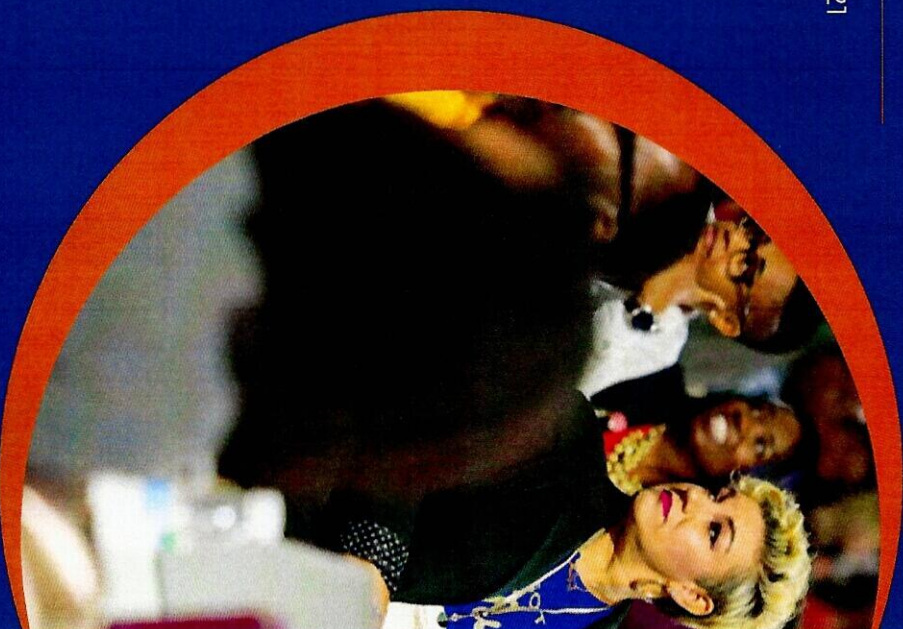


Houston Independent School District

School Improvement Plan

2020-2021



Campus Name:	Lewis ES		
Campus Number:		194	
Principal Name:	Jorge Rodriguez		
School Support Officer Name:	Torrye Hooper		
Area Superintendent Name:	Geovanny Ponce		
Area School Office:	East		
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.			
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 780 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.			
Shared Decision Making			
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.			
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	1	Number of Business Members	1
Name of SDMC Member		Position (add date term expires)	
Mariso Alegos		Classroom Teacher	
Egberto Zayas		Classroom Teacher	
Herminia Johnson		School-Based Staff Member	
Robert Riedle		Business Partner	
Joe Torres		Community Member	
Jennifer Pratt		Parent	
Jorge Rodriguez		Principal	

This information is from 2019-2020 SY. It may change if the Board adopts new goals

Mission

The Board of Education's mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential.

Vision

Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.

Goal 1

The percentage of students reading and writing at or above grade level as measured by the percent of students at the Meets Grade Level standard on STAAR for grade 3 through English II shall increase by three percentage points annually from 37% to 46% between spring 2017 and spring 2020.

Goal 2

The percentage of graduates meeting the Global Graduate standards as measured by the College, and Career, Readiness component of the Texas accountability system shall increase three percentage points annually per year from the 2017 graduates baseline of 52 percent up to 67 percent by 2022.

Goal 3

Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth, as measured by the STAAR Progress Measure, shall increase three percentage points annually in reading and in math from 57 percent in spring 2017 to 66 percent in spring 2020.

Goal 4

The reading and math performance gap between historically underserved and non-historically underserved student groups, as measured by the average of the percentage-point gaps between economically and non-economically disadvantaged student groups at the Meets Grade Level Standard on STAAR between (1) economically and non-economically disadvantaged student groups, (2) African-American and White student groups, (3) Hispanic and White student groups, (4) English Learners (ELs) and non-English Learners (non-ELs), and (5) students receiving special education services and students not receiving special education services, shall annually show a one-percentage point decrease from an average of 30.3 percentage points in spring 2018 to an average of 27.3 percentage points in spring 2021. Monitoring of student performance for all groups listed above along with the specified gaps will be provided to the board. All student groups should make progress; therefore, if this average gap decreases but the percentage of students at the Meets Grade Level Standard on STAAR for any of the student groups listed in this goal declines, then this goal shall be considered not met.

Strategic Priorities

Ensuring Student Health, Safety and Well-being

While academics are at the heart and soul of our district, the importance of a student's health, safety and well-being cannot be understated. Ensuring students have access to safe spaces, transportation, mental health support and nutritious food must continue to be a priority of our district.

Transforming Educational Opportunities

Providing students with quality education requires offering innovative curriculum that challenges students' knowledge and cultivates their creativity. The commitment to administering dynamic learning opportunities is paramount to HISD.

Increasing Organizational Efficiency

The departments that support HISD play an integral part in ensuring we serve every student. Creating an efficient structure, streamlining efforts and operating in a transparent manner will be a key to overall success.

