

Houston Independent School District

School Improvement Plan

2020-2021



Campus Name: Janowski ES
Campus Number: 181
Principal Name: Myrna Bazan
School Support Officer Name: Stephen Gittens
Area Superintendent Name: Staci Taylor
Area School Office: North

Mission Statement

Through rigorous and engaging instruction provided within a safe and structured environment Janowski Elementary prepares Pre-Kindergarten thru 5th grade students for higher education and beyond.

School Profile

Peter Janowski Elementary opened its doors in 1954 and it is located in the North area of Houston ISD. At Janowski teachers, administrators, support staff and parents join to ensure the safety and academic success for all students. We create a student-centered learning environment that promotes the continuous development of student character, academic achievement and an aspiration for lifelong learners. Janowski has an enrollment of 510 students that is comprised 94% Hispanic, 4% African American, and 2% White. Janowski is a schoolwide Title 1 campus with 95%

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	7	Number of Parents (at least 2)	2
Number of School-based Staff (Half the number of classroom teachers)	3	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)
Stephanie Bruckner	Classroom Teacher
Christine Hernandez	Classroom Teacher
Elizabeth Espinoza	School-Based Staff Member
Snooze Breakfast Eatery	Business Partner
Kris Blanco	Community Member
Lucy Martinez	Parent
Myrna Bazan	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.

No

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.

No

Rationale for Waiver	Description:
Metrics of Success	Description:

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

Title of Custom Waiver:
Description:

No

Rationale for Waiver	Description:
Metrics of Success	Description:

Title of Custom Waiver:

Student Outcome Data Trends

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

[illegible]

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		73
Distance from 70		3
Domain 1 Goal Scale Score		80

Consider the following questions to determine the goal for this Domain:

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	74%	80%
Meets	41%	50%
Masters	19%	30%

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?

Improvement in our score for Domain 1 will carry over to Domain 2 and 3 which will help our overall score and reach our goal of a "B" school.

Domain 2 Reflection		
Domain 2a Scale Score		64
Distance from 70		-6
Domain 2a Goal Scale Score		72
Domain 2b Scale Score		82
Distance from 70		12
Domain 2b Goal Scale Score		87
Consider the following questions to determine the goal for this Domain:		
What changes to the academic growth raw score will you need to see to achieve your Domain 2a goal?		
2019 Value	New Value	
64	70	
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	growth points needed
70	276	193.2
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	53	8
CCMR		
If you achieve your goal in Domain 1, will you meet your goal in Domain 2b?		
Yes if we achieve our goal in Domain 1 we will meet our goal in Domain 2b which will mean a higher percentage of students were successful in reaching meets and masters level.		
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?		
Our key take away for Domain 2a is to capture the additional 76 growth points from our students performance to improve both Domain 2a and Domain 3. By achieving the goal in Domain 2a and Domain 3 our campus will move to a rating of "B".		

Domain 3 Reflection		
Domain 3 Scale Score		73
Distance from 70		3
Domain 3 Goal Scale Score		80
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 and special education	4%
Academic Achievement Status (Math)	Continuously enrolled and non-continuously enrolled	6%
Growth Status (ELA/Reading)	special education	6
Growth Status (Math)	Hispanic and continuously enrolled	4
Graduation Rate Status	n/a	
English Language Proficiency Status	met	1
Student Success Status	special education and continuously enrolled	6
School Quality Status	n/a	
In the All Students column of your Domain 3 data table, how many indicators were evaluated? How many were met?		
Academic Achievement 12 indicators evaluated 7 met; Growth Status 12 indicators evaluated 6 met; ELP Status 1 evaluated 1 met; Student Success Status 7 evaluated 4 met. In order for our school to move from a 79 - C to above a 80 - B we will have to meet the target in Academic Achievement by 10 (4 for reading and 6 for math), Growth status (6 for reading and 4 for Math).		
How will meeting your Domain 1 or 2 goals impact the All Students column?		
By meeting our Domain 1 and/or 2 goal will have a great impact on our All student column. Impact: meets and masters percentages will increase and growth percentage will increase which will change our grade from a C to a B. The most important impact will be student achievement.		
Domain 3 Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 1 and 2?		
Domain 3 is a picture of our entire school. Key takeaway is by improving Domain 1 and Domain 2 will help increase percentages and meet the goal for Domain 3.		

ATTENDANCE - Closing The Student Gaps

Student Groups	2018	2019	2020	Trends
African American	92.5	95.5	96	improvement
Hispanic	96.3	96.5	96.9	improvement
White	95.5	96.5	96.9	improvement
American Indian	88.4	98.3	95.2	decline
Asian	0	0	0	
Pacific Islander	0	0	0	
Two or More Races	0	100	89.4	decline
Special Ed	94.1	94.4	95	improvement
Eco. Disadv.	96.1	96.3	96.8	improvement
Special Ed (Former)	0	0	0	
EL	97.1	97.3	97.6	improvement
Cont. Enrolled				
Non-Cont. Enrolled				

