of school is supported by 1 Plan operator supervising 5 custodial members and our kitchen counts with one food manager that supervises 4 food service associates. This brings the staff at Lewis Elementary to a total of 76 members.

Lewis Elementary is located at the center of the Historical Glenwood Neighborhood in the south east area of Houston, near Hobby Airport. Although our community is primarily residential, most of our students come to us from 12 major apartment complexes located along the Broadway, Telephone and Belfort avenues.

Demographics Strengths

Even with the impact that COVID-19 had in our school, our projections for enrollment for the year 2021-2022 are strong. Our community of recent immigrant families continues to grow, providing a steady influx of students that enroll at Lewis. For the past two years the number of In-school and out of school suspension has consistently decreased due to the implementation of our Socio Emotional initiatives, and the work of our discipline team. Our location in the proximity to Hobby Airport provides us with important opportunities to establish partnerships with several businesses in the area, The Hobby Airport Chapel, KB Home Builders and 7-Eleven among them. These partnerships support our school in many wraparound services to our students and their families.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Our enrolment data indicates that our Hispanic student population surpasses that of African American students in a 2:1 ratio. Our discipline data indicates that the cases of African American students receiving an OSS or ISS doubles that of Hispanics. This disproportionality of our discipline actions highlights an inequity on our part to address the socio emotional needs of all of our students. **Root Cause:** We are not meeting the socio emotional needs of our African American students.

Problem of Practice 2 (Prioritized): Our data indicates a constant increase in enrollments of Hispanic students for the last 3 years. The data also indicates these new students are fairly new to the country (1-2 years in US Schools) This trend affects the effectiveness of our Bilingual Transitional Program as students in the upper grades require more time to develop their English language skills to exit or transition out. **Root Cause:** EL students new to the country do not have the language skills to exit or transition to English by 4th and 5th grade.

Student Learning

Student Learning Summary

Lewis Elementary's Rating is Met for the 2018-2019 school year. In Domain 1: Student Achievement the score was 67, in Domain 2: School Progress the score was 75, and in Domain 3: Closing the Gaps the score was 72. The overall score for the campus was 74. Lewis met Reading targets for all students except EL current and monitored. Lewis Elementary missed its Math target by one point for all students. Another area of opportunity for growth includes 4th Grade Writing. The improvement of student attendance for next year is also a priority. We are working together with our wraparound department to provide intervention and support services to improve this indicator by at least 2%. A school-wide intervention program is in place to provide Tier3/504/Sped students with extra instructional opportunities to address instructional gaps. Under Domain 3: Closing the Gaps Academic Achievement Lewis Elementary did not meet the overall Reading or Math targets but Met it for African American and Hispanic students in Reading.

Student Learning Strengths

As we look into setting a goal that increases the percentage of students that score MEETS in their Reading and Math STAAR assessments. We aim for the results of reaching this goal to trickle down to Domain two as it will also positively impact the number of points earned for students showing academic growth for Reading and Math. A more detailed and intentional work will be put into monitoring the performance of our different subgroups so the numbers also positively impact domain 3.

Grade level	Subject tested	% at Meets Grade Level			Trend
		2017	2018	2019	
3rd	Reading	33%	34%	46%	Upward
3rd	Math	40%	38%	36%	Downward
4th	Reading	27%	26%	19%	Downward
4th	Math	32%	38%	29%	Inconsistent
4th	Writing	*	21%	19%	Downward
5th	Reading	36%	44%	43%	Inconsistent
5th	Math	41%	42%	44%	Upward
5th	Science	36%	23%	27%	Inconsistent

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Our test data indicate a need to improve our instructional methods in order to be more successful with the students we serve. Although teachers makes an effort to make their classes more interesting to, the majority of classes are still teacher-centered and dependent of worksheets. **Root Cause:** Teachers do not use a variety of instructional strategies to make content concepts clear and move students towards mastery.

Problem of Practice 2 (Prioritized): Low student achievement across content areas and lack of student interest in learning suggests that we need to invest n the application of different instructional approaches like cooperative and project based learning. **Root Cause:** Teachers struggle with how to design and implement productive lessons that focus on

students working collaboratively in authentic projects.

Problem of Practice 3 (Prioritized): Our 21-22 BOY screener data indicates that our student's learning gaps have increased exponentially in the last two years due to COVID-19 related instructional setting. These gaps are difficult to close for teachers as they are also responsible to teach the on grade level content. **Root Cause:** There is not enough time for teachers to be able to provide remedial instruction to close off level learning gaps.

School Processes & Programs

School Processes & Programs Summary

Lewis Elementary provides our community and its students with several options as part of our educational programs. Our ESL program serves native English speakers in the 1st through 5th grades, while our Bilingual Transitional program provides instruction to our EL students in their native language with scaffolding language development support in English. School-wide initiatives and systems to improve the overall academic performance of our students include the implementation of a school-wide instructional intervention plan that will provide students with supplemental TEEKS based instruction and the implementation of the LiteracyX3 instructional frameworks, progress monitoring assessments like Renaissance 360, and the use of several online-based instructional tools like Imagine Learning, Summit K-12 and Education Galaxy to support student academic success. Our campus is committed to improve literacy development of our students, therefore, the focal point at Lewis is to create a Literacy Culture on the campus. Lewis Elementary collaborates with Teacher Development Specialists provided by the district that support instruction by providing professional development and side-by-side coaching to our teachers. In alignment to our district goals to educate the whole child, Lewis elementary has developed a comprehensive fine arts program with focus on violin, choir, and mariachi. Lewis elementary collaborates with several community partners like The Houston Symphony to bring fine resources and programs to our school. 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.

School Processes & Programs Strengths

To address the root causes of student low academic performance, we have implemented a series of school-wide systems designed to meet students at their level and provide instruction that addresses several learning and instructional gaps. This will be our second year of implementation of a school-wide intervention block designed for teachers to provide small group instruction to TIER II students without interrupting their core instructional time. As an added layer of support for our intervention efforts we have included a Reading and a Math Labs to the Core Enrichment schedule. Students will be selected to participate in these based on student performance data.

In order to make sure we are developing the whole child; we have also implemented a series of programs for enrichment. Our fine arts program provides students with an opportunity to develop their skills in the areas of Mariachi, Violin, and Choir. Lewis elementary also provides a boys and girls soccer club as a physical education enrichment.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Learning gaps have exponentially increased for several of our students in the last 2 years. Teachers have a difficult time addressing these missing skills on top of the on-grade content for the current year. Intervention scheduling often interrupts core subject instruction. **Root Cause:** Time to provide Tier II and Tier III intervention interrupts classroom instruction.