Cultivating Team HISD Talent

Human capital is one of our district's greatest assets. As we move toward increased academic achievement, we must attract dynamic teachers and cultivate the leaders among us.

School waivers from Board Policy/Guidelines

Our campus has approved waivers from HISD Board Policy and/or Guidelines, as outlined below, for the 2020-2021.

Yes/No Dropdown

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

#1-High Schools – Credits and Curriculum Waiver of Local Board Policy EIA (LOCAL) and EIC (LOCAL) The purpose of this waiver is to offer a pass/fail grade option to high achieving junior and senior AP/Dual Credit students to encourage them to pursue their interests in extracurricular or multiyear programs, including their interests in physical fitness, sports, and Physical Education (PE) related courses, without having their GPA negatively affected. It is recommended by the HISD Curriculum Department that this waiver be approved, contingent upon a numerical grade being assigned to a student's first PE course: any additional PE courses can be offered with a pass/fail grading option. The support for the calculation of GPA will not be available from the District. Students must carry a full load of AP coursework. All other eligibility requirements will be determined by the school. The specific objective is to increase the number of students taking Advanced Placement/Dual Credit courses and is identified in the school's SIP. The success of this waiver will be determined by the number of students that request the pass/fail option and participate in extracurricular activities as compared to the year before.	
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Yes/No Dropdown

Rationale for Waiver	Description:
Metrics of Success Description:	

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

Title of Custom Waiver:	
Description:	

Yes/No Dropdown

Rationale for Waiver	Description:
Metrics of Success Description:	

Title of Custom Waiver:

Description:	Yes
Rationale for Waiver Description:	
Metrics of Success Description:	

This section gives a high level overview of campus performance by grade level/subject area. Use STAAR performance data (TAAP or accountability tables) from the last three years to complete this section.

This section gives a high level overview of campus performance by grade level/subject area. Use STAAR performance data (TAAP or accountability tables) from the last three years to complete this section.

Domain Score Reflection

This section contains guiding questions to help the campus develop accountability goals for the year.

Domain 1 Reflection		
Domain 1 Scale Score		67
Distance from 70		-3
Domain 1 Goal Scale Score		79
<i>Consider the following questions to determine the goal for this Domain:</i>		
What changes to the percent of students at Approaches, Meets, and Masters will you need to see to achieve your goal?		
Level	2019 Values	New Value
Approaches	69	71
Meets	33	35
Masters	15	16
What changes to CCMR and/or graduation rate will you need to see to achieve your goal?		
Component	2019 Values	New Value
CCMR Raw Score		
Graduation Rate Raw Score		
Domain 1 Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 2 and 3?		
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.		

Domain 2 Reflection				
Domain 2a Scale Score				70
Distance from 70				0
Domain 2a Goal Scale Score				80
Domain 2b Scale Score				75
Distance from 70				5
Domain 2b Goal Scale Score				79
<i>Consider the following questions to determine the goal for this Domain:</i>				
What changes to the academic growth raw score will you need to see to achieve your Domain 2a goal?				
	2019 Value		New Value	
	69		75	
How many more growth points (approximately) would the campus need to receive to achieve this academic growth raw score?				
	Goal academic growth raw score		Approximate total number of assessments	Approximate total
	75		501	375.75
What changes to the STAAR Performance raw score or the CCMR raw score will you need to see to achieve your Domain 2b goal?				
	Approximate value needed for this goal			Difference from current value
STAAR				
CCMR				
If you achieve your goal in Domain 1, will you meet your goal in Domain 2b?				
Yes				
Domain 2a and 2b Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 1 and 3?				
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 too.				

Domain 3 Reflection			
Domain 3 Scale Score			72
Distance from 70			2
Domain 3 Goal Scale Score			81
Consider the following questions to determine the goal for this Domain:			
In each component, how many targets would you need to meet to achieve your Domain 3 goal?			
Component	Which 2-3 student groups had the largest gaps?	Number of targets needed to meet Domain 3 goal	
Academic Achievement Status (ELA/Reading)	Continuously Enrolled, All Students	6	
Academic Achievement Status (Math)	Continuously Enrolled, All Students	5	
Growth Status (ELA/Reading)	English Learners	7	
Growth Status (Math)	Continuously Enrolled, All Students	7	
Graduation Rate Status	Continuously Enrolled, All Students		
English Language Proficiency Status	English Learners would need to grow a proficiency level	1	
Student Success Status	Continuously Enrolled, All Students	4	
School Quality Status	NA		
In the All Students column of your Domain 3 data table, how many indicators were evaluated? How many were met?			
5, Only Grow status for Reading was met.			
How will meeting your Domain 1 or 2 goals impact the All Students column?			
Reading scores for subgroups of EL and Hispanic will increase.			
Domain 3 Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 1 and 2?			
We were very close to meet our TELPAS goal. We will very intentional in the monitoring of our EL students and their progress in english language acquisition.			

