Houston Independent School District

181 Janowski Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: C

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.

Vision

Our vision at Janowski is to develop well rounded, confident and responsible students who aspire to achieve their highest success in education. We will do this by providing a welcoming, happy, safe and supportive learning environment in which individual student needs are addressed in their learning and all achievements are celebrated.

Value Statement

We will create a culture of academic excellence by providing the necessary learning environment for all our students.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

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 develpment of student character, academic achievement and an aspiration for lifelong learners. Janowski has an enrollment of 425 students that is comprised 94% Hispanic, 4% African American, and 2% White. Janowski is a schoolwide Title 1 campus with 95% economically disadvanted students, 65% English language learners and 7% special education students. At Janowski we have several schoolwide initiatives which are implemted daily in our instruction. The programs are as follows: Thinking Maps, Thinking Maps Write from the Beginning and Beyond, Kagan Cooperative Strategies, Empowering Writers and CHAMPS. Working collaboratively through our professional learning communities the teachers and administrators put forth every effort in achieving success for all students and meeting their academic needs.

Demographics Strengths

Peter Janowski Elementary teachers, administrators, and staff are commited to promoting acadimic excellence and developing student character. Campus strengths lie within the programs that the school has put into place. Kagan Cooperative learning strategies help improve social skills and promotes inclusion while developing students higher level thinking skills. Thinking maps help students analyze complex texts and encourages them to become independent critical thinkers. Our writing program Thinking Maps Write from the Beginning and Beyond helps students build a strong foundation in reading comprehension so that they may blossom into strong writers. The CHAMPS program here at Janowski helps teachers develop strong classroom and behavior managment systems to promote responsible student behavior.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Peter Janowski has seen a decrease in attendance over the last 5 years. Our attendance has gone from about 645 students in 2015/2016 school year to current enrollment of 412 in 2022-2023. **Root Cause:** Two root causes has been the opening of KIPP academy behind Burbank Middle School and the COVID pandemic the past 2 years.

Priority Problems of Practice

Problem of Practice 1: During the 2022-2023 school year, Janowski Elementary hired eight new teachers. New teachers received Thinking Maps training during pre-service week, however, continue to struggle with the effective implementation of this school wide program.

Root Cause 1: New teachers have not been able to effectively implement Thinking Maps into their instructional practice due to their need for additional support. Additional support and coaching is needed during PLC's, coaching conferences, and co-teaching.

Problem of Practice 1 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Board Goals

Board Goal 1: 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.

Goal 1: The percentage of 3rd grade students performing at or above grade level in reading as measured by the meets grade level standard in STAAR will increase to 50%, which is an overall increase of 17% when compared to the third grade 2022 STAAR Test results.

Measurable Objective 1: Teachers will assign three Imagine- Literacy lessons per week and will monitor the successful completion of on grade level lessons.

    Evaluation Data Sources: Imagine Literacy benchmark (BOY, MOY, EOY) and completion reports.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize tracking charts to monitor student progress on a weekly basis.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The implementation of the strategy will lead students towards mastery of the learning objective. **Staff Responsible for Monitoring:** Teachers, administrators, interventionist will monitor and track student progress. **Action Steps:** 1. Teachers will assign lessons. 2. Students will be responsible for completing lessons during intervention and small group blocks. 3. Data tracking charts will be posted . 4. Students will track their progress . 5. Teachers will celebrate student success. **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** 1 to 1 devices for all students and the upkeep of devices - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $10,000	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details				
	Reviews			
Strategy 2: Teachers will provide blocks of time throughout the day during intervention time or small group instructional time for students to work on their Imagine Reading learning path.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Expected result is for students to work through their learning path to successfully complete 50+ on level lessons by the end of April 2023.				
Staff Responsible for Monitoring: Teachers and administrators				
Action Steps: 1. Provide technology for all students 2. Plan for intervention blocks and small group time in teacher daily program 3. Teachers implement the program with fidelity				
Title I: 2.6 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy**				
Funding Sources: Technology needs (headsets and chrome books/laptops) - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - $5,000				

Strategy 3 Details				
	Reviews			
Strategy 3: Teachers will participate in weekly data PLC's to discuss student progress in Imagine Reading and to further discuss how to support individual students to meet their annual goal.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The expected result is for teachers to know individual student student progress and progression in their learning path.				
Staff Responsible for Monitoring: Teachers Principal Assistant principal Teacher specialist				
Action Steps: 1. Weekly PLC meetings 2. Data tracking charts 3. Usage and lessons passed reports in Imagine Reading				
Title I: 2.4 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy**				
Funding Sources: Materials for tracking for teachers and students - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $2,500				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 2: Students will receive individualized interventions by the teacher in small group instruction or after school tutorials 2 to 3 times a week.

Evaluation Data Sources: Weekly assessments, monthly assessments, District Level Assessments.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use data to create individualized lessons to meet student needs and increase mastery on reading lesson objectives.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Interventions will result in mastery of lesson objectives in Reading. **Staff Responsible for Monitoring:** Teacher Administrator Hourly Teacher **Action Steps:** 1. Teachers will review weekly and monthly math assessments to identify student deficits. 2. Teachers will tier students based on data. 3. Teachers will use data to create individualized lessons. 4. Teachers will track student progress during after school tutorials and small group instruction. **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Hourly teacher pay and afterschool tutorial pay - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - $30,000				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will use data from monthly assessments and REN360 to determine which students will be invited to afterschool tutorials for additional instructional support.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Expected result is for students to master objectives being taught by teacher with the extra support. **Staff Responsible for Monitoring:** Teachers, principal, assistant principal, teacher specialist **Action Steps:** 1. Teachers identify Tier 2 and Tier 3 students who will be invited to afterschool tutorials from their assessment dats 2. On going data tracking for all students **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy** **Funding Sources:** Afterschool tutorial expense - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - $30,000					

Strategy 3 Details		Reviews			
Strategy 3: Principal and Tier 2 leaders will provide resources, materials and professional development for teachers to implement during intervention time and tutorials.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Expected result is for teachers to have all the necessary materials to implement an effective intervention program. **Staff Responsible for Monitoring:** Principal, assistant principal and teacher specialist **Action Steps:** 1. Purchase necessary materials and furniture 2. Administrators and teachers will plan during PLC's what will be used during intervention time **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy** **Funding Sources:** Resources, materials and furniture - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $15,000					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 3: Teachers will implement effective reading strategies through Thinking Maps to increase rigor and critical thinking skills for all students.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement Thinking Maps with fidelity within their reading instruction.	Formative			Summative
Strategy's Expected Result/Impact: The following Thinking Maps will improve students critical thinking skills (Bubble Map, Tree Map, Double Bubble Map, and Flow Map) .	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Classroom Teachers Administrators				
Action Steps: 1. Pre-service training of Thinking Maps 2. Teacher implementation 3. Student product				
Title I: 2.4 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy**				
Funding Sources: Thinking maps binder and materials - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $2,500				

Strategy 2 Details	Reviews			
Strategy 2: Administrators will monitor, review lesson plans and provide feedback on the implementation of Thinking Maps in reading instruction.	Formative			Summative
Strategy's Expected Result/Impact: Expected results is for improvement of students critical thinking skills in all 3rd grade reading classes.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, assistant principal, teacher specialist				
Action Steps: 1. Review lesson plans weekly 2. Classroom observations during reading block 3. Provide timely feedback to teachers				
Title I: 2.4 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy**				
Funding Sources: Resources and materials to successfully implement Thinking Maps - 1991010003 - General Fund - Small School Subsidy - 6300 - Supplies and Materials - $3,000				

Strategy 3 Details		Reviews			
		Formative			Summative
Strategy 3: Teachers and administrators will meet in weekly PLC meetings to review student work products around Thinking Maps.		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Expected result is to continue improving students critical thinking skills.					
Staff Responsible for Monitoring: Teachers, principal, assistant principal, teacher specialist					
Action Steps: 1. Schedule weekly PLC meetings 2. Teacher provide student work samples in PLC meetings 3. Begin comparison with their written work in Thinking Maps and how students perform in answering inference questions in weekly assessments. **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy** **Funding Sources:** Supplies and materials for implementation - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $3,000					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

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13 of 52

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Board Goal 2: 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.

Goal 1: The percentage of 3rd grade students performing at or above grade level in math as measured by the meets grade level standard in STAAR will increase to 55%, which is an overall increase of 10% when compared to the third grade 2022 STAAR Test results.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: Teachers will assign three Imagine Math lessons per week and will monitor the successful completion of on grade level lessons.

Evaluation Data Sources: Imagine Math benchmark (BOY, MOY, EOY) and completion reports.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize tracking charts to monitor student progress on a weekly basis.	Formative			Summative
Strategy's Expected Result/Impact: The implementation of the strategy will lead students towards mastery of the learning objective.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teachers, administrators, interventionist will monitor and track student progress.				
Action Steps: 1. Teachers will assign lessons. 2. Students will be responsible for completing lessons during intervention and small group blocks. 3. Data tracking charts will be posted . 4. Students will track their progress . 5. Teachers will celebrate student success. **Targeted Support Strategy** **Funding Sources:** ESSER - 2890000000 - Federal Special Revenue - 6100 - Payroll - $68,000				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will provide blocks of time throughout the day during intervention time or small group instructional time for students to work on their Imagine Math learning path.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Expected result is for students to work through their learning path to successfully complete 50+ on level lessons by the end of April 2023. **Staff Responsible for Monitoring:** Teachers, principal, assistant principal, and teacher specialist **Action Steps:** 1. Provide technology for all students 2. Plan for intervention blocks and small group time in teacher daily program 3. Teachers implement the program with fidelity **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy** **Funding Sources:** Headphones and device upkeep - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - $5,000					

Strategy 3 Details		Reviews			
Strategy 3: Teachers and administrators will participate in weekly data PLC's to discuss student progress in Imagine Math and to further discuss how to support individual students to meet their annual goal.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The expected result is for teachers to know individual student student progress and progression in their learning path. **Staff Responsible for Monitoring:** Teachers, principal, assistant principal, teacher specialist, math interventionist **Action Steps:** . Weekly PLC meetings 2. Data tracking charts 3. Usage and lessons passed reports in Imagine Math **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy** **Funding Sources:** Supplies and materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $5,000					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Measurable Objective 2: Students will receive individualized interventions by the teacher or interventionist in small group instruction or after school tutorials two to three times a week.