DISCIPLINE - Closing The Student Gaps

Student Groups	2018 OSS	2019 OSS	2020 OSS	2018 ISS	2019 ISS	2020 ISS	Trends
African American	0	1	0	0	0	0	OSS decreased on campus
Hispanic	1	2	2	0	0	0	96.5% are hispanic high percentage a displine occurrence will be a Hispanic student
White	0	0	0	0	0	0	n/a
American Indian	0	0	0	0	0	0	n/a
Asian	0	0	0	0	0	0	n/a
Pacific Islander	0	0	0	0	0	0	n/a
Two or More Races	0	0	0	0	0	0	n/a
Special Ed	0	2	0	0	0	0	OSS was 1 instance with 2 boys (physical)
Eco. Disadv.	1	3	2	0	0	0	96% of our students are Econ. Dis.
Special Ed (Former)	0	0	0	0	0	0	n/a
EL	1	0	1	0	0	0	disipline decreased with EL's
Cont. Enrolled	1	2	2	0	0	0	OSS decreased on campus
Non-Cont. Enrolled	0	1	0	0	0	0	OSS decreased on campus

Needs Assessment - Narrative of Data Analysis

The data used for our needs assessments is derived directly from the results of the STAAR test 2019. Janowski met the standard on each of the 3 domains (student achievement 71; school progress Part-B 82 and closing the gaps - 73) for an overall rating of 79 = C. After analyzing the data we will target reading and math instruction through direct teacher instruction, small group instruction, differentiated learning, intervention time slots during the day and afterschool and data driven instruction. We will work on a backwards by design model to drive lesson plans and assessments on our campus. We will incorporate various learning programs such as Imagine Literacy and Imagine Math to increase student achievement. We will continue to monitor our school wide programs Thining Maps, Kagan Cooperative strategies, Empowering Writers, CHAMPS and sheltered instruction. Our goals and data target is to gain 5% point in our overall score and increase percentages in approaches, meets and masters.

Narrative of Priority Needs and Root Causes - Including Special Ed

The identified needs for our campus is to improve reading and math instruction across all grade levels and monitor closely 5th grade math and science. Our resource teacher will work in an inclusion model as well as a pull out model to address the needs of our special education students. During our pre-service training teachers were trained in Vontoure Math resources for remote and F2F, sheltered instruction and literacy routines. Teachers also had an overview of CHAMPS and SEL training to help manage their classrooms. TELPAS will be a priority need for the campus to make sure our EL's are successful both in TELPAS and STAAR. All our teachers have had sheltered instruction training and they will implement daily in classrooms. Teachers will also assign our EL's a learning pathway in the Imagine Literacy and Imagine Math platform so our students can work at the pace in which they are learning (differentiation). Our campus will continue to use the Empowering writers strategies to strengthen the writing program across the campus. 4th grade writing teachers will specifically work on the grammar and mechanics with our students which is section of

HB3 Early Literacy

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

Closing the Gaps Student Groups Yearly Targets

[illegible]

HB3 Early Literacy

SMART Goal: 100% of Tier 2 and Tier 3 students will grow one academic year between BOY and EOY on the REN 360 assessment.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
100% of Tier 2 and Tier 3 students will grow 1 year by the end of the school year.	data driven small group instruction will occur daily. Targeted skills will be addressed in a small setting.	Teachers, principal, AP, teacher specialist	On track reports, Ren 360 reports, and teacher assesment data	September 2020 thru June 2021	District benchmarks, progress monitoring and weekly assessments
100% of teachers will attend data talks during PLC's and discuss student progress	PLC's designated for data talks about progress and or concerns of students	Classroom teachers, principal, AP and teacher specialist	Data reports	September 2020 thru June 2021	All assessments
90% of scholars in grades 1-2 will pass HFWE and progress at least 4 reading levels by the end of the school year.	Implementation of the reading academies strategies and protocols	Classroom teachers, principal, AP and teacher specialist	Literacy by 3 resources	September 2020 thru June 2021	Progress monitor reading levels

HB3 Early Literacy Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Teachers will develop a plan for small group interventions based on skill deficits from students. BOY data will be analyzed to Tier students into groups and teachers will begin interventions.	REN 360 reports, intervention resources and literacy by 3 processes	October thru June
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Teacher will implement daily tiered interventions using researched based resources to close gaps for Tier 2 and Tier 3 students as identified by the BOY and historical data.	Historical data, BOY results and intervention materials	October thru June
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Teachers will implement Literacy by 3 and Reading academy best practices in their daily instruction.	Literacy by 3 systems and procedures and Reading academy strategies	September thru June

HB3 Early Literacy Progress Monitoring Tool

Date of Review	Fall
	10/30/2020
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Mid-Year
Date of Review	1/29/2021
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Spring
Date of Review	4/23/2021
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
	End of Year
Date of Review	6/4/2021
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

HB3 Early Math

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

Closing the Gaps Student Groups Yearly Targets

[illegible]