ATTENDANCE - Closing The Student Gaps					DISCIPLINE - Closing The Student Gaps							
Student Groups	2018	2019	2020	Trends	Student Groups	2018 OSS	2019 OSS	2020 OSS	2018 ISS	2019 ISS	2020 ISS	Trends
African American		98.09	98.07		African American	3	4	5	9	2	4	
Hispanic		99.2	98.89		Hispanic	2	2	0	5	1	2	
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	2	0	0	
Eco. Disadv.					Eco. Disadv.	1	4	3	6	1	2	
Special Ed (Former)					Special Ed (Former)	2	3	2	2	0	0	
EL					EL	3	0	0	1	0	1	
Cont. Enrolled					Cont. Enrolled							
Non-Cont. Enrolled					Non-Cont. Enrolled							

Needs Assessment - Narrative of Data Analysis

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 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. Reading and Math target score was also met for Economically Disadvantage and Special Education students.

Under STAAR Growth Status, Lewis met Reading targets for all students except EL current and monitored. Lewis Elementary missed its Math target by one point for all 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 pull students daily. Progress monitoring will happen every six weeks. A block of school-wide intervention time has been included in the master schedule to secure the fidelity and consistency of interventions for Tier III students.

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 Priority Needs and Root Causes - Including Special Ed

The rise of virtual instruction as instructional practice in response to COVID-19 has created a new set of needs for our students and the staff of Lewis Elementary. The need for access to technology hardware and internet so students can participate in remote learning instruction. Lewis elementary will work close with the EA0 to make devices and internet access available to 100% of students that needs it. 4th Grade Writing

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.

Another priority need that has emerged from the implementation of virtual instruction is the need to build instructional capacity in our teachers through professional development on the many instructional program and tools necessary to provide an engaging and effective instructional experience for all our students. This previous commitment includes the development of a SEL instructional program supported by all Core enrichment teachers that provides SEL interventions and support in whole class, small group, and individual modalities. Given the previously mentioned circumstances of remote learning, this school year Lewis Elementary will focus on building a rigorous instruction virtual program that can effectively transition to face to face instruction with social distancing. Our priorities will continue to serve ELs by providing ESL and Sheltered instruction. Students in the Special Education program will continue to be a priority in the assignment of resources and addressing their specific needs in the virtual environment. The lack of traditional face to face instruction has widened the many instructional gaps many of our Tier II and Tier III students had. Lewis Elementary will continue the implementation of a school-wide academic interventions time for Tier III and Tier II students. Intervention will be virtually until the school is open for face to face instruction (after school and on Saturdays during the school year).

HB3 Early Literacy

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 7 percentage points from 46% in spring 2019 to 53% in spring 2024.

Yearly Targets - All Students						
2018 actual	2019 actual	2020	2021 Target	2022 Target	2023 Target	2024 Target
34%	46%	n/a	46%	48%	50%	53%

Yearly Targets for Closing the Gaps Student Groups													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed.	Eco. Disadv.	Special Ed (Former)	EL (Curr + Mon)	Cont. Enrolled	Non-Cont. Enrolled
2018	35%	34%							35%		33%	28%	48%
2019	34%	51%							47%		53%	48%	42%
2020	n/a	n/a							n/a		n/a	n/a	n/a
2021	34%	51%							47%		53%	48%	42%
2022	36%	52%							48%		54%	50%	44%
2023	38%	53%							49%		55%	52%	46%
2024	40%	54%							50%		56%	54%	48%

--- Fewer than 25 students tested

Source for 2018 and 2019 results: TAPR 18-19 statewide campus data download

HB3 Early Literacy

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
95% of all 3rd grade students will experience positive tier movement in Renaissance Early	Implement professional development grounded in the science of teaching reading that targets oral language	Teachers, principal	HB3 Reading Academy training	4 year training and implementation timeline, beginning with 2020-2021 (Kindergarten and special	EOY Reading Screener, 3rd reading STAAR test
Literacy by 3 walkthrough, observations and feedback will be	Train teachers and implement the district's Literacy by 3 systematic approach to guided reading through the key	Teachers, principal	District provided professional development - Literacy by 3 Reboot training	May 2021, and yearly for all new teachers	EOY Reading Screener
90% of first and second grade students will master HFW list with 80% accuracy by the	Daily morning powerpoint, flash cards,	Teachers, Mrs. Falcone- Teacher Coordinator, Mr. Rodriguez- Principal	Reading Academy PD, Interventionist, HMM	By the second High Frequency Words administration	Second HFW administration February 2021