Perceptions

Perceptions Summary

The last two years at Lewis Elementary we have worked towards the improvement of our school culture and climate elements that impact the academic performance of our students. In the area of attendance, for the year 2019-2020 we saw our first positive trend in student attendance moving from 96.07% to 97.2%. For the year 20-21 the impact of COVID-19 caused this positive move to take a step back. We have implemented back into our school pre-covid attendance procedures to make sure we communicate with our families and bring students back to school every day.

ATTENDANCE - Closing The Student Gaps					DISCIPLINE - Closing The				
Student Groups	2018	2019	2020	Trends	Student Groups	2018 OSS	2019 OSS	2020 OSS	201
African American			98.09	98.07	African American	3	4		5
Hispanic			99.2	98.89	Hispanic	2	2		0
White			100	100	White				
American Indian			0	0	American Indian				
Asian			0	0	Asian				
Pacific Islander			0	0	Pacific Islander				
Two or More Races			100	100	Two or More Races				
Special Ed					Special Ed	2	3		2
Eco. Disadv.					Eco. Disadv.	1	4		3
Special Ed (Former)					Special Ed (Former)	2	3		2
EL					EL	3	0		0
Cont. Enrolled					Cont. Enrolled				
Non-Cont. Enrolled					Non-Cont. Enrolled				

Perceptions Strengths

As reflected in the results of EOY surveys, our community and parents appreciate the different programs we offer at Lewis elementary as part of our enrichment fine arts and different sporting clubs. The parental response to our attendance efforts has been mixed due to the role COVID-19 protocols and the fact that vaccination is not yet available as a layer of protection for our students. But the trends towards a shift on increased attendance rates is visible.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): The general state of emergency of our city as it relates to COVID-19 data has created a deep sense of alarm when it comes down to children health and safety. Parents are choosing alternatives to send their students to school and continue their education. **Root Cause:** Parents are concerned about the general health and safety of students at school.

Priority Problems of Practice

Problem of Practice 1: Our enrolment data indicates that our Hispanic student population surpasses that of African American students in a 2:1 ratio. Our discipline data indicates that the cases of African American students receiving an OSS or ISS doubles that of Hispanics. This disproportionality of our discipline actions highlights an inequity on our part to address the socio emotional needs of all of our students.

Root Cause 1: We are not meeting the socio emotional needs of our African American students.

Problem of Practice 1 Areas: Demographics

Problem of Practice 3: Our test data indicate a need to improve our instructional methods in order to be more successful with the students we serve. Although teachers makes an effort to make their classes more interesting to, the majority of classes are still teacher-centered and dependent of worksheets.

Root Cause 3: Teachers do not use a variety of instructional strategies to make content concepts clear and move students towards mastery.

Problem of Practice 3 Areas: Student Learning

Problem of Practice 6: Learning gaps have exponentially increased for several of our students in the last 2 years. Teachers have a difficult time addressing these missing skills on top of the on-grade content for the current year. Intervention scheduling often interrupts core subject instruction.

Root Cause 6: Time to provide Tier II and Tier III intervention interrupts classroom instruction.

Problem of Practice 6 Areas: School Processes & Programs

Problem of Practice 7: The general state of emergency of our city as it relates to COVID-19 data hast created a deep sense of alarm when it comes down to children health and safety. Parents are choosing alternatives to send their students to school and continue their education.

Root Cause 7: Parents are concerned about the general health and safety of students at school.

Problem of Practice 7 Areas: Perceptions

Problem of Practice 2: Our data indicates a constant increase in enrollments of Hispanic students for the last 3 years. The data also indicates these new students are fairly new to the country (1-2 years in US Schools) This trend affects the effectiveness of our Bilingual Transitional Program as students in the upper grades require more time to develop their English language skills to exit or transition out.

Root Cause 2: EL students new to the country do not have the language skills to exit or transition to English by 4th and 5th grade.

Problem of Practice 2 Areas: Demographics

Problem of Practice 4: Low student achievement across content areas and lack of student interest in learning suggests that we need to invest n the application of different instructional approaches like cooperative and project based learning.

Root Cause 4: Teachers struggle with how to design and implement productive lessons that focus on students working collaboratively in authentic projects.

Problem of Practice 4 Areas: Student Learning

Problem of Practice 5: Our 21-22 BOY screener data indicates that our student's learning gaps have increased exponentially in the last two years due to COVID-19 related

instructional setting. These gaps are difficult to close for teachers as they are also responsible to teach the on grade level content.

Root Cause 5: There is not enough time for teachers to be able to provide remedial instruction to close off level learning gaps.

Problem of Practice 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.



Goal 1: ELAR The percentage of 3rd, 4th and 5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 28% in spring 2019 to 36% in spring 2022








Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: ELAR The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 34% in spring 2019 to 42% in spring 2022

Evaluation Data Sources: STAAR 3-8 Reading
21-22 HISD Reading DLA
REN360 BOY,MOY, EOY
Snapshots

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Identify students reading one or more grade levels below and track those students at least three times a semester while providing strategic intervention and support during the school day. Strategy's Expected Result/Impact: Reduce the number of students identified as TIER III and TIER II in REN360 MOY and EOY Staff Responsible for Monitoring: Guillermina Falcone Hernita Johnson Action Steps: 1. Identify Tier II and Tier III students based on REN360 Boy assessment 2.Provide strategic intervention during the school day 3. Progress monitor students to evaluate effectiveness of intervention. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Design and implement a baseline school-wide Reading instructional block based on the Gradual Release Model that supports the I do, We do, You-do skill practice model. Strategy's Expected Result/Impact: Increase the rigor and effectiveness of instruction while reducing the need to reteach specific content. Staff Responsible for Monitoring: Guillermina Falcone Hernita Johnson Action Steps: 1. Provide direct professional development of Gradual Release Model 2. Coach teachers during implementation of model 3. Conduct adjustments as student performance data is produced Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					


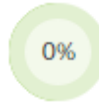







Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Our test data indicate a need to improve our instructional methods in order to be more successful with the students we serve. Although teachers makes an effort to make their classes more interesting to, the majority of classes are still teacher-centered and dependent of worksheets. Root Cause: Teachers do not use a variety of instructional strategies to make content concepts clear and move students towards mastery.
School Processes & Programs
Problem of Practice 1: Learning gaps have exponentially increased for several of our students in the last 2 years. Teachers have a difficult time addressing these missing skills on top of the on-grade content for the current year. Intervention scheduling often interrupts core subject instruction. Root Cause: Time to provide Tier II and Tier III intervention interrupts classroom instruction.