HB3 Early Math

SMART Goal: 100% of Tier 2 and Tier 3 students will grow one academic year in Math between September 2020 and June 2021.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
100% of Tier 2 and Tier 3 students will grow one academic year in Math by June 2021.	data driven small group instruction will occur daily. Targeted skills will be addressed in a small setting.	Teachers, principal, AP, teacher specialist	On track reports, and teacher assesment data	September 2020 thru June 2021	District benchmarks, progress monitoring and weekly assessments
100% of teachers will attend data talks during PLC's and discuss student math progress	PLC's designated for data talks about progress and or concerns of students	Teachers, principal, AP, teacher specialist	On track reports, and teacher assesment data	September 2020 thru June 2021	District benchmarks, progress monitoring and weekly assessments
100% of students will work on the Imagine Math platform whether virtual or F2F	Teachers will creat learning platforms for every student in the Imagine Math program	Teachers, principal, AP, teacher specialist	Imagine Math reports	September 2020 thru June 2021	Imagine math progress

HB3 Early Math Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Schedule PLC's to discuss student progress and analyze assessment reports; discuss best practices and strategies to implement	HISD curriculum, Go Math, Vontoure, Imagine Math reports	September thru June
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Teachers will implement Vontoure strategies which were presented to them during pre-service week and previous academic school year.	HISD curriculum, Go Math, Vontoure, Imagine Math reports	September thru June
Strategy 3-Action Plan	Action Steps	Resources	Deadlines

HB3 Early Math Monitoring Tool

Date of Review	Fall
Major intervention(s)	10/30/2020
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Mid-Year
Date of Review	1/29/2021
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Spring
Date of Review	4/23/2021
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
	End of Year
Date of Review	6/4/2021
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	
Closing the Gaps Student Groups Yearly Targets									
African	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
Hispanic	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
White	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
American	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
Asian	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
Pacific	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
Islander	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
Two or	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
More	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
Races	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
Special	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
Eco.	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
Disadv.	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
Ed	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
(Former)	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
Enrolled	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
Cont.	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
Non-	XX%	XX%	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	2021	2022	2023	2024
Closing the Gaps Student Groups Yearly Targets								XX%			XX%
Non-Enrolled	XX%	XX%	XX%	XX%	XX%	XX%					
Cont. Enrolled	XX%	XX%	XX%	XX%	XX%	XX%					
EL	XX%	XX%	XX%	XX%	XX%	XX%					
Special Ed (former)	XX%	XX%	XX%	XX%	XX%	XX%					
Special Ed	XX%	XX%	XX%	XX%	XX%	XX%					
Elders	XX%	XX%	XX%	XX%	XX%	XX%					
Two or More Races	XX%	XX%	XX%	XX%	XX%	XX%					
Blender	XX%	XX%	XX%	XX%	XX%	XX%					
Asian	XX%	XX%	XX%	XX%	XX%	XX%					
African Indian	XX%	XX%	XX%	XX%	XX%	XX%					
American or Indian	XX%	XX%	XX%	XX%	XX%	XX%					
White	XX%	XX%	XX%	XX%	XX%	XX%					
Hispanic	XX%	XX%	XX%	XX%	XX%	XX%					
African American	XX%	XX%	XX%	XX%	XX%	XX%					
2020	XX%	XX%	XX%	XX%	XX%	XX%					
2021	XX%	XX%	XX%	XX%	XX%	XX%					
2022	XX%	XX%	XX%	XX%	XX%	XX%					
2023	XX%	XX%	XX%	XX%	XX%	XX%					
2024	XX%	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
Closing the Gaps Student Groups Yearly Targets							XX%	XX%	XX%	XX%	XX%
Non-Enrolling	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
Cont.	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
Enrolled	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
EL	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
Special Ed	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
Former	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
Two or More Races	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
Pacific Islander	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
Asian	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
American Indian	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
White	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
Hispanic	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
African American	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
2020	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
2021	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
2022	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
2023	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%	XX%
2024	XX%	XX%	XX%	XX%	XX%	XX%	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.									
2020	2021	2022	2023	2024					
Yearly Target Goals					XX%				
Closing the Gaps Student Groups Yearly Targets									
Non-Enrolled	XX%	XX%	XX%	XX%	XX%				
Cont.	XX%	XX%	XX%	XX%	XX%				
Enrolled	XX%	XX%	XX%	XX%	XX%				
Special Ed.	XX%	XX%	XX%	XX%	XX%				
Disadv.	XX%	XX%	XX%	XX%	XX%				
Former	XX%	XX%	XX%	XX%	XX%				
Two or More Races	XX%	XX%	XX%	XX%	XX%				
Pacific Islander	XX%	XX%	XX%	XX%	XX%				
Asian	XX%	XX%	XX%	XX%	XX%				
American Indian	XX%	XX%	XX%	XX%	XX%				
White	XX%	XX%	XX%	XX%	XX%				
Hispanic	XX%	XX%	XX%	XX%	XX%				
African American	XX%	XX%	XX%	XX%	XX%				
2024	XX%	XX%	XX%	XX%	XX%				

[illegible]

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

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.

We reviewed our STAAR data for the past 3 years and looked at trends for subject areas and grade levels for improvement and/or for strengths. Strengths 3rd grade Spanish reading and math have showed increase at the meets and masters levels. Strength 4th grade transitional class has high percentages at the meets and masters level compared to the regular class. 4th grade Spanish math is also trending up at the meets and masters level. The areas of need is 3rd and 4th grade regular, we need to increase our percentages at both the meets and masters. Also we will work with coaching 5th grade Science and Math teachers, both are 1st and 2nd year teachers to teaching profession. We will also monitor our 4th grade Writing scores and work with teachers on strategies for the grammar and mechanics portion of the test. TELPAS scores will be reviewed and our TELPAS plan will be put in place to make sure our EL's are receiving sheltered instruction strategies everyday and an opportunity to be immersed in English instruction when

We will purchase Mentoring Minds - Think up materials, Vocabulary for writing.

2. Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised. During our PLS in June and the week of August 24th.

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. Imagine Literacy
2. Imagine Math
3. Ren 360/ Running records
4. Fountas and Pinnel

• Indicate the locations where the SIP is made available: Campus, campus website, Title I meetings

• Indicate how the SIP was made available to parents: Title I meetings and campus website

• Indicate the languages in which the SIP was distributed: English and awaiting the Spanish translation

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:

- Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand.
- The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

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

1. Counselor offers various meetings throughout the school year on a variety of topics.
2. Wraparound specialist brings in different organizations to speak on community topics.
3. Various Instructional nights offered to both parents and students (Literacy night, Math/Science Night)
4. Title I meeting to explain our various programs.

• List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the Parent and Family Engagement Policy (PFE). Michelle Vasquez (Title I coordinator and AP), Lucy Martinez (Parent), Matilde Mendez (Counselor) and Dana Triforce (Wraparound)

• Indicate how the PFE was distributed: parent newsletter

• Indicate the languages in which the PFE was distributed: English and Spanish

Title I Parent Meetings

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: 10/20/20 Alternate Meeting: 10/27/20

Meeting #2: 12/8/20 Alternate Meeting: 12/16/20

Meeting #3: 3/9/21 Alternate Meeting: 3/8/21

Meeting #4: 5/18/21 Alternate Meeting: 5/21/21

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

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•

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Goal Area 1 Reading English Language Arts

Problem of Practice/Root Cause: Students in 3rd thru 5th grade who are 1 or more years behind grade level in Reading will need additional support and resources to close the gap.

Board Goal Alignment: 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

SMART Goal: By the end of 20 - 21 Janowski Elementary students in grades 3rd thru 5th who meets or exceeds the passing standard on the STAAR test will increase by 5% (Approaches 74% to 79%, meets 40% to 45%, masters 22% to 27%.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Through the virtual and F2F platform we will implement sheltered instruction strategies, and Thinking Maps in all classrooms to build and	Implementation of Thinking Maps, sheltered instruction, literacy routines in daily instruction.	Homeroom teachers, leadership team (principal, AP, teacher spec.)	Thinking Maps, sheltered instruction strategies sheet, literacy routines posted	September thru October	Weekly assessments and authentic student work
All reading teachers in 1st thru 5th will assign 3 Imagine Learning lessons for each student to meet the expected goal for success on grade level or	Teachers will monitor students data and assign correct learning paths for students.	Reading teachers and leadership team (principal, AP, teacher spec.)	Imagine Literacy	September thru October	Virtual Technology for every student. Imagine Literacy data reports
Writing teachers will incorporate Empowering writing strategies in their everyday lessons to make sure 80% of the students master the Writing test.	Teachers will administer weekly assessments in writing to progress monitor their learning.	Writing teachers in all grade levels and leadership team (principal, AP, teacher spec.)	Empowering Writers	September thru October	BBR BOY, MOY, EOY

Goal Area 1 Reading English Language Arts Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Monitor implementation of programs Thinking Maps, Literacy routines, sheltered instruction and running records.	Lesson plans, thinking maps binder, HISD curriculum, sheltered instruction strategies.	on-going until June
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Check student data from the Imagine Literacy platform.	Imagine literacy data reports	on-going until June
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Leadership team observe teacher lessons to monitor implementation of programs and strategies.	Fountas and Pinell, A-Z Raz, District Assessments	BOY, MOY, EOY

Goal Area 1 Reading English Language Arts Progress Monitoring Tool

Date of Review	Fall
Major intervention(s)	10/30/2020
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Date of Review	Mid-Year
Major intervention(s)	1/29/2021
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Date of Review	Spring
Major intervention(s)	4/23/2021
Data reviewed	
Achievements?	
Challenges?	
On Track?	
Date of Review	End of Year
Major intervention(s)	6/4/2021
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Goal Area 1 Math

Problem of Practice/Root Cause: Students in 3rd thru 5th grade who are 1 or more years behind grade level in Math will need additional support and resources to close the gap.

Board Goal Alignment: 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

SMART Goal: By the end of the 2019-2020 school year, Janowski Elementary students in grades 3rd thru 5th that met or exceeded the passing standard in Math will increase by 5% (approaches 78% to 83%, meets 42% to 47%, and masters 20% to 25%).