Evaluation Data Sources: Weekly assessments, Ren360, student data tracking charts

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use data to create individualized lessons to meet student needs and increase mastery on math lesson objectives.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Interventions will result in mastery of lesson objectives in math, **Staff Responsible for Monitoring:** Teacher Interventionist Administrators **Action Steps:** 1. Teachers will review weekly and monthly math assessments to identify student deficits. 2. Teachers will tier students based on data. 3. Teachers will use data to create individualized lessons. 4. Teachers will track student progress during after school tutorials and small group instruction. 5. Student progress will be discussed during weekly PLC's with the administrative team. **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will Tier students according to assessment data. Teachers will place students in small groups according to their deficit. Students will receive support from small group instruction, one on one support from the teacher, or small group pull out with the interventionist.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Expected result is student success in their deficit skills. **Staff Responsible for Monitoring:** Teachers, math interventionist and Tier 2 leaders **Action Steps:** 1. Tier students according to the data 2. Small group instruction according to deficit skills 3. Tier 2 and Tier 3 students invited to afterschool tutorials **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy** **Funding Sources:** Afterschool tutorial pay - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - $30,000				

Strategy 3 Details		Reviews			
Strategy 3: Teacher will utilize HISD Planning Documents for Guided Math Framework and small group differentiation.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will plan and effectively execute the Guided Math Framework and provide small group support 100% of students at all achievement levels.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Math interventionist, principal, teacher specialist, assistant principal					
Action Steps: Math interventionist will review HISD Guided Math Framework with teachers. Teachers will develop small group lesson plans. Math interventionist will observe classrooms and review lesson plans. Guided Math Framework, Math Manipulatives **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy** **Funding Sources:** Math supplies and materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $2,500					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Measurable Objective 3: Teachers will review classroom lessons plans and student data and use it to drive their instruction and future planning using the Planning by Design framework.

    Evaluation Data Sources: Lesson plans, classroom observations, coaching

Strategy 1 Details	Reviews			
Strategy 1: Teachers will attend professional development and will implement instructional strategies into their daily lessons.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will demonstrate mastery in the learning objectives being taught by implementing effective strategies.				

Strategy 1: Teachers will attend professional development and will implement instructional strategies into their daily lessons.

Strategy's Expected Result/Impact: Students will demonstrate mastery in the learning objectives being taught by implementing effective strategies.

Staff Responsible for Monitoring: Administrators
Teachers

Action Steps: 1. Teachers will attend training.
2. Administrators will monitor the implementation of new strategies within the classroom.

Title I:
2.6
- TEA Priorities:
Improve low-performing schools
- Targeted Support Strategy
Funding Sources: Math resources - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $2,500

Strategy 2 Details	Reviews			
	Formative			**Summative**
	Nov	Jan	Mar	June

Strategy 2: Teacher's will track student data weekly on Campus Data Tracking sheets. Teachers will engage in weekly data meetings with administration and incorporate strategies discussed into future lesson plans.

Strategy's Expected Result/Impact: Teachers will review student assessment data and use it to drive their instruction and future planning.

Staff Responsible for Monitoring: Teachers, math interventionist, principal, assistant principal, teacher specialist

Action Steps: 1. Teachers will engage in weekly data reflection meetings to discuss what was successful what needs to be retaught and what will continue to be spiraled in to daily lessons.

Title I:
2.6
- TEA Priorities:
Improve low-performing schools
- Targeted Support Strategy
Funding Sources: Afterschool Meetings - 1991010003 - General Fund - Small School Subsidy - 6100 - Payroll - $1,500

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Teachers will meet weekly in grade level PLC's to discuss upcoming objectives and use the Planning by Design model to make sure effective planning is leading students to mastery.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Expected result is engaging rigorous lessons and activities presented to the students daily.				
Staff Responsible for Monitoring: Classroom teachers plan lessons on a weekly basis. Administrators will review lesson plans every Monday.				
Action Steps: 1. PLC grade level planning 2. Administrators review lesson plan on Mondays				
Title I: 2.6 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy**				
Funding Sources: Supplies and materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $500				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: Janowski Elementary 5th grade students will increase performance at the masters level by 10% in both Reading and Math.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: Teachers will review classroom student assessment data and use it to drive their instruction and future planning 100% of the time.

Evaluation Data Sources: Lesson plans, student assessment data, data tracking points at the meets and masters level

Strategy 1 Details	Reviews			
Strategy 1: Teachers will engage in weekly data meetings with administration and incorporate strategies discussed into future lesson plans which will target students at the enrichment levels (Tier 1).	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Expected impact student assessment results will start to increase throughout the school year. **Staff Responsible for Monitoring:** Classroom teachers, Tier 2 leaders, principal, interventionist **Action Steps:** 1. Teacher will explore and develop various strategies for understanding and assessment options for Tier 1 students. 2. Teacher will assign Renzulli for all GT and Tier 1 students to expand their knowledge. **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy** **Funding Sources:** Resources for advance learning - 1991010002 - General Fund - Gifted & Talented - 6300 - Supplies and Materials - $2,500				

Strategy 2 Details	Reviews			
Strategy 2: Provide enrichment opportunities for students advanced students to work on project based learning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Expected result is for Tier 1 students to continue to grow academically beyond their grade level.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: G/T coordinator, classroom teachers				
Action Steps: 1. Identify students who can benefit from afterschool enrichment opportunities. 2. Assign project base learning through Renzulli platform **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy** **Funding Sources:** Afterschool pay for faculty and staff - 1991010002 - General Fund - Gifted & Talented - 6100 - Payroll - $3,000				

Strategy 3 Details	Reviews			
Strategy 3: 100% of Gifted and talented students and Tier 1 students maintain their masters level in all assessments.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Expected result is for students to continue to grow and maintain high levels of achievement.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom teachers, Tier 2 leaders and G/T coordinator				
Action Steps: 1. Assign lessons in all platforms that will challenge G/T and Tier 1 students. 2. Utilize Renzulli and Imagine platforms and choose accelerated learning paths **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy** **Funding Sources:** Supplies and materials - 1991010002 - General Fund - Gifted & Talented - 6300 - Supplies and Materials - $1,500				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: 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.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: Teachers will be able to effectively monitor and identify 100% of individual students reading levels and/or deficiencies and plan guided reading lessons to meet individual student needs.

Evaluation Data Sources: REN 360 BOY, MOY, EOY

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use the campus guided reading expectations and literacy framework (phonics, word works, decoding, comprehension, and levels of reading to help students master their fluency and comprehension skills.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will be able to effectively monitor and identify 100% of individual students reading levels and/or deficiencies and plan guided reading lessons daily. **Staff Responsible for Monitoring:** Special Education Teachers, Reading teachers, and administrators **Action Steps:** New teachers will need support from the resource teacher to implement modifications and accommodations. Copies of Modifications and Accommodations will be given to general education teachers for students receiving Special Education services. **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy** **Funding Sources:** Supplies and materials - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - $1,000				

Strategy 2 Details		Reviews		
		Formative		Summative
Strategy 2: Provide Special Education students with various academic strategies to build reading skills in specific objectives and have accommodations and supports available for success during their reading instruction.		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide Special Education students with various academic strategies to build reading skills in specific objectives and have accommodations and supports available for success during their reading instruction. **Strategy's Expected Result/Impact:** Special Education teachers and general education teachers will use the BOY/MOY and EOY data and collaborate to provide small group instruction for academic reading instruction with 100% of students with services. **Staff Responsible for Monitoring:** Special Education Teachers, Reading teachers, and administrative team **Action Steps:** 1. Resource teachers attend grade level PLCs (maybe bi-weekly attendance) to engage in data talks and have input on instructional next steps. 2. Special education teachers attend all professional development trainings alongside general education teachers. **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy** **Funding Sources:** Supplies and materials - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - $500	**Formative**			**Summative**
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: The Special Education teachers will collaborate and use tools and educational platforms from General Education teachers for all Special Education students to be successful in on-level work. **Strategy's Expected Result/Impact:** Expected outcome special education students work on the same track as general education students with support from the resource teacher. **Staff Responsible for Monitoring:** special education teachers, general education teachers and administrative leaders **Action Steps:** 1. special education teacher and general education teachers collaborate on support and resources for students 2. special education teacher monitor student progress on all education platforms **Title I:** 2.6 - **Targeted Support Strategy** **Funding Sources:** supplies and materials - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - $500	**Formative**			**Summative**
	Nov	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE Janowski Elementary will work on increasing student attendance from 91.5% to 98% by the end of 2023.

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

Measurable Objective 1: Wraparound specialist and SIR clerk will monitor A4E attendance reports to check for students with excessive absences. Student attendance will increase by 6.5 %.

Evaluation Data Sources: Weekly attendance reports, SAF's, daily teacher attendance folder, 6 week attendance percentages

Strategy 1 Details	Reviews			
Strategy 1: Wraparound specialist and support staff will make daily phone calls to parents to inquire about a student's absence. Teachers turn in call logs by 8:00am to the front office for daily phone calls	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improve attendance by encouraging parents to send students to school for non-illness reasons **Staff Responsible for Monitoring:** Front office staff, wraparound specialist, SIR **Action Steps:** Consistently follow procedures for phone calls **Title I:** 2.6 **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Students will be recognized for having perfect attendance at the end of every grading cycle.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student attendance.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Support staff and administrative staff. **Action Steps:** 1. Morning announcements 2. Class Dojo reminders 3. Schedule parent meetings **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy** **Funding Sources:** Supplies and materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,500				

Strategy 3 Details	Reviews			
Strategy 3: Students with perfect attendance for the entire school year will be recognized at the end of the year award ceremony. Students will be be reminded of the importance of attendance everyday during announcements.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved student attendance throughout the school year. **Staff Responsible for Monitoring:** All campus staff is responsible for improving attendance. **Action Steps:** 1. Morning announcements 2. Daily phone calls home 3. Teacher phone calls to parents about attendance **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy** **Funding Sources:** Resources to encourage good attendance - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE: Janowski Elementary will reduce the number of discipline referrals sent to the front office.

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

Measurable Objective 1: Teachers will attend CHAMPS training during pre-service week. STOIC strategies will be implemented to help manage classroom behavior .

Evaluation Data Sources: 1. Number of discipline referrals
2. Classroom observations

Strategy 1 Details	Reviews			
Strategy 1: Implementation of STOIC Strategies such as structure, teach expectation, observe student behavior, interact positively, and correct fluently.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The implementation of STOIC strategies will reduce the number of discipline referrals sent to the front office.				
Staff Responsible for Monitoring: Administrators				
Teachers				
Counselor				
Action Steps: 1. Teachers will attend CHAMPS training during pre-service week.				
2. Teachers will implement STOIC strategies				
3. Teachers will refine strategies as needed				
4. Administrators will monitor the implementation of STOIC strategies				
Targeted Support Strategy				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement Teach Like a Champion strategies to set high behavioral expectations and manage classroom behavior.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The implementation of Teach Like a Champion strategies will help set high behavioral expectations for students resulting in a decrease of disciplinary issues. **Staff Responsible for Monitoring:** Teachers Administrators **Action Steps:** 1. Teach Like a Champion strategies will be reviewed during PLC's. 2. Teachers will participate in At Bats . 3. Teachers will implement Teach Like a Champion strategies within their classroom. 4. Administrators will monitor implementation and coach as needed. **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy** **Funding Sources:** Supplies and materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000				

Strategy 3 Details	Reviews			
Strategy 3: Teachers and administrators will follow the Student Code of Conduct when addressing misbehavior in the classrooms or around the school.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Expected result is good student behavior in all classrooms and cafeteria. **Staff Responsible for Monitoring:** All campus staff is responsible for redirecting student behavior. **Action Steps:** 1. Remind students of the rules and procedures daily through announcements. 2. Teachers remind students daily of classroom behavior expectations. 3. Monitors in the cafeteria remind students of expected behavior in the cafeteria. **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy** **Funding Sources:** Materials for bulletin boards - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $500				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION Janowski Elementary's faculty and staff will ensure student safety on campus.