Measurable Objective 2: ELAR The percentage of 4th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 34% in spring 2019 to 42% in spring 2022

Evaluation Data Sources: STAAR 3-8 Reading
21-22 HISD Reading DLA
REN360 BOY,MOY, EOY
Snapshots

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Identify students reading one or more grade levels below and track those students at least three times a semester while providing strategic intervention and support during the school day Strategy's Expected Result/Impact: Reduce the number of students identified as TIER III and TIER II in REN360 MOY and EOY Staff Responsible for Monitoring: Guillermina Falcone Hernita Johnson Action Steps: 1. Identify Tier II and Tier III students based on REN360 Boy assessment 2. Provide strategic intervention during the school day 3. Progress monitor students to evaluate effectiveness of intervention. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Design and implement a baseline school-wide Reading instructional block based on the Gradual Release Model that supports the I do, We do, You do skill practice model. Strategy's Expected Result/Impact: Increase the rigor and effectiveness of instruction while reducing the need to reteach specific content. Staff Responsible for Monitoring: Guillermina Falcone Hernita Johnson Action Steps: 1. Provide direct professional development of Gradual Release Model 2. Coach teachers during implementation of model 3. Conduct adjustments as student performance data is produced Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 1: Our test data indicate a need to improve our instructional methods in order to be more successful with the students we serve. Although teachers make an effort to make their classes more interesting to, the majority of classes are still teacher-centered and dependent of worksheets. Root Cause: Teachers do not use a variety of instructional strategies to make content concepts clear and move students towards mastery.
School Processes & Programs
Problem of Practice 1: Learning gaps have exponentially increased for several of our students in the last 2 years. Teachers have a difficult time addressing these missing skills on top of the on-grade content for the current year. Intervention scheduling often interrupts core subject instruction. Root Cause: Time to provide Tier II and Tier III intervention interrupts classroom instruction.

Measurable Objective 3: ELAR The percentage of 5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 25% in spring 2019 to 33% in spring 2022










Evaluation Data Sources: STAAR 3-8 Reading

21-22 HISD Reading DLA

REN360 BOY,MOY, EOY

Snapshots

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Identify students reading one or more grade levels below and track those students at least three times a semester while providing strategic intervention and support during the school day Strategy's Expected Result/Impact: Reduce the number of students identified as TIER III and TIER II in REN360 MOY and EOY Staff Responsible for Monitoring: Guillermina Falcone Hernita Johnson Action Steps: 1. Identify Tier II and Tier III students based on REN360 Boy assessment 2. Provide strategic intervention during the school day 3. Progress monitor students to evaluate effectiveness of intervention. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Design and implement a baseline school-wide Reading instructional block based on the Gradual Release Model that supports the I do, We do, You do skill practice model. Strategy's Expected Result/Impact: Increase the rigor and effectiveness of instruction while reducing the need to reteach specific content. Staff Responsible for Monitoring: Guillermina Falcone Hernita Johnson Action Steps: 1. Provide direct professional development of Gradual Release Model 2. Coach teachers during implementation of model 3. Conduct adjustments as student performance data is produced Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3 Problems of Practice:

Student Learning

Problem of Practice 1: Our test data indicate a need to improve our instructional methods in order to be more successful with the students we serve. Although teachers makes an effort to make their classes more interesting to, the majority of classes are still teacher-centered and dependent of worksheets. **Root Cause:** Teachers do not use a variety of instructional strategies to make content concepts clear and move students towards mastery.

School Processes & Programs

Problem of Practice 1: Learning gaps have exponentially increased for several of our students in the last 2 years. Teachers have a difficult time addressing these missing skills on top of the on-grade content for the current year. Intervention scheduling often interrupts core subject instruction. **Root Cause:** Time to provide Tier II and Tier III intervention interrupts classroom instruction.








Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 2: WRITING The percentage of 4th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 18% in spring 2019 to 26% in spring 2022.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: 100% of students in the 1st, 2nd, 3rd, 4th, and 5th grade will complete 9 writing samples in the course of the school year.

Evaluation Data Sources: On Track Data/ Teacher and Student writing data/ Student writing samples/Writing conference forms








Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement the use of individual writing journals/ portfolios. Strategy's Expected Result/Impact: Students will consistently demonstrate their progression of writing skills through the development of grammar mechanics and their revision and editing skills. Staff Responsible for Monitoring: Jennifer Hernandez Action Steps: 1. Teacher sets up writing journals 2. Students complete monthly writing sample 3. Teachers revise samples and provide students with feedback Title I Schoolwide Elements: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Our test data indicate a need to improve our instructional methods in order to be more successful with the students we serve. Although teachers makes an effort to make their classes more interesting to, the majority of classes are still teacher-centered and dependent of worksheets. Root Cause: Teachers do not use a variety of instructional strategies to make content concepts clear and move students towards mastery.



Measurable Objective 2: A 100 percent of students in the 1st, 2nd, 3rd, 4th, and 5th will participate district writing snapshots and DLA assessments.


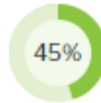




Evaluation Data Sources: Snapshot Reports
DLA Reports
On Track Reports

Strategy 1 Details	Reviews			
Strategy 1: Dates for all district writing assessments will be incorporated into the curriculum pacing calendar. Strategy's Expected Result/Impact: Teachers will align their instruction to develop student's mastery of content being assessed. Staff Responsible for Monitoring: Jennifer Hernandez Lehong Nguyen Action Steps: 1. District assessment calendar is incorporated into instructional pacing calendar. 2. FAC will set up assessments for all grade levels 3. Students performance data will be analyzed during Data PLCs Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: 100% of our EL students will in the 3rd, 4th, and 5th grade will increase at least one level of proficiency as measure by the writing section of the TELPAS assessment.