HB3 Early Literacy Action Plan

Strategy 1- Action Plan	Action Steps	Resources	Deadlines
	Administer and analyze BOY data from Renaissance. Form small groups and intervention groups based upon BOY data. Progress monitor and adjust effectiveness of small group instruction. Monitor and provide feedback on teacher implementation of Reading Academy professional development. Teachers will participate in HB3 Reading Academy PD, participate in HB3 PLC process, and develop student products as artifact exemplars.	HB3 Learning Modules, Guide Reading libraries	6/1/2021
Strategy 2- Action Plan	Action Steps	Resources	Deadlines
	Complete the Literacy by 3 Reboot training that began last year for 3rd grade teachers. Administer and analyze BOY data from Renaissance and BRR to group students for flexible grouping. Strategically plan instruction based upon data and student needs, including instructional reading levels. Progress monitor and adjust effectiveness of small group instruction. Monitor and provide feedback on teacher implementation of guided reading instruction. Teachers will implement guided reading instruction, analyze data to plan, and utilize running records to monitor progress.	Literacy by 3 Reboot training HUB Curriculum Resources HMM Reading Supplements Ontrack	6/1/2021
Strategy 3- Action Plan	Action Steps	Resources	Deadlines
	Teacher will provide daily practice opportunities during the literacy block and interventions. Teacher will implement weekly monitoring of HFW. Teacher will provide incentives for student progress.	HUB resources, HMM, incentives	6/1/2021

HB3 Early Literacy Progress Monitoring Tool

		Fall
Date of Review		September 27 - October 8 2021
Major intervention(s)		
Data reviewed		
Achievements?		
Challenges?		
On track?		
Modifications?		
		Mid-Year
Date of Review		February 22- March 5 2021
Major intervention(s)		
Data reviewed		
Achievements?		
Challenges?		
On track?		
Modifications?		
		Spring
Date of Review		April 19-30 2021
Major intervention(s)		
Data reviewed		
Achievements?		
Challenges?		
On Track?		
		End of Year
Date of Review		June 7-18 2021
Major intervention(s)		
Data reviewed		
Achievements?		
Challenges?		
Goal met?		

HB3 Early 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 11 percentage points from 36% in spring 2019 to 47% in spring 2024.

Yearly Targets - All Students						
2018 actual	2019 actual	2020	2021 Target	2022 Target	2023 Target	2024 Target
38%	36%	n/a	36%	39%	43%	47%

Yearly Targets for Closing the Gaps Student Groups													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed.	Eco. Disadv.	Special Ed (Former)	EL (Curr + Mon)	Cont. Enrolled	Non-Cont. Enrolled
2018	48%	34%	34%	22%	28%	28%	22%	22%	37%	22%	33%	35%	45%
2019	38%	37%	34%	22%	28%	28%	22%	22%	37%	22%	36%	38%	30%
2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021	38%	37%	34%	22%	28%	28%	22%	22%	37%	22%	36%	38%	30%
2022	40%	40%	34%	22%	28%	28%	22%	22%	40%	22%	39%	41%	33%
2023	42%	44%	34%	22%	28%	28%	22%	22%	43%	22%	43%	45%	37%
2024	44%	48%	34%	22%	28%	28%	22%	22%	46%	22%	47%	49%	41%

--- Fewer than 25 students tested

Source for 2018 and 2019 results: TAPR 18-19 statewide campus data download

HB3 Early Math

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
100% of all teachers will be trained on HB3 Math by EOY 2026. Administer and analyze	Implement research-based effective and systematic instructional practices in mathematics grades K-3 that	J. Rodriguez (Principal and Math Instructional Administrator) All Teachers	District level Training on computational fluency, building content capacity and planning effective lessons	4 year training and implementation timeline, beginning with 2021-2022 (3rd grade)	EOY math screener, 3rd grade STAAR math
By April 2021, the overall passing percentage on Exit Tickets will be 80% or	VIRTUAL: Teachers will use virtual CFU tools like Pear Deck or HUB Lesson Activities to collect exit ticket data. IN-	All teachers	The Hub, Pear Deck, teacher created exit tickets	September 8, 2020- May 2021	Student personal data trackers will be reviewed at the end of every six week grading period to make adjustments on intervention efforts inside and outside the classroom.
HB3 Early Math Action Plan					
Strategy 1- Action Plan	Action Steps		Resources	Deadlines	
	100% of math teachers in grades 2-5 will implement model, practice, and assess utilizing Lead4Ward exemplars. Pacing will be aligned to Lead4Ward frequency data and resources. Interactive math notebooks will be used to recreate model mathematical concepts and explicitly teach thinking. Teachers will use manipulatives and models to introduce new concepts and ideas when appropriate as well as develop strategies that help students understand new concepts.		Lead4Ward HUB digital resources Student composition notebooks	Sept. - May	
Strategy 2- Action Plan	Action Steps		Resources	Deadlines	
	During our DDI PLC meetings, teachers will collaborate with DDI staff to discuss skills sets that are not aligned, determine the root cause with at bat sessions for supporting standards that should have been mastered at previous grade levels.		On track reports, Renaissance Reports, Imagine Math Reports	Meetings will be conducted Monthly- data reports will be reviewed during DDI at the end of the month	
Strategy 3- Action Plan	Action Steps		Resources	Deadlines	

HB3 Early Math Progress Monitoring Tool

Fall	
Date of Review	September 27- October 8 2021
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Mid-Year
Date of Review	February 22- March 5 2021
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Spring
Date of Review	April 19-30 2021
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
	End of Year
Date of Review	June 7-18 2021
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

CCMR Campus Goal Plan

The percentage of graduates that meet the criteria for CCMR will increase from XX% to XX% by August 2024.