Measurable Objective 1: The Safety Team will coordinate and conduct monthly safety drills throughout the school year to ensure that all school personnel and students are aware of procedures to follow in case of an emergency. A bully free campaign will be conducted throughout the school year to prevent bullying around the campus.

Evaluation Data Sources: Fire Safety Logs
Bully activities

Strategy 1 Details	Reviews			
Strategy 1: Safety drills will be conducted monthly. Drill will include Secure, Lockdown, Evacuate, Shelter and Fire Drills.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Drills will be conducted in an orderly fashion and will be completed in a timely manner. **Staff Responsible for Monitoring:** Safety Captain Admin **Action Steps:** 1. Teachers will identify all exit routes. 2. Drills will be conducted monthly. 3. Safety logs will be submitted in a timely manner				

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Janowski Elementary will promote and enforce a Bully Free Environment for all students.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The number of bullying instances will be reduced by 5%.				
Staff Responsible for Monitoring: Asst. Principal Counselor Teachers				
Action Steps: 1. Create Bullying Awareness Activities 2. Share bullying Awareness Messages during morning announcements. 3. Teachers will promote a bully free environment in their classrooms. **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy** **Funding Sources:** Supplies and materials - 1991010003 - General Fund - Small School Subsidy - 6300 - Supplies and Materials - $1,000				

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Bullying Prevention Week activities will be conducted. Bullying Awareness messages will be shared through morning announcements. Bullying Awareness business partner will come to conduct a student assembly.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The number of bullying instances will be reduced by 5%.				
Staff Responsible for Monitoring: Counselor, wraparound specialist, assistant principal, teachers				
Action Steps: 1. Create Bullying Awareness Activities 2. Share bullying Awareness Messages during morning announcements. 3. Teachers will promote a bully free environment in their classrooms. **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy** **Funding Sources:** Supplies and materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION: Janowski Special Education and General Education teachers will collaborate to discuss a variety instructional strategies for each Special Education students to increase reading performance by one or more years.

Measurable Objective 1: Special Education resource students will participate in the general education curriculum with the resource and general education teacher. Participation will be at 100% to support student learning in small group instruction, use of research based materials such as Imagine Math/Reading, Vonture math strategies, Thinking Maps and campus wide initiatives.

Evaluation Data Sources: The special education and general education teachers will track student progress. Student intervention and goal setting will be adjusted as necessary.

Strategy 1 Details	Reviews			
Strategy 1: The resource teacher will collaborate with the general education teachers to coordiante schedules, goals and small group instructional strategies.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The expected result will be to create an opportunity for students to work in small group instruction with the resource teacher. Small group instruction will allow students to work on understanding and comprehension of on grade level objectives. **Staff Responsible for Monitoring:** Classroom Teacher Resource Teacher **Action Steps:** 1. Coordinate meetings between general education and resource teachers 2. Establish a schedule for small group pullouts 3. Track student progress				

Strategy 2 Details				Reviews			
Strategy 2: The resource teacher and general education teacher will modify lesson plans in order to work toward IEP goals.				**Formative**			**Summative**
Strategy's Expected Result/Impact: The students will receive modified lesson plans to target their IEP goals. The expectation will be to track student progress toward goals.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: General Education Teacher Special Education Teacher							
Action Steps: 1. Review IEP goals 2. Modify Lessons 3. Create strategies 4. Monitor student IEP goals **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy** **Funding Sources:** Supplies and Materials - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - $1,000							

Strategy 3 Details				Reviews			
Strategy 3: Special education and general education teachers will use lesson plans to target the needs of special education students.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Expected outcome is student success for special education students in their general education setting.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom teachers Special education teachers							
Action Steps: 1. Review IEP goals 2. Modify Lessons 3. Create strategies 4. Monitor student IEP goals **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy** **Funding Sources:** Afterschool tutoring - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - $5,000							

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 5: N/A - Additional Campus Goals

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

Measurable Objective 1: Janowski Elementary will implement various strategies to enhance the learning of GT students through 90 minutes of Renzulli learning online per week. Janowski Elementary will address the needs of ELL students by following the guidelines set by the multilingual department as well as addressing the needs of the At Risk students by addressing their academic and non-academic.

Evaluation Data Sources: Renzulli learning platform

Strategy 1 Details	Reviews			
Strategy 1: GT students will work on the project based learning platform Renzulli to help them receive individualized learning based on their specific level and needs from October through May 2023.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The project based learning will enhance the student's learning and give them a deeper understanding of the concepts presented in the classroom				
Staff Responsible for Monitoring: Teachers Administration				
Action Steps: 1) Identify GT students in each classroom 2) Teachers assign Renzulli lessons to their students 3) Teachers monitor lessons completed per week				
Title I: 2.6 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy**				
Funding Sources: Supplies and materials - 1991010002 - General Fund - Gifted & Talented - 6300 - Supplies and Materials - $1,500				

Strategy 2 Details				Reviews			
Strategy 2: Content based language instruction for emergent bilingual learners will be implemented in ESL lesson activities using the Summit K12 platform for student success in acquiring the English language.				Formative			Summative
				Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Expected result for all bilingual students to move up a level in the TELPAS assessment. **Staff Responsible for Monitoring:** Bilingual teachers, ESL teachers, assistant principal, principal **Action Steps:** 1. Review lesson plans for ESL block 2. Bilingual teachers and students expected to use conversation English throughout their daily instructional day 3. Teachers assigning the platform Summit K12 for CBLI lessons **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy** **Funding Sources:** Supplies and materials - 1991010006 - General Fund - Bilingual - 6300 - Supplies and Materials - $1,500							

Strategy 3 Details				Reviews			
Strategy 3: Teachers will assign Imagine literacy and Imagine math lessons to all their students to work on during their intervention time in the morning and the afternoon. Students will be able to start on their learning level and progress as they are master each skill.				Formative			Summative
				Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Expected result is for students to successfully complete 50+ lessons by the end of the year and successfully pass the STAAR test at the meets or masters level. **Staff Responsible for Monitoring:** Classroom teachers, principal, assistant principal, teacher specialist, interventionist. **Action Steps:** 1. Classroom teachers assign learning paths to each student. 2. Classroom teachers provide intervention time for students to log in to the Imagine platforms. 3. Classroom teachers and administrators track progress of student mastery. **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy** **Funding Sources:** Supplies and materials - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - $1,500							

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Measurable Objective 1: Janowski Elementary will partner with the Wraparound Resource Specialist and FACE department to increase parent and community meetings by 10%.

 Evaluation Data Sources: Sign-in sheets will be kept of the meetings hosted on campus by the specialist and other key stakeholders.

Strategy 1 Details	Reviews			
Strategy 1: Janowski Elementary will host an array of parent meetings organized by the Title 1 Specialist, Wraparound Specialist, and Counselor.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The expected result is to increase parent participation in these meetings which overall impacts student success. **Staff Responsible for Monitoring:** Title 1 Coordinator, Wraparound Specialist, and Counselor **Action Steps:** 1. Schedule meetings throughout the academic school year. 2. Send out school-wide communication regarding meetings. 3. Invite service providers to attend meetings to educate parents of available resources in the community.				

Strategy 2 Details	Reviews			
Strategy 2: Janowski Elementary will host three school-wide events (i.e. Literacy Night, Math/Science Night, SEL Showcase) to increase parent and community involvement on campus.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Wraparound Specialist will secure service providers to participate in the theme's of each event and provide resources for parents. **Staff Responsible for Monitoring:** Wraparound Specialist, Counselor, Campus Administration **Action Steps:** 1. Choose dates for events. 2. Communicate with parents (via Class Dojo, call-outs, flyers) 3. Secure service providers to attend. 4. Host events for students and parents to attend. **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy** **Funding Sources:** Resources needed for meetings - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000				

Strategy 3 Details		Reviews		
		Formative		Summative
Strategy 3: Janowski Elementary has partnered with Avance early childhood to provide resources and information of early literacy and parental home skills.		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Janowski Elementary has partnered with Avance early childhood to provide resources and information of early literacy and parental home skills.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Expected result will be early childhood success for our ELL and at risk students. **Staff Responsible for Monitoring:** Wraparound specialist, principal, assistant principal, counselor, and AVANCE personnel. **Action Steps:** 1. Parent meetings scheduled by Avance on a monthly basis. 2. Resources and information sent to parent throughout the year. **Title I:** 2.6 - TEA Priorities: Improve low-performing schools - **Targeted Support Strategy** **Funding Sources:** Supplies and materials for meetings - 1991010003 - General Fund - Small School Subsidy - 6300 - Supplies and Materials - $1,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)
The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Teachers will utilize tracking charts to monitor student progress on a weekly basis.
1	1	1	2	Teachers will provide blocks of time throughout the day during intervention time or small group instructional time for students to work on their Imagine Reading learning path.
1	1	1	3	Teachers will participate in weekly data PLC's to discuss student progress in Imagine Reading and to further discuss how to support individual students to meet their annual goal.
1	1	2	1	Teachers will use data to create individualized lessons to meet student needs and increase mastery on reading lesson objectives.
1	1	2	2	Teachers will use data from monthly assessments and REN360 to determine which students will be invited to afterschool tutorials for additional instructional support.
1	1	2	3	Principal and Tier 2 leaders will provide resources, materials and professional development for teachers to implement during intervention time and tutorials.
1	1	3	1	Teachers will implement Thinking Maps with fidelity within their reading instruction.
1	1	3	2	Administrators will monitor, review lesson plans and provide feedback on the implementation of Thinking Maps in reading instruction.
1	1	3	3	Teachers and administrators will meet in weekly PLC meetings to review student work products around Thinking Maps.
2	1	1	1	Teachers will utilize tracking charts to monitor student progress on a weekly basis.
2	1	1	2	Teachers will provide blocks of time throughout the day during intervention time or small group instructional time for students to work on their Imagine Math learning path.
2	1	1	3	Teachers and administrators will participate in weekly data PLC's to discuss student progress in Imagine Math and to further discuss how to support individual students to meet their annual goal.
2	1	2	1	Teachers will use data to create individualized lessons to meet student needs and increase mastery on math lesson objectives.
2	1	2	2	Teachers will Tier students according to assessment data. Teachers will place students in small groups according to their deficit. Students will receive support from small group instruction, one on one support from the teacher, or small group pull out with the interventionist.
2	1	2	3	Teacher will utilize HISD Planning Documents for Guided Math Framework and small group differentiation.
2	1	3	1	Teachers will attend professional development and will implement instructional strategies into their daily lessons.
2	1	3	2	Teacher's will track student data weekly on Campus Data Tracking sheets. Teachers will engage in weekly data meetings with administration and incorporate strategies discussed into future lesson plans.