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Through the virtual and F2F platform Janowski ES teachers will implement a variety of high yield strategies both in concrete and abstract form to increase	Thinking Maps, Vontoure, Go Math, Imagine Math	Homeroom teachers, Math Teachers, Interventionist, lead team (principal, AP and teacher specialist)	Vontoure, Thinking Maps, GoMath, Imagine Math	September thru June	Weekly assessments and authentic student work
All math teachers in 1st thru 5th will review the 2020 Imagine Math Benchmark and will assign an appropriate pathway to help students	Teachers will monitor student data and will select learning paths for students in Imagine Math	Homeroom teachers, Math Teachers, Interventionist lead team (principal, AP and teacher specialist)	Imagine Math	September thru June	Virtual Technology for every student. Imagine Math data reports.
42% of students will perform at the meets level in STAAR. Math teachers will incorporate Vontoure math strategies into their daily math block	Teacher will incorporate Vontoure strategies and administer weekly assessments and BOY, MOY, and EOY. Teachers will work with Tier III	Homeroom teachers, Math Teachers, Interventionist lead team (principal, AP and teacher specialist)	Classroom Formative assessments and BOY, MOY, and EOY	September thru June	BOY, MOY, EOY, OnTrack Data, Weekly Assessment Data

Goal Area 1 Math Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Monitor implementation of programs such as Thinking Maps, Vontoure, Go Math, Imagine Math	Vontoure, Thinking Maps, GoMath, Imagine Math	Ongoing until June
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Monitor student data reports from Imagine Math.	Imagine Math	Ongoing until June
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Leadership team will observe teacher lessons to monitor implementation of programs and strategies. The leadership team will also monitor and track student data. Progress monitoring will be tracked for Tier III students.	BOY and classroom formative assessments	Ongoing until June BOY, MOY, EOY

Goal Area 1 Math Pogram Monitoring Tool

Date of Review	Fall
Major intervention(s)	10/30/2020
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Mid-Year
Date of Review	1/29/2021
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Spring
Date of Review	4/23/2021
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
	End of Year
Date of Review	6/4/2021
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Goal Area 1 "Other" (Science, Social Studies)					
Problem of Practice/Root Cause:					
Board Goal Alignment:					
SMART Goal:					
Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Goal Area 1 "Other" (Science, Social Studies) 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 1 "Other" (Science, Social Studies) Progress Monitoring Tool					
Date of Review	Fall				
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
On track?					
Modifications?					
	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?					

Goal Area 1 "Other" (Science, Social Studies)					
Problem of Practice/Root Cause:					
Board Goal Alignment:					
SMART Goal:					
Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Goal Area 1 "Other" (Science, Social Studies) 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 1 "Other" (Science, Social Studies) Progress Monitoring Tool					
Date of Review		Fall			
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
On track?					
Modifications?					
		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?					
		End of Year			
Date of Review					
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
Goal met?					

Goal Area 2 *Attendance					
Problem of Practice/Root Cause: Improve attendance in both remote learning as well as F2F learning by designating an attendance coordinator and making daily call outs to families who are not engaging.					
Board Goal Alignment: Remote learning goal 96% and F2F goal 98%.					
SMART Goal: In virtual and Face to face instruction Janowski ES will work on increasing student attendance from 96.4 to 98%					
Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Prek and Kinder attendance will be raised by 10% by year end.	Wraparound specialist, counselor, and support staff will make daily phone calls to parents and students. Students will be given incentives on	Wraparound Specialist, Counselor, Lead Team and SIR	TEAMS attendance Log, Teacher Call log, HUB participation reports, and Attendance log (F2F instruction)	September thru June	Monitor attendance percentages for entire school.
Overall campus attendance will raise by 2% points by year end.	Daily calls to parents. Teachers turn in call logs to admin team member to monitor students who have excessive absences.	Wraparound Specialist, Counselor, Office Staff, SIR, principal	Virtual Rewards, F2F treats (to be determined)	September thru June	School will sponsor montly attendance incentives.
Counselor, SIR clerk and wraparound specialist will monitor A4E attendance reports to check for students with excessive absences. 5%	Send a warning letter home or make phone calls when necessary. Build a partnership with parents to encourage attendance.	Counselor, SIR clerk and Wraparound specialist	HISD Connect and A4E Access	September thru June	Weekly attendance reports, monthly reports, and semester attendance reports.

Goal Area 2 Attendance Action Plan			
Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Monitor participation reports on the HUB, HISD connect, and TEAMS	HUB, HISD connect, Microsoft Teams	Ongoing until June
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	The Wraparound Specialist, Counselor, and lead team will monitor attendance in order to determine virtual and F2F incentives.	HUB, Powerschool, Microsoft Teams	Ongoing until June
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Monitor A4E attendance reports to check for students with excessive absences. Call outs will be made to determine the reason why the student has excessive absences and/or low participation.	HUB, Powerschool, Microsoft Teams	Ongoing until June