Yearly Target Goals	
2020	
2021	
2022	
2023	
2024	

%XX	%XX	%XX	%XX	%XX
-----	-----	-----	-----	-----

	African American	XX%	XX%	XX%	XX%	XX%	XX%	XX%	2020
	Hispanic	XX%	XX%	XX%	XX%	XX%	XX%	XX%	2021
	White	XX%	XX%	XX%	XX%	XX%	XX%	XX%	2022
	American Indian	XX%	XX%	XX%	XX%	XX%	XX%	XX%	2023
	Asian	XX%	XX%	XX%	XX%	XX%	XX%	XX%	2024
	Pacific Islander	XX%	XX%	XX%	XX%	XX%	XX%	XX%	
	Two or More Races	XX%	XX%	XX%	XX%	XX%	XX%	XX%	
	Special Ed	XX%	XX%	XX%	XX%	XX%	XX%	XX%	
	Eco. Disadv.	XX%	XX%	XX%	XX%	XX%	XX%	XX%	
	Special Ed (Former)	XX%	XX%	XX%	XX%	XX%	XX%	XX%	
	EL	XX%	XX%	XX%	XX%	XX%	XX%	XX%	
	Cont. Enrolled	XX%	XX%	XX%	XX%	XX%	XX%	XX%	
	Non-Enrolled	XX%	XX%	XX%	XX%	XX%	XX%	XX%	

CCMR Progress Measure 1

EXAMPLE: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready will increase from XX% to XX% by August 2024.

Yearly Target Goals	
2020	XX%
2021	XX%
2022	XX%
2023	XX%
2024	XX%

Closing the Gaps Student Groups Yearly Targets				
XX%	XX%	XX%	XX%	XX%

	2020	2021	2022	2023	2024
African American	XX%	XX%	XX%	XX%	XX%
Hispanic	XX%	XX%	XX%	XX%	XX%
White	XX%	XX%	XX%	XX%	XX%
American Indian	XX%	XX%	XX%	XX%	XX%
Asian	XX%	XX%	XX%	XX%	XX%
Pacific Islander	XX%	XX%	XX%	XX%	XX%
Two or More Races	XX%	XX%	XX%	XX%	XX%
Special Ed	XX%	XX%	XX%	XX%	XX%
Eco. Disadv.	XX%	XX%	XX%	XX%	XX%
Special Ed (Former)	XX%	XX%	XX%	XX%	XX%
EL	XX%	XX%	XX%	XX%	XX%
Cont. Enrolled	XX%	XX%	XX%	XX%	XX%
Non-Enrolled Cont.	XX%	XX%	XX%	XX%	XX%

CCMR Progress Measure 2

EXAMPLE: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for career ready will increase from XX% to XX% by August 2024.

Yearly Target Goals	2020	2021	2022	2023	2024
2020	2020	2021	2022	2023	2024

Closing the Gaps Student Groups Yearly Targets				
XX%	XX%	XX%	XX%	XX%

Category	2020	2021	2022	2023	2024
	XX%	XX%	XX%	XX%	XX%
	XX%	XX%	XX%	XX%	XX%
	XX%	XX%	XX%	XX%	XX%
	XX%	XX%	XX%	XX%	XX%
African American	XX%	XX%	XX%	XX%	XX%
Hispanic	XX%	XX%	XX%	XX%	XX%
White	XX%	XX%	XX%	XX%	XX%
American Indian	XX%	XX%	XX%	XX%	XX%
Asian	XX%	XX%	XX%	XX%	XX%
Pacific Islander	XX%	XX%	XX%	XX%	XX%
Two or More Races	XX%	XX%	XX%	XX%	XX%
Special Ed	XX%	XX%	XX%	XX%	XX%
Eco. Disadv.	XX%	XX%	XX%	XX%	XX%
Special (Former)	XX%	XX%	XX%	XX%	XX%
EL	XX%	XX%	XX%	XX%	XX%
Cont. Enrolled	XX%	XX%	XX%	XX%	XX%
Non-Cont. Enrolled	XX%	XX%	XX%	XX%	XX%

CCMR Progress Measure 3

EXAMPLE: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for military							
ready will increase from XX% to XX% by August 2024.							
Yearly Target Goals							
2020	2021	2022	2023	2024			
XX%	XX%	XX%	XX%	XX%			
Closing the Gaps Student Groups Yearly Targets							
African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed
Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Enrolled			
XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
2020	2021	2022	2023	2024	XX%	XX%	XX%

[illegible]