Evaluation Data Sources: TELPAS cumulative reports

Strategy 1 Details	Reviews			
Strategy 1: Bilingual and ESL teachers will implement at least one instructional strategy each 6 weeks that support building academic vocabulary, reading, conversational, and writing skills for Els. Strategy's Expected Result/Impact: Students will demonstrate an increase of one proficiency level from the BOY ELD assessment to the MOY ELD assessment and on the 2022 Spring TELPAS. Staff Responsible for Monitoring: Wonder Gatson Action Steps: * Coaching and feedback for teachers on the implementation of literacy strategies for English Language development and acquisition * Teachers will maintain portfolios for each ELL that demonstrates the student's progress in each of the 4 TELPAS domains. * Teachers will participate in at least one PLC meeting each 6 weeks that focuses on second language acquisition methods for teachers of Els Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Bilingual and ESL teachers will develop language objectives that align to one or more content objectives Strategy's Expected Result/Impact: Student receptive skills (listening/reading) expressive skills (speaking/writing) will be enhanced Staff Responsible for Monitoring: Wonder Gatson Action Steps: * Teachers will receive support from SI Coach and Multilingual Dept. Specialist with developing language objectives that align to content objectives * Teachers will create lesson plans that target academic language * Students will regularly utilize computer programs such as Imagine Language and Literacy and Summit K-12 that support English Language development Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 2: Our data indicates a constant increase in enrollments of Hispanic students for the last 3 years. The data also indicates these new students are fairly new to the country (1-2 years in US Schools) This trend affects the effectiveness of our Bilingual Transitional Program as students in the upper grades require more time to develop their English language skills to exit or transition out. Root Cause: EL students new to the country do not have the language skills to exit or transition to English by 4th and 5th grade.

Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.




Goal 1: MATH The percentage of 3rd, 4th and 5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 26% in spring 2019 to 34% in spring 2021.




Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 30% in spring 2019 to 38% in spring 2021.

Evaluation Data Sources: STAAR 3-8 Math
HISD Math DLA
REN360 BOY,MOY, EOY
Snapshots

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Design and implement a baseline school-wide math instructional block based on a Five-E model that supports and I-do, We-do, you-do skill practice model. Strategy's Expected Result/Impact: Increase the rigor and effectiveness of first instruction of basic mathematical skills and concepts. Staff Responsible for Monitoring: Jorge Rodriguez Action Steps: 1. Provide direct professional development of 5-E lesson cycle 2. Coach teachers during implementation of model 3. Conduct adjustments as student performance data is produced Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 2: Create a school-wide intervention schedule that correlates with the master schedule. Assign TAs and Core Enrichment staff as interventionist to multiple grades to conduct face-to-face small group intervention - pullout, after school, and Saturday.

Strategy's Expected Result/Impact: Close learning gaps for Tier II and Tier III students.

Staff Responsible for Monitoring: Guillermina Falcone
Jorge Rodriguez

Action Steps: 1. Identify Tier II and Tier III students based on REN360 Boy assessment
2. Provide strategic intervention during the school day
3. Progress monitor students to evaluate effectiveness of intervention.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Measurable Objective 1 Problems of Practice:

Student Learning
<p>Problem of Practice 1: Our test data indicate a need to improve our instructional methods in order to be more successful with the students we serve. Although teachers makes an effort to make their classes more interesting to, the majority of classes are still teacher-centered and dependent of worksheets. Root Cause: Teachers do not use a variety of instructional strategies to make content concepts clear and move students towards mastery.</p> <p>Problem of Practice 3: Our 21-22 BOY screener data indicates that our student's learning gaps have increased exponentially in the last two years due to COVID-19 related instructional setting. These gaps are difficult to close for teachers as they are also responsible to teach the on grade level content. Root Cause: There is not enough time for teachers to be able to provide remedial instruction to close off level learning gaps.</p>

Measurable Objective 2: MATH The percentage of 4th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 28% in spring 2019 to 36% in spring 2021.


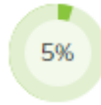







Evaluation Data Sources: STAAR 3-8 Math

HISD Math DLA

REN360 BOY,MOY, EOY

Snapshots

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Design and implement a baseline school-wide math instructional block based on a Five-E model that supports and I-do, We-do, you-do skill practice model. Strategy's Expected Result/Impact: Increase the rigor and effectiveness of first instruction of basic mathematical skills and concepts. Staff Responsible for Monitoring: Jorge Rodriguez Action Steps: 1. Provide direct professional development of 5-E lesson cycle 2. Coach teachers during implementation of model 3. Conduct adjustments as student performance data is produced Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create a school-wide intervention schedule that correlates with the master schedule. Assign TAs and Core Enrichment staff as interventionist to multiple grades to conduct face-to-face small group intervention - pullout, after school, and Saturday Strategy's Expected Result/Impact: Close learning gaps for Tier II and Tier III students. Staff Responsible for Monitoring: Guillermina Falcone Jorge Rodriguez Action Steps: 1. Identify Tier II and Tier III students based on REN360 Boy assessment 2. Provide strategic intervention during the school day 3. Progress monitor students to evaluate effectiveness of intervention. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 1: Our test data indicate a need to improve our instructional methods in order to be more successful with the students we serve. Although teachers makes an effort to make their classes more interesting to, the majority of classes are still teacher-centered and dependent of worksheets. Root Cause: Teachers do not use a variety of instructional strategies to make content concepts clear and move students towards mastery.
Problem of Practice 3: Our 21-22 BOY screener data indicates that our student's learning gaps have increased exponentially in the last two years due to COVID-19 related instructional setting. These gaps are difficult to close for teachers as they are also responsible to teach the on grade level content. Root Cause: There is not enough time for teachers to be able to provide remedial instruction to close off level learning gaps.

Measurable Objective 3: MATH The percentage of 5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 20% in spring 2019 to 28% in spring 2021.

Evaluation Data Sources: STAAR 3-8 Math
HISD Math DLA
REN360 BOY,MOY, EOY
Snapshots

HB3 Board Goal


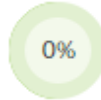




Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: The number of students in 2nd to 4th grade classified as OVERAGE will be reduced 10% from 28 in 2021 to 25 in 2022.