Goal Area 2 Attendance Progress Monitoring Tool	
Date of Review	Fall
Major intervention(s)	10/30/2020
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Date of Review	Mid-Year
Major intervention(s)	1/29/2021
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Date of Review	Spring
Major intervention(s)	4/23/2021
Data reviewed	
Achievements?	
Challenges?	
On Track?	
Date of Review	End of Year
Major intervention(s)	6/4/2021
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Goal Area 2 Improve Safety, Public Support, and Confidence:					
Student Discipline: Reducing Disproportionality in Out of School Suspension as it relates to race or sex					
Problem of Practice/Root Cause: Janowski will have several programs and strategies in place to manage discipline in all classrooms and around the school.					
Board Goal Alignment: Improve safety, public support, and confidence - including safety and violence prevention.					
SMART Goal: In virtual and face to face learning Janowski ES will reduce discipline referrals by 5%					
Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
100% of teachers attended Janowski's Champs Review training on September 2nd to review or learn CHAMPS classroom strategies.	STOIC strategies (structure, teach expectation, observe student behavior, interact positively, and correct fluently)	Classroom teachers and lead team (principal, AP, teacher specialist and counselor).	CHAMPS Campus led PD	September thru June	Monitor discipline in virtual and F2F instruction
0% of students will be assigned OSS by the end of the year.	The classroom teachers and the administrative team will work with students and parents on behavior expectations in the classrooms and	Classroom teachers and lead team (principal, AP, teacher specialist and counselor).	Parent meetings, parent conferences and behavior expectations	September thru June	Monitor behavior of students in virtual and F2F instruction. Discuss expected behavior during morning announcements.
Decrease discipline referrals to the AP office by 5%.	Have CHAMPS anchor charts in the classrooms with the expected behavior. Teachers review the expected behavior strategies with	Classroom teachers and lead team (principal, AP, teacher specialist and counselor).	CHAMPS resources	September thru June	Model and remind the students of the school expectations.
Goal Area 2 Student Discipline Action Plan					
Strategy 1-Action Plan	Action Steps			Resources	Deadlines
	Teachers will implement CHAMPS strategies daily. Discipline concerns will be addressed by the teacher and/or lead team.			CHAMPS	September thru June
Strategy 2-Action Plan	Action Steps			Resources	Deadlines
	Administrators and counselor will be visiting TEAMS classes to prevent bullying or discipline issues.			Lead team visit all classrooms weekly	September thru June
Strategy 3-Action Plan	Action Steps			Resources	Deadlines
	Counselor and Wraparound specialist will visit classroom during F2F on appropriate behavior and bullying training.			Counseling resources	September thru June
Goal Area 2 Student Discipline Progress Monitoring Tool					
Date of Review		Fall			
Major intervention(s)		10/30/2020			
Data reviewed					
Achievements?					
Challenges?					
On track?					
Modifications?					
Date of Review		Mid-Year			
Major intervention(s)		1/29/2021			
Data reviewed					
Achievements?					
Challenges?					
On track?					
Modifications?					
Date of Review		Spring			
Major intervention(s)		4/23/2021			
Data reviewed					
Achievements?					
Challenges?					
On Track?					
Date of Review		End of Year			
Major intervention(s)		6/4/2021			
Data reviewed					
Achievements?					
Challenges?					
Goal met?					

Goal Area 2 *Violence Prevention and Safety

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

Problem of Practice/Root Cause: Counselor and wraparound specialist will provide programs for our students to prevent bullying at our school. SEL topics will be presented to our students by our counselor.

Board Goal Alignment: Provide Social Emotional Learning in our campus to nurture a healthy mind for our students.

SMART Goal: Janowski Elementary will offer SEL sessions for 100% of our students through their ancillary classes. 100% of our faculty will be aware and follow our campus safety plan.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
100% of faculty and staff will implement campus safety plan.	Fire and emergency drills be conducted monthly	Lead team, safety and risk management team.	campus safety materials and monitor area list	9/20 - 6/21	Debrief after drills to improve time taken on drill.
100% of the district mandate courses within the timeline given by the district	Dedicated time or own time during the pre-service weeks.	Lead team, faculty and staff	HISD OneSource	9/20 - 6/21	Compliance certificates turned in to secretary
100% of staff will follow protocols and procedures for reporting child abuse.	Mandated Child abuse training	lead team and teachers	training in OneSource	9/20 - 6/21	100% compliance; certificates submitted to secretary

Goal Area 2 Violence Prevention and Safety Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Safety committee schedule fire drills monthly, turn in fire drill form to North area secretary	Fire drill assignments	10/30 and 2/1
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Give teachers an opportunity to take their required courses during pre-service or if they choose on their own time.	OneSource courses	10/30 and 2/1
Strategy 3-Action Plan	Action Steps	Resources	Deadlines

Goal Area 2 Violence Prevention Progress Monitoring Tool

Fall	
Date of Review	10/30/2020
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Mid-Year	
Date of Review	1/29/2021
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Spring	
Date of Review	4/23/2021
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
End of Year	
Date of Review	6/4/2021
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Goal Area 2 *Parent and Community Involvement

Problem of Practice/Root Cause: Continue to improve parent and community involvement by 10% on our campus by offering programs and events.

District Strategic Goal Alignment: Increase parent and community involvement.