Board Goal	Goal	Measurable Objective	Strategy	Description
2	1	3	3	Teachers will meet weekly in grade level PLC's to discuss upcoming objectives and use the Planning by Design model to make sure effective planning is leading students to mastery.
3	1	1	1	Teachers will engage in weekly data meetings with administration and incorporate strategies discussed into future lesson plans which will target students at the enrichment levels (Tier 1).
3	1	1	2	Provide enrichment opportunities for students advanced students to work on project based learning.
3	1	1	3	100% of Gifted and talented students and Tier 1 students maintain their masters level in all assessments.
4	1	1	1	Teachers will use the campus guided reading expectations and literacy framework (phonics, word works, decoding, comprehension, and levels of reading to help students master their fluency and comprehension skills.
4	1	1	2	Provide Special Education students with various academic strategies to build reading skills in specific objectives and have accommodations and supports available for success during their reading instruction.
4	1	1	3	The Special Education teachers will collaborate and use tools and educational platforms from General Education teachers for all Special Education students to be successful in on-level work.
5	1	1	1	Wraparound specialist and support staff will make daily phone calls to parents to inquire about a student's absence. Teachers turn in call logs by 8:00am to the front office for daily phone calls
5	1	1	2	Students will be recognized for having perfect attendance at the end of every grading cycle.
5	1	1	3	Students with perfect attendance for the entire school year will be recognized at the end of the year award ceremony. Students will be be reminded of the importance of attendance everyday during announcements.
5	2	1	1	Implementation of STOIC Strategies such as structure, teach expectation, observe student behavior, interact positively, and correct fluently.
5	2	1	2	Teachers will implement Teach Like a Champion strategies to set high behavioral expectations and manage classroom behavior.
5	2	1	3	Teachers and administrators will follow the Student Code of Conduct when addressing misbehavior in the classrooms or around the school.
5	3	1	2	Janowski Elementary will promote and enforce a Bully Free Environment for all students.
5	3	1	3	Bullying Prevention Week activities will be conducted. Bullying Awareness messages will be shared through morning announcements. Bullying Awareness business partner will come to conduct a student assembly.
5	4	1	2	The resource teacher and general education teacher will modify lesson plans in order to work toward IEP goals.
5	4	1	3	Special education and general education teachers will use lesson plans to target the needs of special education students.
5	5	1	1	GT students will work on the project based learning platform Renzulli to help them receive individualized learning based on their specific level and needs from October through May 2023.

Board Goal	Goal	Measurable Objective	Strategy	Description
5	5	1	2	Content based language instruction for emergent bilingual learners will be implemented in ESL lesson activities using the Summit K12 platform for student success in acquiring the English language.
5	5	1	3	Teachers will assign Imagine literacy and Imagine math lessons to all their students to work on during their intervention time in the morning and the afternoon. Students will be able to start on their learning level and progress as they are master each skill.
5	6	1	2	Janowski Elementary will host three school-wide events (i.e. Literacy Night, Math/Science Night, SEL Showcase) to increase parent and community involvement on campus.
5	6	1	3	Janowski Elementary has partnered with Avance early childhood to provide resources and information of early literacy and parental home skills.

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Teachers will utilize tracking charts to monitor student progress on a weekly basis.
1	1	2	1	Teachers will use data to create individualized lessons to meet student needs and increase mastery on reading lesson objectives.
2	1	2	1	Teachers will use data to create individualized lessons to meet student needs and increase mastery on math lesson objectives.
5	1	1	1	Wraparound specialist and support staff will make daily phone calls to parents to inquire about a student's absence. Teachers turn in call logs by 8:00am to the front office for daily phone calls

State Compensatory

Budget for 181 Janowski Elementary School

Total SCE Funds: $122,380.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Personnel funded through state compensatory education at Janowski Elementary is our teacher specialist who works with all teachers. She provides coaching and models instruction for teachers in all grade levels. Teacher specialist also works directly with students in small group interventions. Teaching assistant is also partially funded through SCE she works with students in a small group pullout model. Monies are also used for afterschool interventions for students across all grade levels and subject areas to close the learning gaps and learning deficits.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

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

The data used for our needs assessments is derived directly from the results of the 2022 STAAR test. Janowski overall rating is a C = 70. After analyzing the data we will target reading and math instruction through direct first teach 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 desgin 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 as well as Summit K12 to assist the EL learners. We will continue to monitor our school wide programs Thining Maps, Write from the Beginning Kagan Cooperative strategies, Imagine Literacy and Math, CHAMPS and sheltered instruction. Our goals and data target is to move to a "B" rating and increase percentages in approaches, meets and masters.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Receiving input on what is needed to move the school forward.

Having other school leaders work on parts of the SIP plan.

School leaders attending SIP training and understanding the process.

Meeting with the SDMC committee to review goals and educational strategies.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

* Data meetings

* Progress monitor of student learning

* Implementation of school wide programs

* Observations of lessons and processes

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

The SIP is available to parents in the following locations:

School website

A copy availalbe on campus at the request of parents or community members

The SIP was made available to parents by: Our school website

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

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

* Schoolwide interventions during morning time

* Afterschool interventions

* HB 4545 small group instruction

* Imagine Literacy and Imagine Math program

* Summit K12

* Eureka Math assessments

2.5: Increased learning time and well-rounded education

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

* Effective Tier 1 instruction

* Schoolwide programs (Kagan, Thinking Maps, Write from the Beginning, Imagine Learning platform and Summit K12)

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

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

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Small Group Instruction based on student data needs:
- Building intervention time during school and afterschool for student Tier groups

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

SDMC committee and the leadership team will evaluate the schoolwide at the different checkpoints throughout the schoolyear.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

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

- Parent -
- Michelle Vasquez - teacher speicialist

The PFE was distributed

- On the campus website
- A copy sent home to all parents

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- -Hold parent meetings to inform, educate and listen to parent ideas to better the school community
- Wraparound meetings
- Counseling meetings/SEL
- Title 1 meetings
- Health awareness meetings

4.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings. The meeting dates are listed below:

- Meeting #1 - September 20th
- Meeting #1a - September 22nd
- Meeting #2 - December 08, 2022
- Meeting #3 - February 23, 2023
- Meeting #4 - April 12, 2023

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Janowski will serve and educate all students enrolled. All programs and resources will be available for all our students.

Title I Personnel

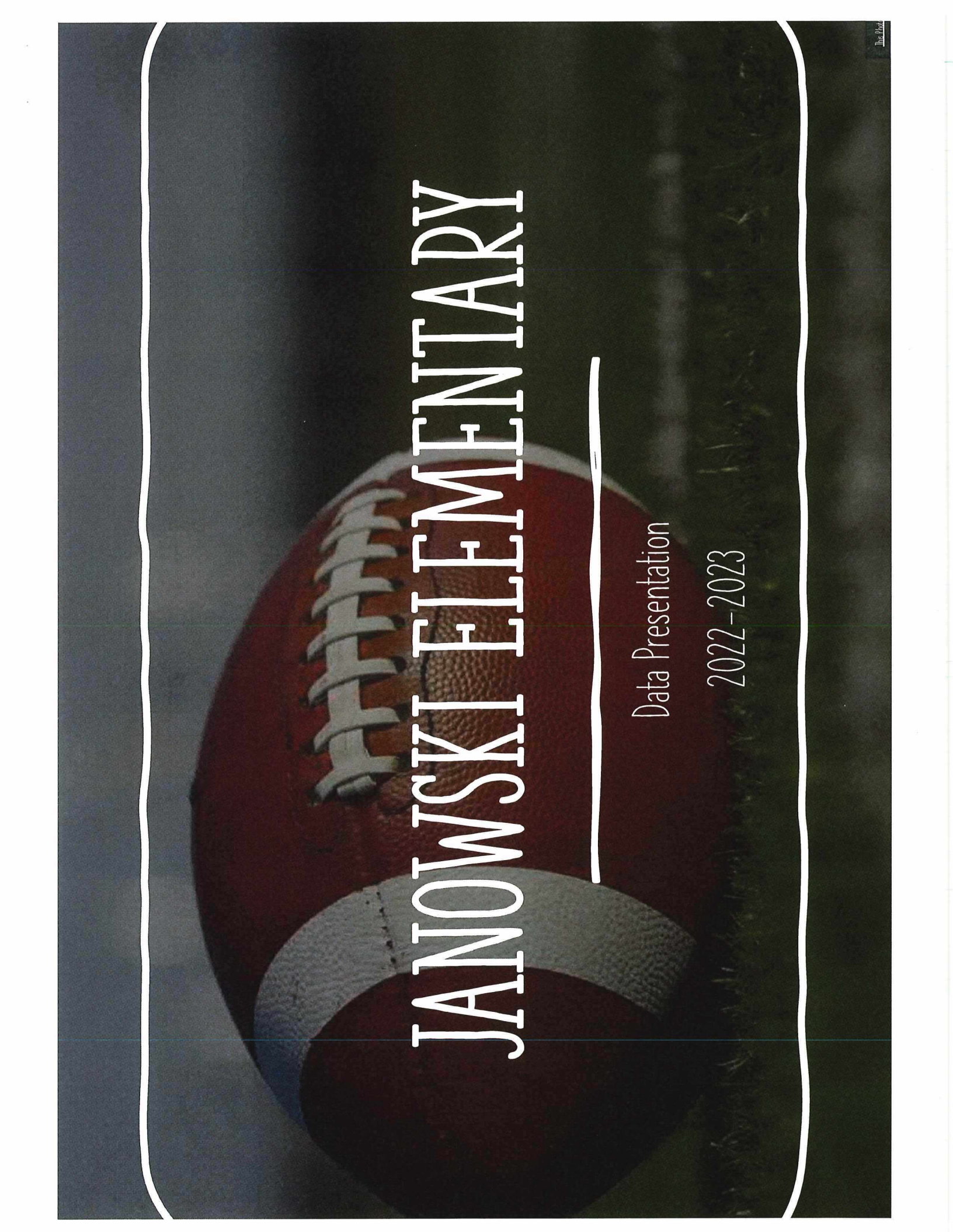| Name	Position	Program	FTE
Elsa Cisneros	Parent Engagement Representative	Title 1	1
Matilde Mendez	Counselor	Title I	1