Strategic Priorities: Expanding Educational Opportunities


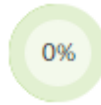




Measurable Objective 1: The number of students in 3rd grade classified as OVERAGE will be reduced 10% from 10 in 2021 to 9 in 2022

Evaluation Data Sources: Overage Report
Imagine Learning reports

Strategy 1 Details	Reviews			
Strategy 1: Level Up Coordinator will lead school efforts to accelerate learning for overage students in an effort to reunite them with their cohorts. Strategy's Expected Result/Impact: Reduce the number of students identified as OVERAGE Staff Responsible for Monitoring: Level Up Coordinator Jorge Rodriguez Action Steps: 1. Identify students that qualify for this program 2. Provide accelerated intervention 3. Advance students who master objectives by the beginning of second semester. Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Measurable Objective 2: The number of students in 4th grade classified as OVERAGE will be reduced 10% from 13 in 2021 to 11 in 2022

Evaluation Data Sources: Overage Report
Imagine Learning reports

Strategy 1 Details	Reviews			
Strategy 1: Level Up Coordinator will lead school efforts to accelerate learning for overage students in an effort to reunite them with their cohorts. Strategy's Expected Result/Impact: Reduce the number of students identified as OVERAGE Staff Responsible for Monitoring: Level Up Coordinator Jorge Rodriguez Action Steps: 1. Identify students that qualify for this program 2. Provide accelerated intervention 3. Advance students who master objectives by the beginning of second semester. Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: The number of students in 2nd grade classified as OVERAGE will be reduced 20% from 5 in 2021 to 4 in 2022

Evaluation Data Sources: Overage Report
Imagine Learning reports

Strategy 1 Details	Reviews			
Strategy 1: Level Up Coordinator will lead school efforts to accelerate learning for overage students in an effort to reunite them with their cohorts. Strategy's Expected Result/Impact: Reduce the number of students identified as OVERAGE Staff Responsible for Monitoring: Level Up Coordinator Jorge Rodriguez Action Steps: 1. Identify students that qualify for this program 2. Provide accelerated intervention 3. Advance students who master objectives by the beginning of second semester. Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.







Goal 1: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading assessment will increase 8 percentage points from 27 % in spring 2019 to 35 % in spring 2022.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: The percentage of 3rd grade students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR Reading assessment will increase from 20% in Spring 2021 to 28% in Spring 2022.

Evaluation Data Sources: STAAR 3 Reading
21-22 HISD Reading DLA

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Provide differentiated instruction and specific support to address the needs of each student per their IEP. Strategy's Expected Result/Impact: Increase student performance on campus, district and state assessments. Staff Responsible for Monitoring: Johanna Scheuerman Hernita Johnson Jorge Rodriguez Action Steps: - Create and adhere to staff support schedules - Participate in planning, learning, practice and data PLC's to align instructional content and strategies - Progress monitor students to evaluate effectiveness of support and practices. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:







Student Learning
Problem of Practice 1: Our test data indicate a need to improve our instructional methods in order to be more successful with the students we serve. Although teachers makes an effort to make their classes more interesting to, the majority of classes are still teacher-centered and dependent of worksheets. Root Cause: Teachers do not use a variety of instructional strategies to make content concepts clear and move students towards mastery.

Measurable Objective 2: The percentage of 4th grade students receiving special education services reading at or above grade level as measured by the Meets

Grade Level Standard on the STAAR Reading assessment will not fall below 20% in Spring 2022.

Evaluation Data Sources: STAAR 4 Reading
21-22 HISD Reading DLA

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Provide differentiated instruction and specific support to address the needs of each student per their IEP. Strategy's Expected Result/Impact: Increase student performance on campus, district and state assessments. Staff Responsible for Monitoring: Johanna Scheuerman Hernita Johnson Jorge Rodriguez Action Steps: - Create and adhere to staff support schedules - Participate in planning, learning, practice and data PLC's to align instructional content and strategies - Progress monitor students to evaluate effectiveness of support and practices. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
	 5%	 5%		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


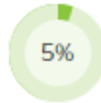




Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 1: Our test data indicate a need to improve our instructional methods in order to be more successful with the students we serve. Although teachers makes an effort to make their classes more interesting to, the majority of classes are still teacher-centered and dependent of worksheets. Root Cause: Teachers do not use a variety of instructional strategies to make content concepts clear and move students towards mastery.

Measurable Objective 3: The percentage of 5th grade students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR Reading assessment will increase from 15% in Spring 2021 to 23% in Spring 2022.

Evaluation Data Sources: STAAR 5 Reading
21-22 HISD Reading DLA

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Provide differentiated instruction and specific support to address the needs of each student per their IEP. Strategy's Expected Result/Impact: Increase student performance on campus, district and state assessments. Staff Responsible for Monitoring: Johanna Scheuerman Hernita Johnson Jorge Rodriguez Action Steps: - Create and adhere to staff support schedules - Participate in planning, learning, practice and data PLC's to align instructional content and strategies - Progress monitor students to evaluate effectiveness of support and practices. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 1: Our test data indicate a need to improve our instructional methods in order to be more successful with the students we serve. Although teachers makes an effort to make their classes more interesting to, the majority of classes are still teacher-centered and dependent of worksheets. Root Cause: Teachers do not use a variety of instructional strategies to make content concepts clear and move students towards mastery.







Board Goal 5: The annual attendance rate for Lewis Elementary will increase from 97.3% in 2019 to 98.0% in 2022

Goal 1: The annual attendance rate for Lewis Elementary will increase from 97.3% in 2019 to 98.0% in 2022

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 98% of students are present everyday to receive quality instruction.

Evaluation Data Sources: A4E attendance Analyzer report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: As part of our daily attendance increase process SIR Representative will run the ADA Report Daily by 8:30 am. Clerks will make phone calls to remind parents to log on and complete assignments . SIR clerk will send home truancy letters to students with 3 or more unexcused absences. Parents will sign a contact to ensure student will be present. Principal and wraparound specialist will continue with home visits, phone calls, and admin/parent conference if student continue to have unexcused absences.</p> <p>Strategy's Expected Result/Impact: Improvement of daily attendance rate for students.</p> <p>Staff Responsible for Monitoring: Maria Garza SIRS</p> <p>Action Steps: 1. at 8:30 collect not present student report 2. Make phone calls 3. Get students in building before 9:30 am</p> <p>Title I Schoolwide Elements: 2.6</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 1 Problems of Practice:

Perceptions
<p>Problem of Practice 1: The general state of emergency of our city as it relates to COVID-19 data has created a deep sense of alarm when it comes down to children health and safety. Parents are choosing alternatives to send their students to school and continue their education. Root Cause: Parents are concerned about the general health and safety of students at school.</p>



Board Goal 5: The annual attendance rate for Lewis Elementary will increase from 97.3% in 2019 to 98.0% in 2022










Goal 2: The number of Discipline incidents resulting in the In-school or out of school suspension of students will be reduces from 5 in 2019 to 2 in 2022.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: The percentage of in-school and out-of-school suspensions will be less than two percent (2%) of the entire student enrollment.