SMART Goal: Janowski Elementary will increase parent involvement and engagement by 10% as indicated by HISD connect reports.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Janowski will increase parent engagement by 10% by the end of the academic school year.	Prompt parent meetings held by the counselor, nurse, Title 1 specialist and wraparound specialist.	Lead team: Menden, Tritico, Johnston, and Vasquez	Flyers and callouts	September thru June	Parent Participation/TEAMS Attendance
Increase community partnerships from 3 to 5 partners.	Wraparound specialist will continue to promote our school with area businesses.	Dana Tritico	Wraparound department resources	September thru June	Virtual meetings instead of in person
Janowski will increase FACE meetings by 10% to build relationships with the school community	The literacy night event will focus on content specific objectives and virtual resources. Parent university will provide information about available	Classroom teachers, lead team (principal, AP and teacher specialist), counselor, wraparound specialist.	Presentations by lead team and classroom teachers and community vendors.	October thru April	Most meetings will be virtual

Goal Area 2 Parent and Community Involvement Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Teachers will coordinate meetings for parents through TEAMS for meet the teacher and open house. The lead team will join meeting to answer questions and address concerns.	Presentations by classroom teachers and leadership team.	September and October
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Wraparound specialist, counselor and nurse will coordinate meetings for parents with vendors every other month.	Presentations by Tritico, Mendez, Johnston and Vasquez as well as vendors invited to the school.	September thru October
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Wraparound specialist will send out school information to businesses about the importance of community partnerships.	Wraparound resources from the department	September thru June

Goal Area 2 Parent and Community Involvement Progress Monitoring Tool

Date of Review	Fall
Major intervention(s)	September and 10/30/2020
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Date of Review	Mid-Year
Major intervention(s)	1/29/2021
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Date of Review	Spring
Major intervention(s)	4/23/2021
Data reviewed	
Achievements?	
Challenges?	
On Track?	
Date of Review	End of Year
Major intervention(s)	6/4/2021
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Goal Area 2 Coordinated Health Program (ES, MS AND K-8 Campuses)

Problem of Practice/Root Cause: Offer awareness of health situations around the community, district and city.

District Strategic Goal Alignment: Ensuring student health, safety and well being.

SMART Goal: The school based health committee will follow the communicable disease plan set by the district to ensure safety for students, teachers, parents and staff 100% of the time.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Nurse and health committee will take temperatures of students entering the building 100% of the time as designated by the district.	Health committee will be stationed at various entry points to the building.	Health committee	contactless temperatures and PPE	Oct. thru June	Have the materials needed on a daily basis.
Nurse will stay in constant contact with faculty and staff about their health condition 100% of the time.	Nurse will follow up with any staff who is symptomatic or is not feeling well.	Nurse and principal	District App	Oct. thru June	Making sure every staff member knows the importance of being honest about their health.
Faculty and staff will follow the guidelines set by the CDP 100% of the time while on campus.	Principal will review plan and make sure every member has a copy of the district plan	Principal	CDP plan	Oct. thru June	Making sure all faculty and staff members understand the plan and guidelines.

Goal Area 2 Coordinated Health Program Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Health committee will meet and discuss procedures on handling the return of students and faculty to campus.	Training from campus nurse	October
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Have PPE available for students and faculty at all times. Follow CDC guidelines of 6 feet apart and wearing PPE inside the building.	PPE	October
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Discuss and make available the communicable disease plan to all faculty and staff.	CDP plan	September thru October

Goal Area 2 Coordinated Health Program Progress Monitoring Tool

Fall	
Date of Review	10/30/2020
Major Intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Mid-Year	
Date of Review	1/29/2021
Major Intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Spring	
Date of Review	4/23/2021
Major Intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
End of Year	
Date of Review	6/4/2021
Major Intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Goal Area 3 Special Populations: Special Education

Problem of Practice/Root Cause: Provide support for special education students in class and in small group setting so they can be successful in their school work.

District Strategic Goal Alignment: Provide support and resources for our special education students to achieve success in school.

SMART Goal: Through the virtual and face to face platform, Janowski special education teachers as well as general education teachers will utilize various instructional strategies for campus special education students' to improve their reading performance by 1 year plus. Teachers will address differentiation to address the needs of the G/T students. Dyslexia teacher and district specialist will provide strategies for our dyslexia students.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Through the virtual and face to face platform, Janowski special education teachers as well as general education teachers will utilize various	Utilize Goal Book, sheltered instruction strategies, and small group instruction.	Teachers, Dyslexia Interventionist, and TA's will work help students 1:1 or in a small group setting through remote learning.	Utilize GoalBook Interventions, sheltered instruction strategies, and small group instruction.	September thru June	Progress monitoring
100% of resource special education students will participate in their general education classes receiving on grade level instruction as well as	Special education students will attend their general education lessons and during asynchronous learning they will attend small group	Classroom teachers and Mr. Pfeiffer (resource teacher)	TEKS objectives and IEP learning plan	September thru June	Progress monitoring
100% of special education students will participate in all programs and events.	Special education students will be included in any program or event happening at the school during the academic school year.	Special education teachers, lead team (principal, AP, teacher specialist and counselor).	Programs and events for the school	September thru June	N/A

Goal Area 3 Special Populations: Special Education Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Teachers, Interventionists, and TA's will utilize Goal Book Interventions, sheltered instruction strategies, and small group instruction.	GoalBook Interventions, Dyslexia Interventions, Sheltered Instruction Strategies, Progress Monitoring Tools	September thru June
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Classroom teachers and special education teacher coordinate a plan for special education students.	Daily programs and lesson plans	September thru June
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Programs and events that will be considered for the school will be with attendance of all students including special education students.	School calendar of events	September thru June