Campus Funding Summary

1991010001 - General Fund - Regular Program

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	1 to 1 devices for all students and the upkeep of devices	6300 - Supplies and Materials	$10,000.00
1	1	1	3	Materials for tracking for teachers and students	6300 - Supplies and Materials	$2,500.00
1	1	2	3	Resources, materials and furniture	6300 - Supplies and Materials	$15,000.00
1	1	3	3	Supplies and materials for implementation	6300 - Supplies and Materials	$3,000.00
2	1	1	3	Supplies and materials	6300 - Supplies and Materials	$5,000.00
2	1	2	3	Math supplies and materials	6300 - Supplies and Materials	$2,500.00
2	1	3	1	Math resources	6300 - Supplies and Materials	$2,500.00
2	1	3	3	Supplies and materials	6300 - Supplies and Materials	$500.00
5	1	1	2	Supplies and materials	6300 - Supplies and Materials	$1,500.00
5	1	1	3	Resources to encourage good attendance	6300 - Supplies and Materials	$1,000.00
5	2	1	2	Supplies and materials	6300 - Supplies and Materials	$1,000.00
5	2	1	3	Materials for bulletin boards	6300 - Supplies and Materials	$500.00
5	3	1	3	Supplies and materials	6300 - Supplies and Materials	$1,000.00
5	6	1	2	Resources needed for meetings	6300 - Supplies and Materials	$1,000.00
					Sub-Total	$47,000.00

1991010002 - General Fund - Gifted & Talented

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	1	Resources for advance learning	6300 - Supplies and Materials	$2,500.00
3	1	1	2	Afterschool pay for faculty and staff	6100 - Payroll	$3,000.00
3	1	1	3	Supplies and materials	6300 - Supplies and Materials	$1,500.00
5	5	1	1	Supplies and materials	6300 - Supplies and Materials	$1,500.00
					Sub-Total	$8,500.00

1991010003 - General Fund - Small School Subsidy

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	2	Resources and materials to successfully implement Thinking Maps	6300 - Supplies and Materials	$3,000.00
2	1	3	2	Afterschool Meetings	6100 - Payroll	$1,500.00
5	3	1	2	Supplies and materials	6300 - Supplies and Materials	$1,000.00

1991010003 - General Fund - Small School Subsidy

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	6	1	3	Supplies and materials for meetings	6300 - Supplies and Materials	$1,000.00
					Sub-Total	$6,500.00

1991010004 - General Fund - State Comp Ed

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	2	Technology needs (headsets and chrome books/laptops)	6300 - Supplies and Materials	$5,000.00
2	1	1	2	Headphones and device upkeep	6300 - Supplies and Materials	$5,000.00
5	4	1	2	Supplies and Materials	6300 - Supplies and Materials	$1,000.00
5	5	1	3	Supplies and materials	6300 - Supplies and Materials	$1,500.00
					Sub-Total	$12,500.00

1991010006 - General Fund - Bilingual

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	5	1	2	Supplies and materials	6300 - Supplies and Materials	$1,500.00
					Sub-Total	$1,500.00

1991010007 - General Fund - Special Education

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	1	Supplies and materials	6300 - Supplies and Materials	$1,000.00
4	1	1	2	Supplies and materials	6300 - Supplies and Materials	$500.00
4	1	1	3	supplies and materials	6300 - Supplies and Materials	$500.00
					Sub-Total	$2,000.00

2110000000 - Title 1 Basic Programs

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	1	Hourly teacher pay and afterschool tutorial pay	6100 - Payroll	$30,000.00
1	1	2	2	Afterschool tutorial expense	6100 - Payroll	$30,000.00
1	1	3	1	Thinking maps binder and materials	6300 - Supplies and Materials	$2,500.00
2	1	2	2	Afterschool tutorial pay	6100 - Payroll	$30,000.00
5	4	1	3	Afterschool tutoring	6100 - Payroll	$5,000.00
					Sub-Total	$97,500.00

2890000000 - Federal Special Revenue

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	1	ESSER	6100 - Payroll	$68,000.00

2890000000 - Federal Special Revenue						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
					Sub-Total	$68,000.00

Addendums

JANOWSKI ELEMENTARY

Data Presentation

2022-2023

THIRD GRADE STAAR READING

Third Grade STAAR Reading Data

	Approaches	Meets	Masters
2019	65%	35%	23%
2021	47%	18%	18%
2022	78%	43%	30%

■ 2019 ■ 2021 ■ 2022

Third Grade STAAR Spanish Reading

	Approaches	Meets	Masters
2019	70%	41%	19%
2021	39%	20%	15%
2022	54%	26%	17%

■ 2019 ■ 2021 ■ 2022
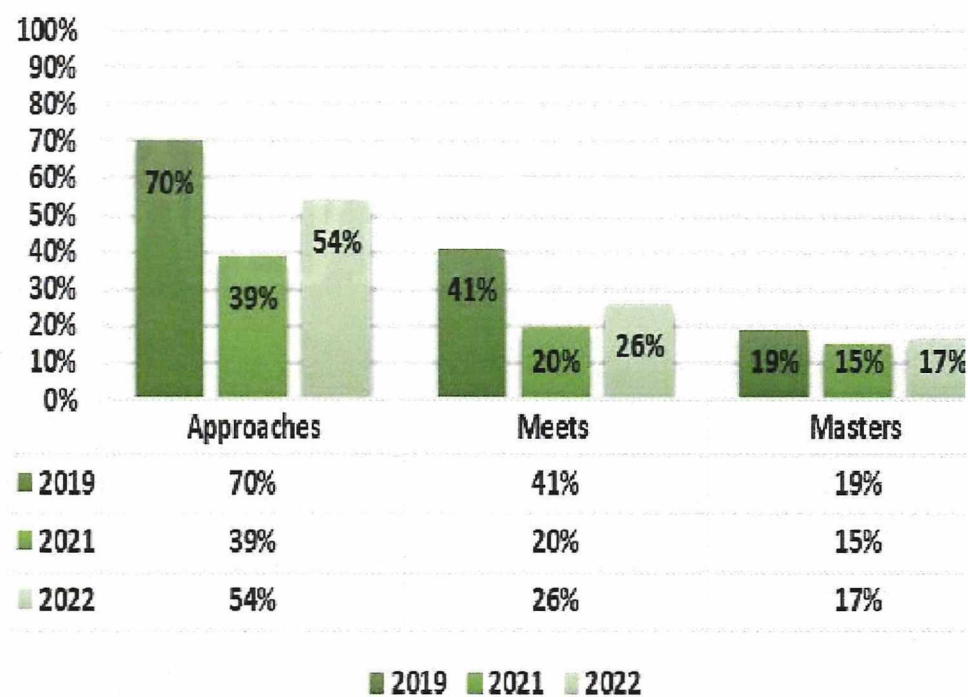
Third Grade STAAR Math
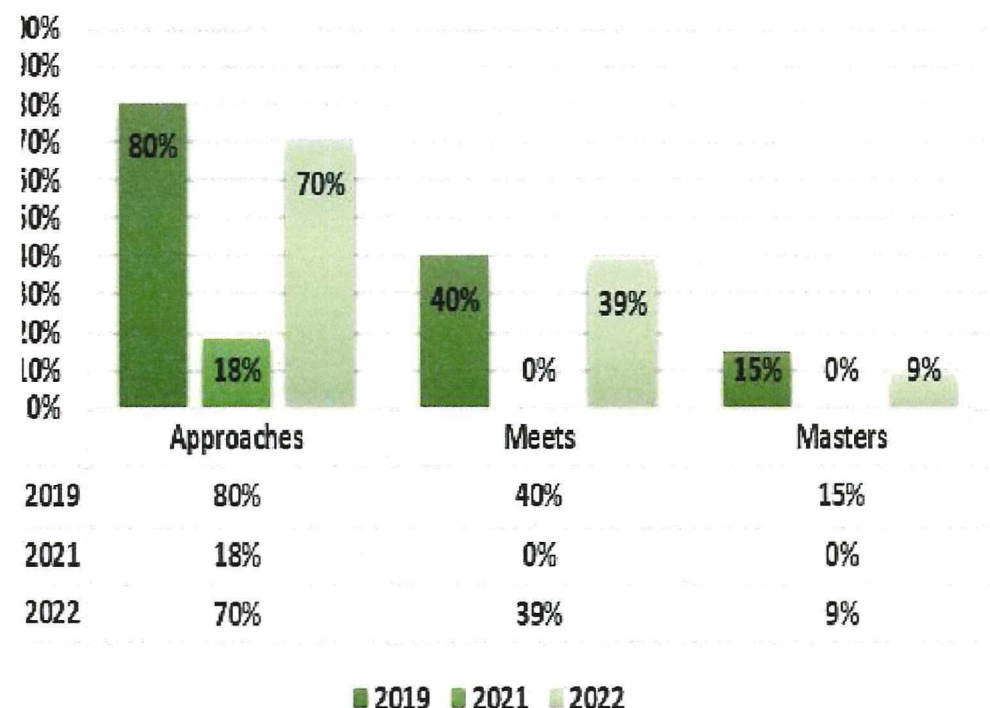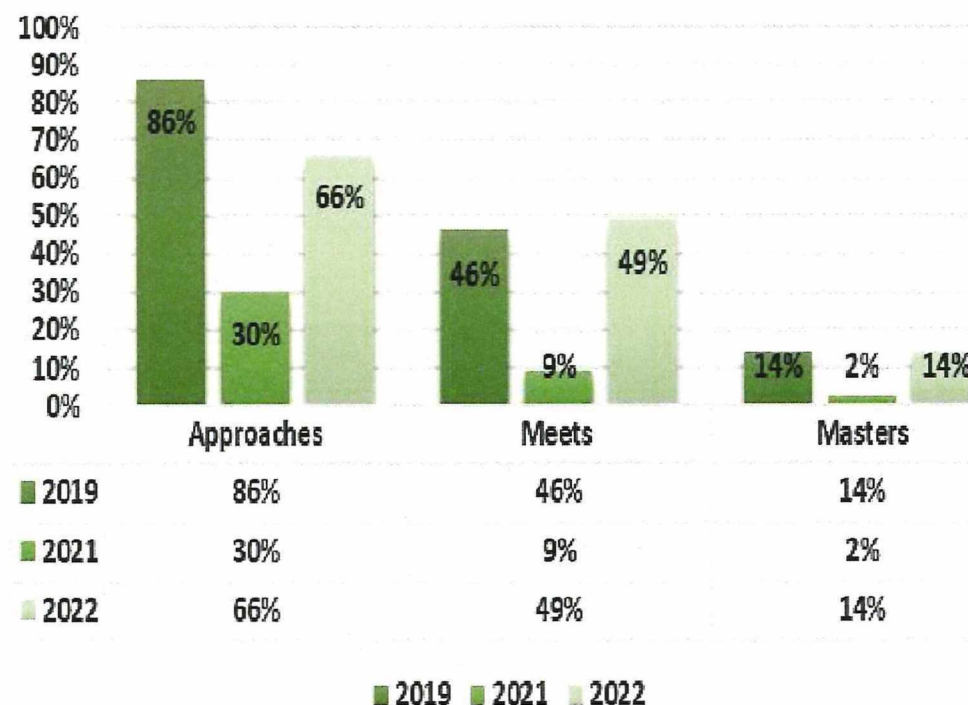
	Approaches	Meets	Masters
2019	80%	40%	15%
2021	18%	0%	0%
2022	70%	39%	9%