Evaluation Data Sources: Discipline data from HISD Connect

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: We will implement a rounded social emotional support program based on the work and unique approaches of our Assistant Principal, Counselor and wraparound specialist with the objective to provide comprehensive support to prevent student incidents that could result in administrative discipline action.</p> <p>Strategy's Expected Result/Impact: Prevent student incidents that could result in administrative discipline action.</p> <p>Staff Responsible for Monitoring: Jorge Rodriguez Wonder Gatson Jael Hernandez</p> <p>Action Steps: 1.All teachers will regularly consult the Wraparound Specialist and Counselor to complete SAS forms and counseling referral forms for students as needed. 2.All teachers will use the tiered level of discipline management outlined in the Lewis Discipline Plan of Action to manage student behavior. 3.All teachers will implement the Class Dojo Reward System to foster a positive learning environment</p> <p>Title I Schoolwide Elements: 2.6</p>				

Strategy 2 Details	Reviews			
Strategy 2: Every classroom teacher will develop and post an effective classroom management plan that addresses explicit behaviors and includes clearly defined classroom rules, consequences and rewards as discussed and determined by the grade level teachers. Strategy's Expected Result/Impact: Student discipline referrals for Level 1 and 2 offenses as delineated in the Houston ISD Code of Student Conduct will be less than 10% per grade level for each grading cycle. Staff Responsible for Monitoring: Wonder Gatson Action Steps: 1. Each grade level will hold a Team/PLC meeting to discuss and determine specific behaviors for their grade level students. 2. Every classroom teacher will post signage/anchor charts that reflect Rules, Consequences and Rewards as determined from their Team/PLC meeting. 3. Classroom teachers will review the classroom management systems with the students every week to ensure its effectiveness for redirection and behavior management. Title I Schoolwide Elements: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Counselor will provide techniques and strategies that students can use to prevent them from making choices that may lead to them receiving discipline referrals. Strategy's Expected Result/Impact: Reduce number of discipline referrals. Staff Responsible for Monitoring: Jael Hernandez Action Steps: 1. Teacher will refer student to the counselor. 2. Student will meet with student for initial check in. 3. Counselor will meet with student to work on specific strategies based on individual student needs.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Our enrolment data indicates that our Hispanic student population surpasses that of African American students in a 2:1 ratio. Our discipline data indicates that the cases of African American students receiving an OSS or ISS doubles that of Hispanics. This disproportionality of our discipline actions highlights an inequity on our part to address the socio emotional needs of all of our students. Root Cause: We are not meeting the socio emotional needs of our African American students.


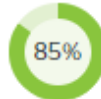






Board Goal 5: The annual attendance rate for Lewis Elementary will increase from 97.3% in 2019 to 98.0% in 2022

Goal 3: 100% of our 1st to 5th grade students will participate in our Socio-Emotional program to reduce the number of violent related events at school by 25%

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Reduce the number of bullying incidents and suicide threats among students in campus by 25%.

Evaluation Data Sources: Counselor Records
Office of SEL intervention reports

Strategy 1 Details	Reviews			
Strategy 1: We will implement a school-wide SEL services program designed through improve school climate by giving students an opportunity to voice their concerns, report bullying incidents, and seek support. Strategy's Expected Result/Impact: Reduce the number of bullying incidents and suicide threats Staff Responsible for Monitoring: Wonder Gatson Jael Hernandez Action Steps: 1. Counselor leads implementation of SEL into curriculum 2. Staff receives training in de-escalation techniques 3. Staff receives training on Building safe spaces in classrooms 4. Staff receives training in identifying signs of suicide Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: We will implement classroom guidance lessons as well as student check ins to address bullying. Strategy's Expected Result/Impact: Reduce number of bullying incidents Staff Responsible for Monitoring: Jael Hernandez Action Steps: 1. Counselor will lead small group talks about bullying during Chat 'n Chew with the Counselor. 2. Teachers will inform counselor of bullying incidents. 3. Teachers will sign up for classroom guidance lessons. 4. Counselor will provide guidance lesson on bullying. 5. Counselor will check in on student progress.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 1 Problems of Practice:

Demographics

Problem of Practice 1: Our enrolment data indicates that our Hispanic student population surpasses that of African American students in a 2:1 ratio. Our discipline data indicates that the cases of African American students receiving an OSS or ISS doubles that of Hispanics. This disproportionality of our discipline actions highlights an inequity on our part to address the socio emotional needs of all of our students. **Root Cause:** We are not meeting the socio emotional needs of our African American students.

Board Goal 5: The annual attendance rate for Lewis Elementary will increase from 97.3% in 2019 to 98.0% in 2022

Goal 4: SPECIAL EDUCATION








Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1: We will maintain a 100% compliance in all SpEd documentation, ARDS, and meeting expectations.

Evaluation Data Sources: EasyIEP

ARD Meetings

Student IEP's

Strategy 1 Details	Reviews			
Strategy 1: Special Education staff will schedule ARDs for all Special Education students between the beginning of the year of Oct. 16th. The committee will discuss changed needed to continue the best support with either Face to Face or Virtual Instruction. Special Education Chair and Teachers will follow implementation of student's IEP and Special Education Chair will audit all SPED folders. Strategy's Expected Result/Impact: 100% compliance on Sped documentation Staff Responsible for Monitoring: Hernita Johnson Joahnnna Scheuerman Jorge Rodriguez Action Steps: 1) Schedule ARDs for students in our SPED Program 2) Follow IEP 3) Audit all SPED folders Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 1: Learning gaps have exponentially increased for several of our students in the last 2 years. Teachers have a difficult time addressing these missing skills on top of the on-grade content for the current year. Intervention scheduling often interrupts core subject instruction. Root Cause: Time to provide Tier II and Tier III intervention interrupts classroom instruction.



Board Goal 5: The annual attendance rate for Lewis Elementary will increase from 97.3% in 2019 to 98.0% in 2022



Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Student performance in each of the four (4) TELPAS domains will increase by at least 5 percentage points on the Spring 2022 TELPAS. These expected gains will continue each year so that the scores in each TELPAS domain will reach a minimum of 70% by the Spring 2025.

