

LEWIS ELEMENTARY SCHOOL

2026-2027 CAMPUS ACTION PLAN

Lewis Lions | Houston Independent School District

Grades 1-5 | Current enrollment: 390 students

Four campus priorities: Enrollment • Attendance • Writing • High-Quality Instruction

Campus Needs Assessment

The CNA identifies a need to strengthen reading outcomes, sustain gains in Spanish reading, address math performance declines from midyear to end of year, and build a consistent system for analyzing student work. Enrollment and attendance baselines beyond current enrollment were not supplied. Writing rubric/ECR baseline scores were also not supplied.

Subject	BOY	MOY	EOY	MOY to EOY
Reading (English)	18	24	24	0
Math	47	50	41	-9
Science	27	31	31	0
Reading (Spanish)	47	56	56	0

Numbers above are campus-wide NWEA MAP achievement percentiles, not percentages proficient. Source: CNA handout pages 3-6. The testing cohorts are not identical to the current enrollment of 390.

Priority findings

- English reading EOY achievement: grade 2 at 12th percentile and grade 3 at 13th percentile; targeted foundational reading and comprehension supports are needed.
- Spanish reading EOY achievement: campus 56th percentile, with grade 3 at 65th percentile; protect and extend effective bilingual instructional practices.
- Math campus EOY achievement was at the 41st percentile versus 50th at MOY; analyze grade-level standards and reteach implementation.
- Writing proficiency cannot be quantified from these handouts; collect common writing samples and score with consistent grade-appropriate rubrics before setting final outcome targets.
- The CNA does not contain student attendance rates, chronic absenteeism rates, historical enrollment, or a verified campus enrollment capacity.

Four key actions

1. Increase and sustain student enrollment.
2. Improve student attendance and reduce chronic absenteeism.
3. Strengthen writing proficiency in grades 1-5.
4. Develop teacher capacity for high-quality, data-responsive instruction.

KEY ACTION ONE | Enrollment

Goal: Increase enrollment from 390 to a proposed 410 students by spring 2027, subject to confirmation of campus capacity and district enrollment goals.

Indicators of success

- Proposed spring 2027 target: 410 enrolled students (20 above current enrollment).
- Review enrollment dashboard weekly; document outreach, completed applications, withdrawals and retention.
- Set grade-specific recruitment targets once verified capacity and historical trends are available.

Specific actions - school leaders

- Review weekly enrollment, withdrawals, pending applications, and grade-level seat availability.
- Coordinate with registrar and front office to resolve application bottlenecks and follow up with interested families within two school days.
- Partner with feeder campuses and community organizations for outreach and family events.

Specific actions - staff

- Provide welcoming and accurate information to families; route enrollment inquiries promptly.
- Use consistent communication in English and Spanish and invite families to campus events.

Staff development

Who: registrar, office manager, leadership and family engagement staff. What: enrollment systems, family outreach and application support. When: monthly refreshers and weekly check-ins. Where: front office/parent center.

Budget and resources

Item	Planning notes / amount
Professional learning	Use existing district/campus training; cost to be confirmed
Materials and outreach	Campus allocation and approvals to be confirmed
Funding source	To be confirmed with campus finance team

Monitoring

Leadership team reviews evidence monthly, documents adjustments, and reports progress at quarterly campus reviews.

KEY ACTION TWO | Attendance

Goal: Improve daily attendance and reduce chronic absenteeism through consistent monitoring, timely family contact and supportive intervention.

Indicators of success

- Proposed attendance goal: at least 95% average daily attendance, pending baseline review.
- Monitor chronic absenteeism and weekly attendance by grade and homeroom.
- Track percentage of identified students receiving documented family outreach and follow-up.

Specific actions - school leaders

- Confirm 2025-2026 and current-year attendance baselines and set an approved improvement target.
- Review attendance daily; identify patterns and coordinate tiered outreach with the attendance team and counselor.
- Recognize improved attendance without penalizing students for documented health-related absences.

Specific actions - staff

- Take accurate attendance on time and flag concerning patterns.
- Make positive, supportive family contact and document interventions.
- Provide make-up learning opportunities for absent students.