Goal Area 3 Monitoring Tool

Date of Review	Fall
10/30/2020	
Major Intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Date of Review	Mid-Year
1/29/2021	
Major Intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Date of Review	Spring
4/23/2021	
Major Intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Date of Review	End of Year
6/4/2021	
Major Intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Goal Area 3 Special Populations: ELL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.					
Problem of Practice: Provide scaffolding assignments for all Tier students and differentiate instruction 50% of the time.					
District Strategic Goal Alignment: Provide the tools, resources and materials for all student groups to be successful.					
SMART Goal: Through the virtual and Face to Face platform, we will implement various strategies to enhance GT students, ELL students, dyslexia and Economically disadvantaged students in their learning and help them grow 1 year plus in reading.					
Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Through the virtual and F2F platform, we will implement various strategies to enhance GT students, ELL students, dyslexia and Economically Disadvantaged students. Renzulli will be utilized with our GT students in their instruction 50% of the time to address differentiation of higher level learning.	GT students will work in a project-based learning to help them move at a faster pace than their peers. ELL students – teachers will utilize Classroom teachers will create pathways in Renzulli for our GT students.	Classroom Teachers, Interventionist, GT coordinator, SPED Teacher, and Wraparound Specialist	Technology for all students and communication with all parents. Specialized online platforms to meet the needs of special Renzulli	September thru June	Progress monitoring tools from various platforms.
Dyslexia kits and strategies will be given to our students to utilize in their instruction 100% of the time.	Classroom teachers, Ms. Wolfe (dyslexia campus teacher and dyslexia district specialists will provide strategies and lessons for	Classroom teachers, Ms. Wolfe, Mr. Pfeiffer (sped teacher), dyslexia specialists from district, principal	Dyslexia lessons and kits	September thru June	Progress monitoring
Goal Area 3 Special Populations Action Plan					
Strategy 1-Action Plan	Classroom Teachers, Interventionists, GT coordinator, SPED Teacher, and Wraparound Specialist will work with students to meet their instructional and SEL needs.			Technology for all students and communication with all parents. Specialized online platforms to meet the needs of special population students. Platforms include	Resources September thru June
Strategy 2-Action Plan	Renzulli will be utilized in all classrooms with GT students to differentiate their instruction. Learning pathways will be created for all GT students.			Renzulli	Resources September thru June
Strategy 3-Action Plan	Dyslexia kits will be passed out to our dyslexia students for strategies and interventions. Pull out sessions will be created for our students.			Dyslexia Kits and materials	Resources September thru June
Goal Area 3 Monitoring Tool					
Date of Review	Fall				
Major intervention(s)	10/30/2020				
Data reviewed					
Achievements?					
Challenges?					
On track?					
Modifications?					
Date of Review	Mid-Year				
Major intervention(s)	1/29/2021				
Data reviewed					
Achievements?					
Challenges?					
On track?					
Modifications?					
Date of Review	Spring				
Major intervention(s)	4/23/2021				
Data reviewed					
Achievements?					
Challenges?					
On track?					
Date of Review	End of Year				
Major intervention(s)	6/4/2021				
Data reviewed					
Achievements?					
Challenges?					
Goal met?					

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

Professional Development Plan Template 2 - PD by Month				
PD Monthly Focus	PD Format	PD Topic	Resources	SIP Goal Alignment
August – Pre-Service	Virtual TEAMS	Pre-Service, Data, Goal Book, Virtual	District Platforms, Special Programs,	Goal Area 1, 2, & 3
September	Virtual TEAMS	Champs, Discipline,	Campus	Goal Area 1, 2, & 3
October	Virtual TEAMS	PLC, Faculty meetings (every other week)	District data to inform, instructional practices, data talks	all
November	Virtual TEAMS	PLC, Faculty meetings (every other week)	District data to inform, instructional practices, data talks	all
December	Virtual TEAMS	PLC, Faculty meetings (every other week)	District data to inform, instructional practices, data talks	all
January	Virtual TEAMS	PLC, Faculty meetings (every other week)	District data to inform, instructional practices, data talks	all
February	Virtual TEAMS	PLC, Faculty meetings (every other week)	District data to inform, instructional practices, data talks	all
March	Virtual TEAMS	PLC, Faculty meetings (every other week)	District data to inform, instructional practices, data talks	all
April	Virtual TEAMS	PLC, Faculty meetings (every other week)	District data to inform, instructional practices, data talks	all
May	Virtual TEAMS	PLC, Faculty meetings (every other week)	District data to inform, instructional practices, data talks	all

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

- Total amount of State Compensatory Education funds:

\$42,606

- Personnel funded with State Compensatory Education funds:

\$1 teacher 70%,
teacher spec. 35%

- List names here: Lindsey Mayes 4th grade teacher, Elizabeth Espinoza teacher specialist

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

.7 teacher; .3
teacher specialist

- Brief description of how these funds are utilized on your campus: teacher specialist works with all teachers in coaching and instruction and also works directly with students in small group intervention. 4th grade teacher works with her class and provides interventions for her at risk students.

- 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:
Sherron Johnston, 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:
Sherron Johnston, 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:
Sherron Johnston, 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:
Sherron Johnston, 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:
n/a

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:
Sherron Johnston, 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.
Sherron Johnston, 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):