Evaluation Data Sources: Spring TELPAS 2022

Strategy 1 Details	Reviews			
Strategy 1: Bilingual and ESL teachers will implement at least one instructional strategy each 6 weeks that support building academic vocabulary, reading, conversational, and writing skills for Els. Strategy's Expected Result/Impact: Students will demonstrate an increase of one proficiency level from the BOY ELD assessment to the MOY ELD assessment and on the 2022 Spring TELPAS. Staff Responsible for Monitoring: Wonder Gatson Action Steps: * Coaching and feedback for teachers on the implementation of literacy strategies for English Language development and acquisition * Teachers will maintain portfolios for each ELL that demonstrates the student's progress in each of the 4 TELPAS domains. * Teachers will participate in at least one PLC meeting each 6 weeks that focuses on second language acquisition methods for teachers of Els Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Bilingual and ESL teachers will develop language objectives that align to one or more content objectives Strategy's Expected Result/Impact: Student receptive skills (listening/reading) expressive skills (speaking/writing) will be enhanced	Formative			Summative
	Nov	Jan	Mar	June

<p>Staff Responsible for Monitoring: Wonder Gatson</p> <p>Action Steps: * Teachers will receive support from SI Coach and Multilingual Dept. Specialist with developing language objectives that align to content objectives * Teachers will create lesson plans that target academic language * Students will regularly utilize computer programs such as Imagine Language and Literacy and Summit K-12 that support English Language development</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>				



No Progress



Accomplished



Continue/Modify



Discontinue








Measurable Objective 1 Problems of Practice:

Demographics
<p>Problem of Practice 2: Our data indicates a constant increase in enrollments of Hispanic students for the last 3 years. The data also indicates these new students are fairly new to the country (1-2 years in US Schools) This trend affects the effectiveness of our Bilingual Transitional Program as students in the upper grades require more time to develop their English language skills to exit or transition out. Root Cause: EL students new to the country do not have the language skills to exit or transition to English by 4th and 5th grade.</p>

Measurable Objective 2: We will increase the number of students identified and serviced through our GT program by 10%. From 58 to 68 students.

Evaluation Data Sources: Renzulli Reports







Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers with professional development to support the recommendation for identification of Gifted and Talented students by teachers.</p> <p>Strategy's Expected Result/Impact: Increase the number of identified Gifted and Talented students</p>	Formative		Summative	
	Nov	Jan	Mar	June

<p>Staff Responsible for Monitoring: Jennifer Hernandez</p> <p>Action Steps: 1. District-generated rosters of G/T eligible students to be reviewed by the campus Gifted and Talented Neighborhood Admissions Committee</p> <p>2. Parent or teacher nominates student for evaluation</p> <p>3. Determination of eligibility is based on the HISD G/T Identification Matrix. HISD utilizes two G/T Identification Matrices, one for Entering Kindergarten applicants and the other for students currently in grade K-12.</p> <p>Title I Schoolwide Elements: 2.5</p>				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: The percentage of first grade students passing the first administration of the high frequency word evaluation will increase from 50% to 60% (English) and from 55% to 65% (Spanish)

The percentage of second grade students passing the first administration of the high frequency word evaluation will increase from 55% to 65% (English) and from 85% to 88%(Spanish)

Evaluation Data Sources: High Frequency Word Evaluation first administration

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement and monitor a tracking system to track student progress of HFW.</p> <p>Strategy's Expected Result/Impact: At least 50 percent of first and second grade students will pass the first administration of the HFWE</p> <p>Staff Responsible for Monitoring: Guillermina Falcone</p> <p>Action Steps: 1. Teachers will use HFW power point during breakfast time to review words.</p> <p>2. Teacher will track HFW progress weekly.</p> <p>3. Communicate with parents on progress made before the first administration.</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Board Goal 5: The annual attendance rate for Lewis Elementary will increase from 97.3% in 2019 to 98.0% in 2022

Goal 6: We will engage our school families in a series of monthly community engagements events focused on improving parent participation in school life.

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1: 100% of our families will participate in 12 parent engagement events.

Evaluation Data Sources: Title I Parent participation records
FACE reports

Strategy 1 Details	Reviews			
Strategy 1: Principal will work with representative from FACE department to design and implement a year-round calendar of events that will include opportunities for parents to participate. Strategy's Expected Result/Impact: Parents actively participate in school-based meetings Staff Responsible for Monitoring: Jorge Rodriguez Wraparound Specialist FACE Manager Action Steps: 1.Principal will plan and execute virtual family meetings - each meeting will be delivered twice (once English and another in Spanish) Principal will send communication via Class Dojo, Marque, and Social Media. School Technologist will post meeting minutes on our school website. 2.Wraparound Specialist will reach out to Depelchin to plan parent classes. Parents will have the opportunity to attend virtual parent classes. Title I Schoolwide Elements: 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:

Perceptions
Problem of Practice 1: The general state of emergency of our city as it relates to COVID-19 data has created a deep sense of alarm when it comes down to children health and safety. Parents are choosing alternatives to send their students to school and continue their education. Root Cause: Parents are concerned about the general health and safety of students at school.

Board Goal 5: The annual attendance rate for Lewis Elementary will increase from 97.3% in 2019 to 98.0% in 2022

Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.








Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Denisse Pennington

Estimated number of students to be screened: 683

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.


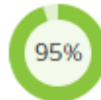




Strategy 1 Details		Reviews			
Strategy 1: School nurse is included as an active member of our student enrollment team. Strategy's Expected Result/Impact: School nurse will be able to provide support to reduce the number of out of compliance vaccination records. Staff Responsible for Monitoring: Denise Pennington Action Steps: 1. Nurse monitors immunization requirements 2. Nurse completes screening, referral forms and data entry on state database Title I Schoolwide Elements: 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress		 Accomplished		 Continue/Modify	 Discontinue

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Denisse Pennington

Estimated number of students to be screened: 683

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.


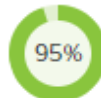




Strategy 1 Details		Reviews			
Strategy 1: School nurse is included as an active member of our student enrollment team. Strategy's Expected Result/Impact: School nurse will be able to conduct Vision Screening for 100% of our students Staff Responsible for Monitoring: Denise Pennington Action Steps: 1. Nurse creates schedule for testing 2. Nurse completes screening, referral forms and data entry on state database Title I Schoolwide Elements: 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Denise Pennington

Estimated number of students to be screened: 683

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.