School Improvement Plan (SIP) - Schoolwide and Targeted Assistance 2020-2021

SPECIAL FUNDING GOALS

GOAL AREA: Title I, Part A - 3 Required Elements of Schoolwide Planning - Campus Compliance
Note: As a Schoolwide Title I, 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 Education Agency (LEA)

• Briefly summarize your campus' needs as identified in your CNA. Include a list of data sources used and a description of the CNA process the campus followed. Include a list of strengths, needs, and conclusions/priorities.
The interruption of traditional instruction due to COVID-19 brought a need for investment on virtual remote instruction. With it came the need for computer and internet access for students, professional development focused on virtual instruction for teachers, and the need for investment in social distancing tools for our building in preparation for face to face instruction. On top of all this the lack of traditional instruction has widened the instructional gap for our Tier II, Tier III, and Special Ed students. Lewis elementary will need to invest time and resources in addressing the instructional intervention necessary to close these gaps and continue developing basic language arts and math skills.

• Indicate the programs and resources that are being purchased out of Title I funds.
Instructional resources like STAAR master, Motivation math, Mentoring minds 1-5 for reading, math, writing, science.
General school supplies for students in virtual settings
Extra-duty pay for teachers providing after-school and Saturday instructional intervention
Technology

2. Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

3. 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, particularly the needs of those students who are at risk of not meeting the challenging state academic standards 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. School-wide instructional intervention block
2. Reading Lab during Core Enrichment Time
3. Math Lab during core enrichment time
4. Gifted and Talented focused pull out instructional time

• Indicate the locations where the SIP is made available: Physical copy in principals office, digital copy in school website.
• Indicate how the SIP was made available to parents: Available for distribution to parents through our parent liaison in SDMC, available to download from school website.
• Indicate the languages in which the SIP was distributed: English

4. 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:
• The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
• 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.

- Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.
- 1. Monthly Coffee With the Principal meetings
- 2. Bi-weekly parent English classes
- 3. Monthly parent classes offered through HISD office of Community Engagement
- 4. Parent participation in PTO, SDMC, VIPs

• List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the Parent and Family Engagement Policy (PFE).
Jorge Rodriguez, Principal - Jaqueline Pena, Wraparound Specialists-Wonder Gatson, Assistant Principal - Hernita Johnson, Teacher Specialist-

Title I Parent Meetings

- Indicate how the PFE was distributed: Campus website, parent engagement events
- Indicate the languages in which the PFE was distributed: **English**

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

Meeting #1: September 5, 2020	Alternate Meeting: September 6, 2020
Meeting #3: October 7, 2020	Alternate Meeting: October 1, 2020
Meeting #4: December 2, 2020	Alternate Meeting: November 4, 2020
	Alternate Meeting: January 13, 2020

Meeting #2: September

Capital Outlay Requested (Y/N?)

If yes, please list the items below. Please note, all capital outlay requests must receive approval from TEA prior to purchase.

A blank sheet of white graph paper with a light gray grid pattern. The grid consists of small squares, approximately 1 cm by 1 cm. There are about 20 columns and 25 rows visible on the page.

Goal Area 2 * Attendance

Problem of Practice/Root Cause: For the last 3 years in a row, attendance has been below 97%

Board Goal Alignment: The reading and math performance gap between historically underserved and non-historically underserved student groups, as measured by the average of the percentage-point gaps between economically and non-economically disadvantaged student groups at the Meets Grade Level Standard on STAAR between

SMART Goal: School-wide attendance will increase from 96% to 98%

Measurable Objective	We will ensure that 98% of students are present every day to receive quality instruction	Students with 100% attendance for every grading period will receive incentives during our grading period	SIS Rep will make phone calls and SIS Representative	HISD	Monthly	Timeline	Increase number of classes with 98% daily attendance and higher, leading to increased participation and engagement
Strategy	We will have weekly PLC discussions with teachers/support staff and highlight teachers with 98% class attendance and above.	SIS Rep will make phone calls and contact absent students.	SIS Representative Wraparound Secretary	HISD	Monthly	Resources	Contact Log
			SIS Representative Assistant Principal Wraparound Specialist	HISD	Weekly		PowerSchool Reports, Parent
							August 2020-June 2021
							Milestones/Evaluation Tool
							increase number of classes with 98% daily attendance and higher, leading to increased participation and engagement
							Monthly ADA Report
							Weekly ADA Report

Goal Area 2 Attendance	Action Plan
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Strategy 1-Action Plan	As part of our daily attendance increase process Sfr 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 . Sfr clerk will send home fluency 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	Action Steps	Resources	on-going	Deadlines
Strategy 2-Action Plan	1) Promote incentives to students and teachers via TEAMs, Class Dojo, and Marquee. HISD Connect attendance reports PTO Resources	2) SIS will run a monthly ADA report. 3) Students with perfect attendance will receive a treat for their perfect attendance.	Action Steps	Resources	Deadlines
Strategy 3-Action Plan	1) Promote incentives to students and teachers via TEAMs, Class Dojo, and Marquee. HISD Connect attendance reports PTO Resources	2) SIS will run a monthly ADA report. 3) Students with perfect attendance will receive a treat for their perfect attendance.	Action Steps	Resources	Deadlines