2019 2021 2022

Third Grade STAAR Spanish Math

	Approaches	Meets	Masters
2019	86%	46%	14%
2021	30%	9%	2%
2022	66%	49%	14%

2019 2021 2022

4th Grade STAAR Reading Data

	Approaches	Meets	Masters
2019	64%	33%	26%
2021	65%	30%	11%
2022	67%	39%	28%

2019   2021   2022

4th Grade STAAR Spanish Reading Data

	Approaches	Meets	Masters
2019	63%	20%	15%
2021	52%	30%	26%
2022	35%	17%	13%

2019   2021   2022

4th Grade STAAR Math

	Approaches	Meets	Masters
2019	62%	36%	18%
2021	54%	27%	16%
2022	44%	28%	11%

2019 2021 2022

4th Grade STAAR Spanish Math

	Approaches	Meets	Masters
2019	61%	39%	22%
2021	35%	4%	0%
2022	33%	11%	4%

2019 2021 2022

5th Grade STAAR Reading Data

	Approaches	Meets	Masters
2019	86%	49%	22%
2021	57%	26%	15%
2022	84%	56%	32%

Legend: 2019 2021 2022

5th Grade STAAR Math Data

	Approaches	Meets	Masters
2019	94%	45%	25%
2021	30%	11%	6%
2022	66%	34%	16%

■ 2019 ■ 2021 ■ 2022

5th Grade STAAR Science

	Approaches	Meets	Masters
2019	70%	44%	14%
2021	39%	14%	3%
2022	60%	33%	12%

Legend: 2019 · 2021 · 2022
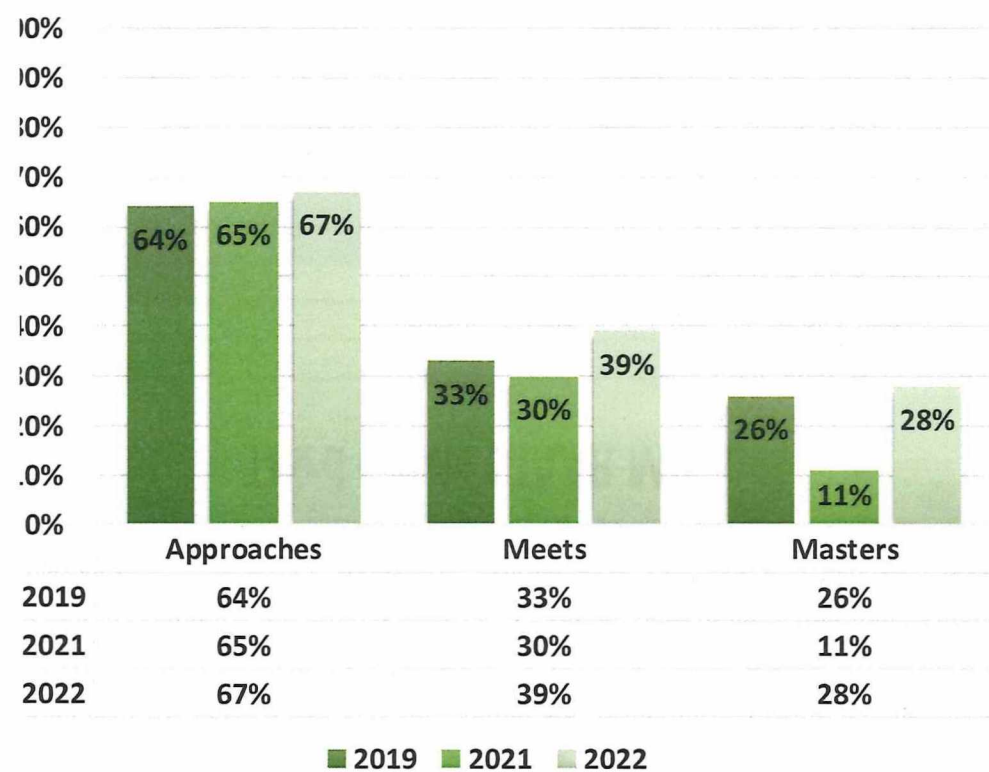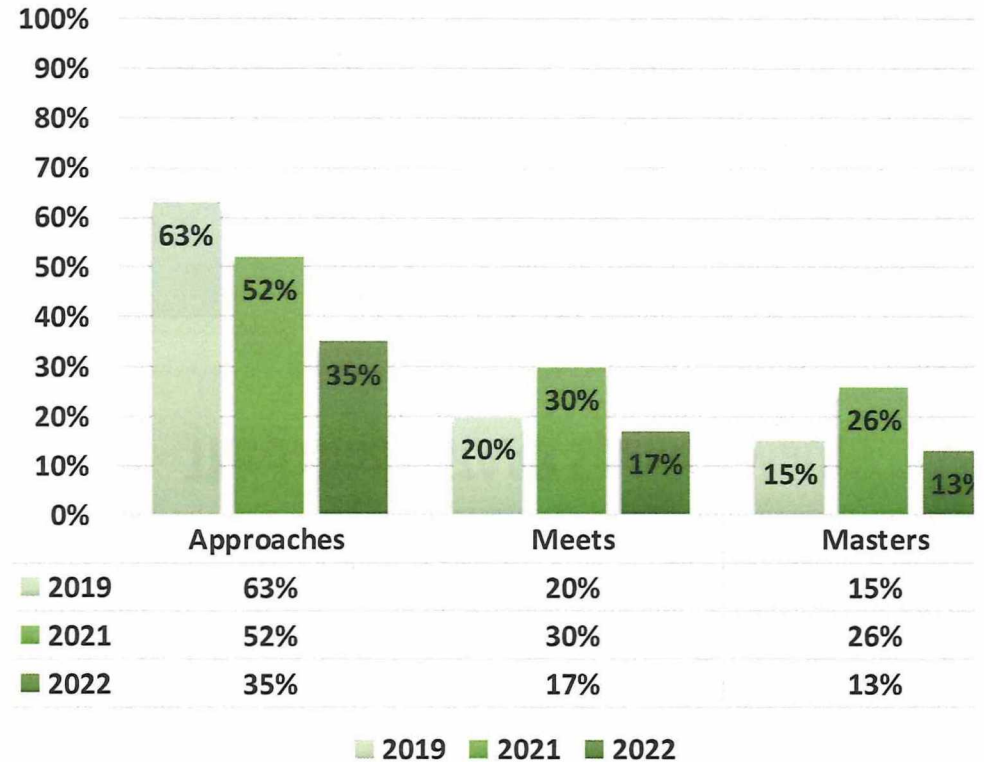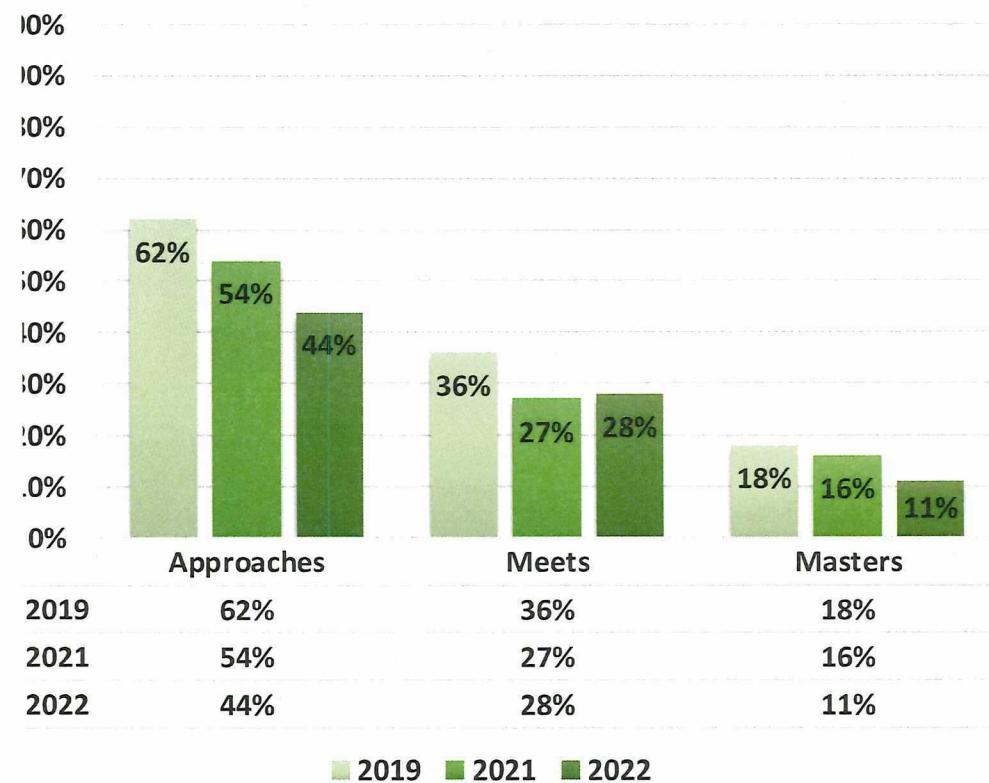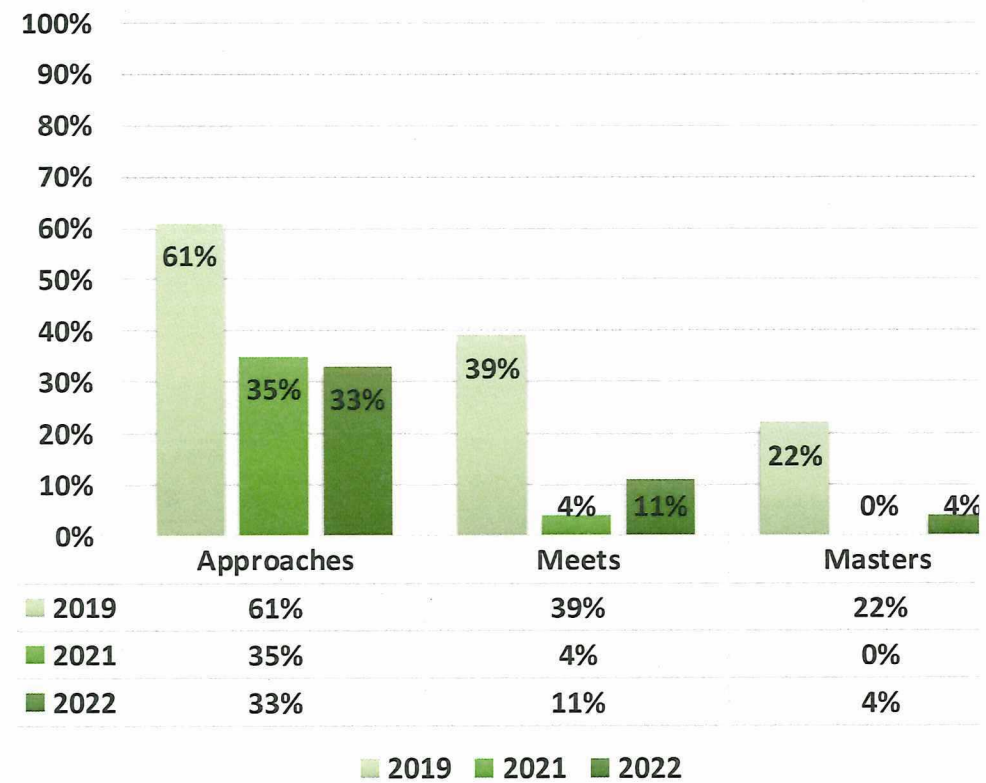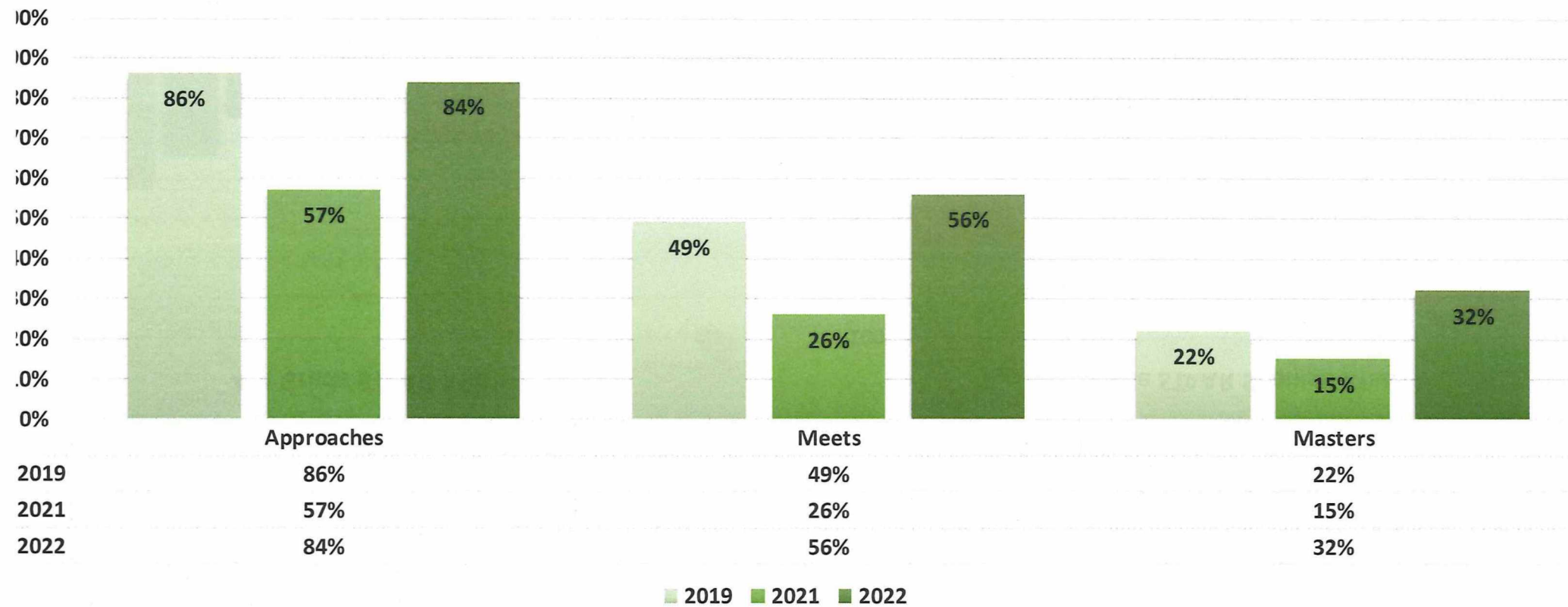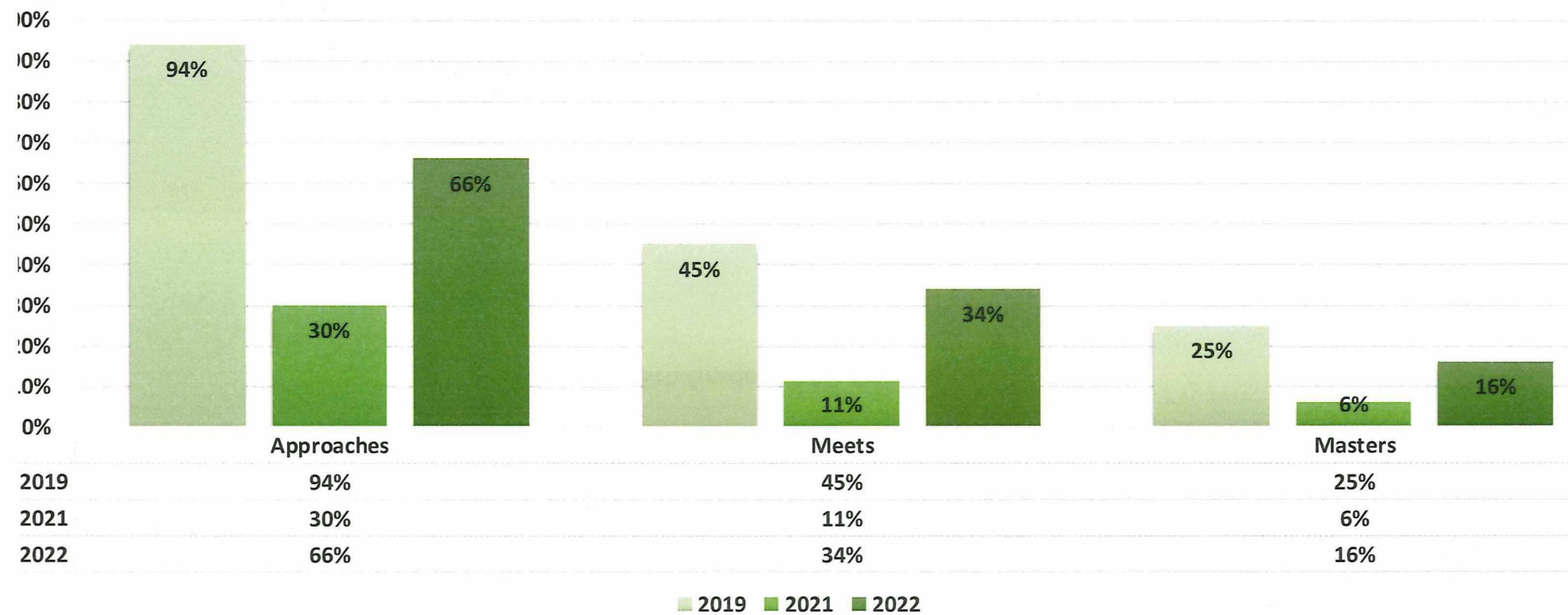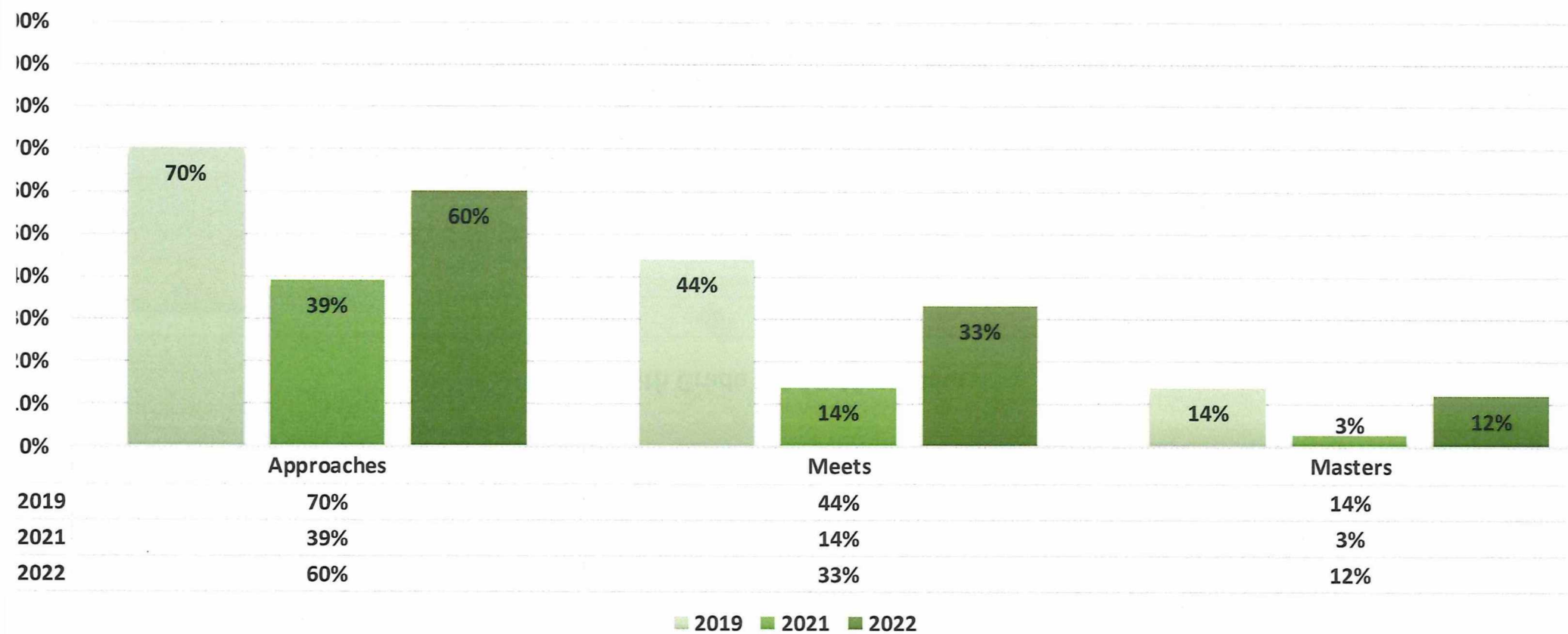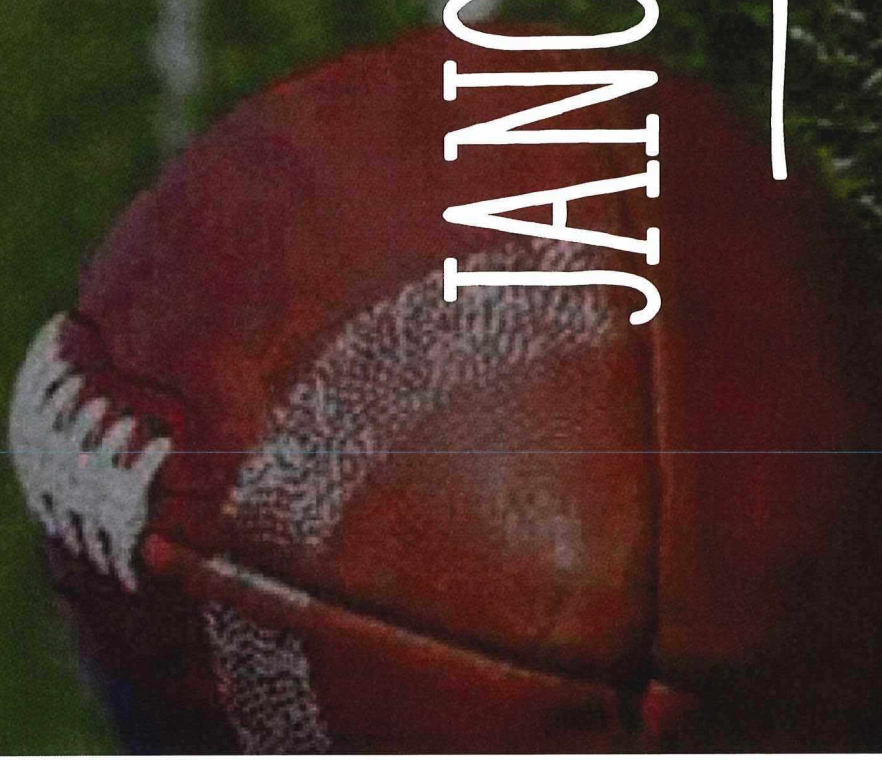
JANOWSKI GOALS