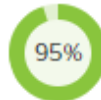




Strategy 1 Details		Reviews			
Strategy 1: School nurse is included as an active member of our student enrollment team. Strategy's Expected Result/Impact: School nurse will be able to conduct Hearing Screening for 100% of our students Staff Responsible for Monitoring: Denise Pennington Action Steps: 1. Nurse creates schedule for testing 2. Nurse completes screening, referral forms and data entry on state database Title I Schoolwide Elements: 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Denise Pennington

Estimated number of students to be screened: 500








Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: School nurse is included as an active member of our student enrollment team. Strategy's Expected Result/Impact: School nurse will be able to conduct diabetes Screening for 100% of our students Staff Responsible for Monitoring: Denise Pennington Action Steps: 1. Nurse creates schedule for testing 2. Nurse completes screening, referral forms and data entry on state database Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 5: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team Denise Pennington

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Nurse Pennington will revise all medical records in order to create a schedule to administer all medication. Strategy's Expected Result/Impact: Students who take daily prescription medication or emergency one will have a plan in place for it to be administrated in a safely manner. Staff Responsible for Monitoring: Denisse Pennington Action Steps: 1. Ms. Pennington revises school medical records 2. Ms. Pennington creates schedule for administration 3. Ms. Pennington creates a safe storage space in office to store medication. Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 6: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Denise Pennington

Number of AEDs on campus: 3

Board Goal 5: The annual attendance rate for Lewis Elementary will increase from 97.3% in 2019 to 98.0% in 2022

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

State Compensatory

Budget for 194 Lewis Elementary School

Total SCE Funds: \$151,799.03

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

As explained in the Problem of Practice section of our SIP, our data indicates a constant increase in enrollments of Hispanic students for the last 3 years. The data also indicates these new students are fairly new to the country (1-2 years in US Schools). This trend affects the effectiveness of our Bilingual Transitional Program as students in the upper grades require more time to develop their English language skills to exit or transition out. The root cause of this problem of practice lies in the fact that our EL students that are new to the country do not have the language skills to exit or transition to English by 4th and 5th grade. In order to supplement the instructional program that services these students funds from state compensatory budget have been used to secure the following instructional personnel to support our struggling EL population through our Bilingual Program: - 50% Salary for Second Grade Bilingual teacher - 50% Salary for Fifth Grade Bilingual Teacher - 100% Salary for Bilingual Teacher Assistant to support instruction in the 3rd and 4th Grades - 100% Salary for Bilingual Teacher Assistant to provide Reading interventions for bilingual students who are new to country or overage in the 1st, 2nd, 3rd, 4th, and 5th grades.

Personnel for 194 Lewis Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cisneros, Bianca Iris	Tchr, Bilingual	1
Hernandez Zapata, Maraly F	Teaching Assistant-10M	1
Martinez, Jocabed	Teaching Assistant-10M	1
Trejo, Valerie Celeste	Tchr, Bilingual	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by campus personnel, SDMC, PTO representatives and community stakeholders.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

- Campus Administration and Staff: Creating the plan
- SDMC/PTO: Revision and approval

2.2: Regular monitoring and revision

We encourage our parents to attend our annual Title 1 and parent meetings. The meeting dates are posted on our website and communicated via Class Dojo. During the meetings we will explain how parents can be involved in the planning, reviewing, and improvement of Title 1 programs and the School Improvement Plan. We will involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school improvement plan and other campus based activities. We will host timely meetings to respond and acknowledge parent suggestions on the education of their child. We encourage parents to make suggestions and share experiences with other parents and participate in decisions concerning services offered and VIPS opportunities. Comments can be submitted to the school either in person, phone calls, notes, or the school's webpage. If applicable the school will address the comments at our parent meetings or call the person submitting the comment. We use a variety of communicative techniques such as Microsoft Teams, Class Dojo, phone calls our Student Handbook, School Website, Communication Folders, HISD Connect, Parent Teacher Conferences, Open House, Parent Engagement Meetings, Progress Reports, Report Cards, Benchmark results, and Fluency scores to solicit parent participation and deliver important information.

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations:

- Front office
- Title 1 Coordinator's office
- Campus website

The SIP was made available to parents by:

- Download from the campus website

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

We will have monthly meetings to give parents of participating students timely information about our Title 1 programs, including Reading/Math tutorials, and summer school. We will describe and explain the curriculum in use at the school, explain our expectations for students, and explain how we measure student performance. We will explain how each individual student and our school as a whole are doing on state tests such as the STAAR, and other measures of performance such as benchmark testing, HFWE, and the Universal Screener. We will explain the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet. To support our students in meeting state standards we will provide instruction based on the 5 E and Gradual Release Model. To further support students we will offer school wide interventions, after school programs and Saturday tutorials.

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

To increase learning time we will provide instruction based on the 5 E and Gradual Release Model. To further support students we will offer social emotional learning opportunities, school wide interventions, academic and social after school programs Saturday tutorials.

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas: Planning, Learning, Practice and Data PLC's/Professional Development opportunities
- Proficient Tier 1 explicit instruction taking place in all content areas: Teachers follow the 5E and Gradual Release model
- Bi-weekly AT BATs: Facilitated by campus Content Specialist monthly or on an as needed basis
- Small Group Instruction based on student data needs: School-Wide Intervention Block

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent - PTO
- SDMC Committee
- Campus Administration and Staff

The PFE was distributed

- On the campus website
- Class Dojo
- Sent home with students

The languages in which the PFE was distributed include

- English
- Spanish
- Arabic

Four strategies to increase Parent and Family Engagement include:

- Monthly Coffee with the Principal
- Parent participation in Parent Teacher Organization, School Decision Making Committee and VIPS
- Family Literacy and Math Night
- Daily and Weekly callouts

3.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - August 20, 2021 (Virtual/Campus website/Campus Youtube channel)
- Meeting #1 Alternate - September 15, 2021 (4:00 p.m. - 6:00 p.m.)
- Meeting #2 - October 8, 2021 (9:00 a.m.)
- Meeting #2 Alternate - October 11, 2021 (Virtual/Campus website)
- Meeting #3 - January 14, 2021 (9:00 a.m.)
- Meeting #3 Alternate - January 24, 2021 (Virtual/Campus website)
- Meeting #4 - March 25, 2021 (9:00 a.m.)
- Meeting #4 Alternate - March 29, 2021 (Virtual/Campus website)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Hernita Johnson	Teacher Specialist	Reading	21057730
Jennifer Hernandez	Teacher Specialist	Reading	21057722