Staff development

Who: attendance clerk, counselor, office manager, teachers and campus leadership. What: attendance coding, supportive interventions and communication. When: beginning of year and monthly. Where: campus.

Budget and resources

Item	Planning notes / amount
Professional learning	Use existing district/campus training; cost to be confirmed
Materials and outreach	Campus allocation and approvals to be confirmed
Funding source	To be confirmed with campus finance team

Monitoring

Leadership team reviews evidence monthly, documents adjustments, and reports progress at quarterly campus reviews.

KEY ACTION THREE | Writing

Goal: Establish a consistent writing process across grades 1-5, with targeted SCR/ECR instruction and independent practice in grades 3-5.

Indicators of success

- 100% of grades 1-5 complete BOY, MOY and EOY common writing assessments.
- Proposed target: 70% of students improve at least one rubric performance band from BOY to EOY, subject to rubric calibration.
- Grades 3-5: monitor SCR/ECR rubric performance at least monthly; finalize STAAR score targets after confirming 2026 results.

Specific actions - school leaders

- Establish a common baseline writing assessment and rubric by grade and instructional language.
- Lead monthly writing PLCs to calibrate scoring and analyze student samples.
- Provide coaching and demonstration lessons focused on evidence, organization and revision.

Specific actions - staff

- Provide explicit writing instruction and routine independent writing opportunities weekly.
- Use grade-appropriate rubrics, feedback, exemplars and student goal setting.
- Track writing performance by classroom and student group, including emergent bilingual students and students receiving special education services.

Staff development

Who: teachers, instructional leaders and intervention staff. What: writing rubrics, feedback and constructed response exemplars. When: monthly PLCs. Where: classrooms and PLC spaces.

Budget and resources

Item	Planning notes / amount
Professional learning	Use existing district/campus training; cost to be confirmed
Materials and outreach	Campus allocation and approvals to be confirmed
Funding source	To be confirmed with campus finance team

Monitoring

Leadership team reviews evidence monthly, documents adjustments, and reports progress at quarterly campus reviews.

KEY ACTION FOUR | High-Quality Instruction

Goal: Improve the consistency of TEKS-aligned Tier 1 instruction, checks for understanding, lesson internalization and timely reteaching across grades 1-5.

Indicators of success

- Proposed EOY 2027 campus MAP achievement targets: English Reading 34th percentile (from 24th), Math 50th (from 41st), Science 40th (from 31st), Spanish Reading 61st (from 56th).
- 100% of instructional staff participate in weekly PLCs, with attendance and artifacts tracked.
- Document coaching feedback and follow-up evidence monthly.

Specific actions - school leaders

- Conduct frequent SPOT observations and on-the-spot coaching with documented actionable feedback.
- Facilitate weekly PLCs focused on lesson internalization, student work, assessment results and misconceptions.
- Prioritize English reading intervention in grades 2-3 and math reteaching informed by EOY decline.
- Monitor supports for bilingual learners and students with disabilities.

Specific actions - staff

- Internalize lessons and assessments; implement aligned engagement and checks for understanding.
- Use DOL/student work evidence to reteach and regroup students promptly.
- Analyze MAP BOY, MOY and EOY results and adapt instruction based on grade-level needs.

Staff development

Who: principal, assistant principals, learning coaches and teachers. What: TEKS alignment, SPOT coaching, DOL analysis and intervention planning. When: weekly PLCs and ongoing observations. Where: classrooms and PLC rooms.

Budget and resources

Item	Planning notes / amount
Professional learning	Use existing district/campus training; cost to be confirmed
Materials and outreach	Campus allocation and approvals to be confirmed
Funding source	To be confirmed with campus finance team

Monitoring

Leadership team reviews evidence monthly, documents adjustments, and reports progress at quarterly campus reviews.

Implementation and Monitoring Calendar

Window	Primary deliverables
October-November 2026	Validate attendance and enrollment baselines; complete writing baseline; launch intervention and outreach trackers.
December 2026-January 2027	Review enrollment pipeline, attendance trends, writing samples, and MOY MAP data; adjust instruction.
February-March 2027	Monitor writing growth and STAAR preparation; review family outreach and chronic absenteeism cases.
April-June 2027	Review STAAR, EOY MAP and writing outcomes; report enrollment and attendance performance; identify next-year priorities.