Goal Area 2 Attendance Progress Monitoring Tool

[illegible]

Goal Area 2 *Parent and Community Involvement									
Problem of Practice/Root Cause: Attendance percentage for family academic engagement activities decreases throughout the year.									
District Strategic Goal Alignment: Transforming Academic Outcomes									
SMART Goal: We will maintain a positive trend in the percentage of parental participation in school events.									
Measurable Objective		Strategy		Staff Members/Title Responsible		Resources		Timeline	
100% of our families will be invited to participate in virtual meetings in Teams.		Lewis Parent Communication Plan		Title I Coordinator		Free: sponsored by United Way		November, 2019	
100% of our families will be invited to participate in virtual support classes		Lewis Parent Communication Plan		Wraparound Specialist		Free: sponsored by Board		December, 2020	
125 families will receive services through Wraparound Services		Lewis Parent Communication Plan		Wraparound Specialist		Free: District provided		June, 2021	
Goal Area 2 Parent and Community Involvement Action Plan Strategy 1-Action Plan Action Steps 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, Marquee, and Social Media. School Technology will post meeting minutes on our school website. Resources September 2020-Deadlines June 2021-Deadlines Strategy 2-Action Plan Action Steps Wraparound Specialist will reach out to Depelchin to plan parent classes. Parents will have the opportunity to attend virtual parent classes. Resources September 2020-Deadlines June 2021-Deadlines Strategy 3-Action Plan Action Steps 1) Wraparound will work with out community sponsors to receive items out families need. 2) Faculty and staff will submit Safs to Wraparound Specialist regarding families in need. 3) Wraparound Specialist will provide families with items or resources they need to be successful. Resources September 2020-Deadlines June 2021-Deadlines									

SMART Goal:
District Strategic Goal Alignment:
Problem of Practice/Root Cause:
Goal Area 2 Coordinated Health Program (ES, MS AND K-8 Campuses)

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Goal Area 2 Coordinated Health Program Action Plan Strategy 1-Action Plan Action Steps Resources Deadlines Strategy 2-Action Plan Action Steps Resources Deadlines Strategy 3-Action Plan Action Steps Resources Deadlines					
Goal Area 2 Coordinated Health Program Progress Monitoring Tool Date of Review Major intervention(s) Data reviewed Achievements? Challenges? On track? Modifications? End of Year Date of Review Major intervention(s) Data reviewed Achievements? Challenges? On track? Mid-Year Date of Review Major intervention(s) Data reviewed Achievements? Challenges? On track? Modifications? Spring Date of Review Major intervention(s) Data reviewed Achievements? Challenges? On track? Fall Date of Review Major intervention(s) Data reviewed Achievements? Challenges? On track?					

Choose the professional development template to complete for your campus professional development plan. Utilize Template 1 for PD plans with topics that will be presented on specific dates throughout the school year. Utilize Template 2 for PD plans with topics that will be presented monthly throughout the school year. Refer to SIP Guidance Document appendix for examples of each template.

Professional Development Template 1 - PD by Dates				
PD Dates	PD Format	PD Topic	Resources	SIP Goal Alignment
8/24/2020	Virtual	State of school,	TEAMS, HISD	Goal area 1,2,3
8/25/2020	Virtual	TADS, Staff	TEAMS, CIP, TADS	Goal area 1,2,3
8/26/2020	Virtual	Job-Alike, Compliance	TEAMS, HISD	Goal area 1,2,3
8/27/2020	Virtual	Virtual Instruction	HISD Professional Development	Goal area 1,2,3
8/28/2020	Virtual	Virtual Academic Professional Development day	HISD Professional Development calendar	Goal area 1,2,3
9/1/2020	Virtual	Microsoft TEAMS, PowerPro, Gradebook, Pear Deck, Vertical content breakout sessions	TEAMS, Pear Deck, PowerPro, Gradebook, HISD instructional guidelines	Goal area 1,2,3
9/2/2020	Virtual	Virtual instruction Bootcamp	HISD PD department schedule	Goal area 1,2,3
9/3/2020	Virtual	The HUB, MyOn, OnTrack,	The HUB, MyOn, OnTrack,	Goal area 1,2,3
9/4/2020	Virtual	Socio Emotional Learning, Gifted and Talented, Self-Care	HISD SEL guidelines	Goal area 1,2,3
	Virtual			

Professional Development Plan Template 2 - PD by Month				
PD Monthly Focus	PD Format	PD Topic	Resources	SIP Goal Alignment
August – Pre-Service	Week 1 Planning PLC	Week 1 Instructional Planning guides	Week 1 Instructional Planning guides	Goal 1,2,3
September	Week 1 Planning	Week 1 Instructional	Week 1 Instructional	Goal 1,2,3
October	Week 1 Planning	Week 1 Instructional	SEL Coordinator	Goal 1,2,3
	PLC	Planning guides	Counselor Week 1	
	Week2 Learning	Week2 GLC and Planning guides	Instructional	
	PLC SEL	content area	Planning guides	
October	Ongoing PD	specialist	Week2 GLC and	Goal 1,2,3
	Week3 Practicing	Week3 instructional	specialist	
	Week 4 DDI PLC	Week4 DDI	Week3 instructional	
	District-wide	visit	Week4 DDI	

November	December	January	February	March
Week 1 Planning PLC Week2 Learning PLC SEL Ongoing PD Week3 Practicing PLC Week 4 DDI PLC District-wide SEPD PD	Week 1 Planning PLC Week2 Learning PLC SEL Ongoing PD Week3 Practicing PLC Week 4 DDI PLC District-wide SEPD PD	Week 1 Planning PLC Week2 Learning PLC SEL Ongoing PD Week3 Practicing PLC Week 4 DDI PLC District-wide SEPD PD	Week 1 Planning PLC Week2 Learning PLC SEL Ongoing PD Week3 Practicing PLC Week 4 DDI PLC District-wide SEPD PD	Week 1 Planning PLC Week2 Learning PLC SEL Ongoing PD Week3 Practicing PLC Week 4 DDI PLC District-wide SEPD PD
Week 1 Instructional Planning guides Week2 GLC and content area specialist Week3 instructional visit Week4 DDI	Week 1 Instructional Planning guides Week2 GLC and content area specialist Week3 instructional visit Week4 DDI	Week 1 Instructional Planning guides Week2 GLC and content area specialist Week3 instructional visit Week4 DDI	Week 1 Instructional Planning guides Week2 GLC and content area specialist Week3 instructional visit Week4 DDI	Week 1 Instructional Planning guides Week2 GLC and content area specialist Week3 instructional visit Week4 DDI
SEL Coordinator Counselor Week 1 Instructional Planning guides Week2 GLC and content area specialist Week3 instructional visit Week4 DDI	SEL Coordinator Counselor Week 1 Instructional Planning guides Week2 GLC and content area specialist Week3 instructional visit Week4 DDI	SEL Coordinator Counselor Week 1 Instructional Planning guides Week2 GLC and content area specialist Week3 instructional visit Week4 DDI	SEL Coordinator Counselor Week 1 Instructional Planning guides Week2 GLC and content area specialist Week3 instructional visit Week4 DDI	SEL Coordinator Counselor Week 1 Instructional Planning guides Week2 GLC and content area specialist Week3 instructional visit Week4 DDI
Goal 1,2,3	Goal 1,2,3	Goal 1,2,3	Goal 1,2,3	Goal 1,2,3

April	May
Week 1 Planning PLC Week2 Learning PLC SEL Ongoing PD Week3 Practicing PLC Week 4 DDI PLC District-wide SEPD PD	Week 1 Planning PLC Week2 Learning PLC SEL Ongoing PD Week3 Practicing PLC Week 4 DDI PLC District-wide SEPD PD
Week 1 Instructional Planning guides Week2 GLC and content area specialist Week3 instructional visit Week4 DDI	Week 1 Instructional Planning guides Week2 GLC and content area specialist Week3 instructional visit Week4 DDI
SEL Coordinator Counselor Week 1 Instructional Planning guides Week2 GLC and content area specialist Week3 instructional visit Week4 DDI	SEL Coordinator Counselor Week 1 Instructional Planning guides Week2 GLC and content area specialist Week3 instructional visit Week4 DDI
Goal 1,2,3	Goal 1,2,3

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

• Total amount of State Compensatory Education funds:

• Personnel funded with State Compensatory Education funds:

• List names here:

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

• Brief description of how these funds are utilized on your campus:

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

Goal Area: Mandated Health Services

1. Immunization Monitoring

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

Denise Pennington, School Nurse

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before **October 24, 2020** (include an estimate of number of students that must be screened):

2. Vision Screening at Grades PK, K, 1, 3, 5, & 7

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

Denisse Pennington, Nurse

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before **December 11, 2020** (include an estimate of number of students that must be screened):

3. Hearing Screening at Grades PK, K, 1, 3, 5, & 7

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

Denisse pennington, Nurse

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before **December 11, 2020** (include an estimate of number of students that must be screened):

4. Type 2 Diabetes Screening at Grades 1, 3, 5, & 7

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

Denisse Pennington, Nurse

If your campus does not have a certified school nurse or screener please explain how you will complete this on or before **December 11, 2020** (include an estimate of number of students that must be screened):

5. Spinal Screening at Grades: 6, 9

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

Denisse Pennington, Nurse

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before **February 2, 2021** (include an estimate of number of students that must be screened):

6. Medication Administration
Person Responsible for administering medication including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis:
Denisse Penington, Nurse

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 2020-2021:

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.
Denisse Penington, Nurse

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 2020-2021 school year (include the number of AEDs on campus):