JANOWSKI GOALS 2022-2023

Move our campus from a "C" to a "B" rating

By the end of the 2022-2023 school year Janowski ES students in 3rd-4th grade that met or exceeded the passing standard on the Reading STAAR test will increase by the following percentages

- 3rd Spanish Reading by 10% in approaches, meets and masters
- 4th Spanish Reading by 20% in approaches, and 10% in both meets and masters

By the end of the 2022-2023 school year Janowski ES students in 3rd-5th grade that met or exceeded the passing standard on the Math STAAR test will increase by the following percentages

- 3rd Spanish Math by 5% in approaches, meets and masters
- 4th Math by 25% in approaches/Spanish Math 30% in approaches and 10% in both meets and masters
- 5th Math by 5% in approaches, meets and masters

EST PRACTICES:

IMAGINE LITERACY

MATH

AR Connections

Student	Imagine Lessons Passed	STAAR Math 2022	Scale Score	%
Geraldine	13	DNM	1321	45
Allison	118	Masters	1619	90
Blanca	128	Meets	1486	74
Matthew	153	Meets	1501	77
Ricardo	184	Meets	1525	81
Kimberly	132	Meets	1501	77
Kaylee	30	DNM	1253	32
Justin	154	Masters	1811	100
Katelynn	145	Meets	1552	84
Rony	117	Meets	1486	81
Gabriela	35	DNM	1288	39
Victoria	206	Masters	1619	90
Ayden	3	DNM	1288	
Edgar	60	Appr	1439	68
Caleb	172	Masters	1619	90
Jose Z.	92	Appr	1439	68
Brandon	121	Meets	1501	77

Student	Imagine Lessons Passed	STAAR Math 2022	Sc Sc
Leonardo P	31	DNM	1
Chris S.	47	Appr	1
Veronica	24	DNM	1
Joangel	104	Appr	1
Genisis	113	Meets	1
Melany	62	DNM	1
Christopher	144	Meets	1
Miranda	81	Masters	1
Emily	46	Appr	1
Leo Pineda	16	DNM	1
Anthony	17	DNM	1
Kathy	20	DNM	1
Jose Rios	117	Meets	1
Naomi	42	DNM	1
Joel	36	Meets	1
Naysa	52	Appr	1
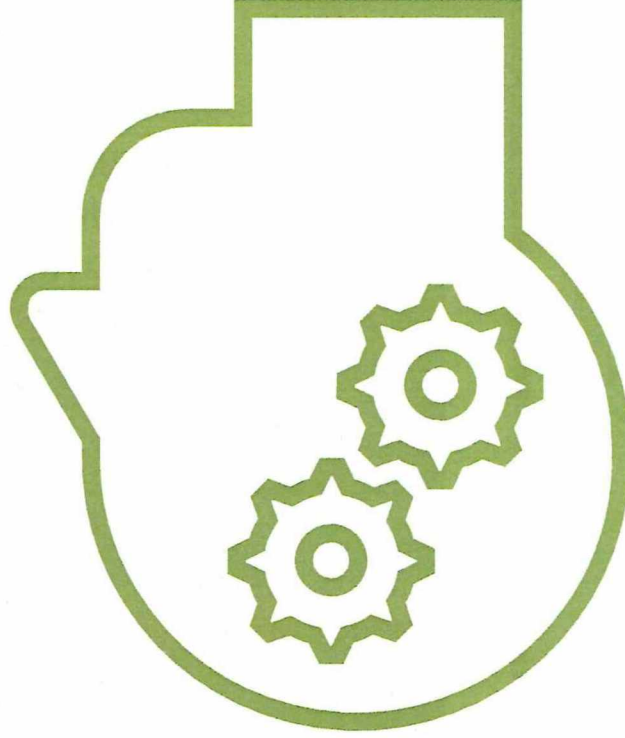
REFLECTIONS

LEADERSHIP REPORT CARDS

STAAR 2015-2021

Recent STAAR Data

LOCAL DATA 2020-2021

Recent STAAR — Local — Longitudinal

Process Standards*
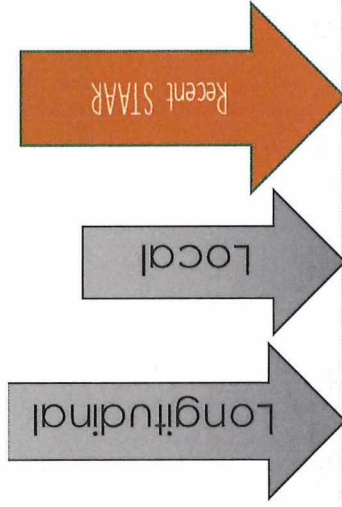
	Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
Tools to Know	apply mathematics in everyday situation			
Ways to Show	communicate ideas mathematically, ana			

Comments:

TEKS Cluster* Analysis

percentage of items answered correctly

	Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
5.2	Represent		65	68	
5.3 | 5.4	>> Whole		60	68	
5.3	All Operat		48	65	
5.3	>> All Ope		55	54	
5.4 | 5.8	>> Graphing on Coordinate Planes	59	58	60	
5.5 | 5.7	>> Geometry and Measurement	60	60	60	
5.9	Data Analysis	61	51	65	
5.10	Personal Financial Literacy	60		61	

Comments:

* Reference the applicable *Student Learning Report* for a listing of all standards included in the aggregated data set

>> TEKS clusters typically requiring additional time and focus in the curriculum

LEADERSHIP REPORT CARD 3RD GRADE READING

Leadership Report Card: Grade 3 SLAR

Campuses: 181

Instructional Component	subcluster	Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
Word Study					
3.2	Beginning Reading and Writing				
3.3	Vocabulary	57	55	69	
Shared Reading					
3.3 | 3.4 | 3.6	Tools to Know: Reading Process	63	35	70	
3.6	Tools to Know: Comprehension	51	52	52	
3.8 | 3.9 | 3.10	Ways to Show: Thinking about the Meaning	56	56	56	
3.10	Author's Craft: Thinking about the Writing	49	61	49	
3.7	Ways to Show: Response Skills	39	39	44	
Writing					
3.11 | 3.12	Tools to Know: Writing Process (Revision)		31		
3.11 | 3.12	Tools to Know: Writing Process (Editing)		41		

Commitments:

Leadership Report Card: Grade 3 ELAR

Campuses: 181

Instructional Component	subcluster	Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
Word Study					
3.2	Beginning Reading and Writing				
3.3	Vocabulary	60	65	87	
Shared Reading					
3.3 | 3.4 | 3.6	Tools to Know: Reading Process	60	54	75	
3.6	Tools to Know: Comprehension	58	60	68	
3.8 | 3.9 | 3.10	Ways to Show: Thinking about the Meaning	59	55	60	
3.10	Author's Craft: Thinking about the Writing	62	78	63	
3.7	Ways to Show: Response Skills	61	45	58	
Writing					
3.11 | 3.12	Tools to Know: Writing Process (Revision)		22		
3.11 | 3.12	Tools to Know: Writing Process (Editing)		43		

Commitments:

~DERSHIP REPORT
CARD
₂D GRADE MATH

Leadership Report Card: Grade 3 Math
(by TEKS Cluster)
Campuses: 181

* *Reference the applicable Teacher Learning Report for a listing of all standards included in the aggregated data set*

Process Standards* Analysis	Checkpoint 1	Checkpoint 2	Check 3
Tools to Know apply mathematics in everyday situations, use problem-solving models			

Commitments:

	TEKS Cluster* Analysis	Checkpoint 1	Checkpoint 2	Check 3
3.2	**Representation and Comparison of Whole Numbers**	63	49	8
3.3	**>> Fractions**	59		6
3.4 | 3.5	**>> Addition and Subtraction of Whole Numbers**	63	52	5
3.4 | 3.5	**>> Multiplication and Division of Whole Numbers**	56	56	5
3.6	**Geometry**	71		7
3.7	**>> Measurement**	54		6
3.8	**Data Analysis**	60	60	7
3.9	**Personal Financial Literacy**	42		3

Commitments:

>> TEKS clusters typically requiring additional time and focus in the curriculum

LEADERSHIP REPORT CARD 4$^{\text{TH}}$ GRADE READING

Leadership Report Card: Grade 4 SLAR

Campuses: 181

Instructional Component subcluster		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
Word Study					
4.2	Beginning Reading and Writing				
4.3	Vocabulary	68	51		
Shared Reading					
4.3 | 4.4 | 4.6	Tools to Know: Reading Process	65	31	54	
4.6	Tools to Know: Comprehension	60	30	47	
4.8 | 4.9 | 4.10	Ways to Show: Thinking about the Meaning	58	32	45	
4.10	Author's Craft: Thinking about the Writing	64	32	49	
4.7	Ways to Show: Response Skills	50	40	48	
Writing					
4.11 | 4.12	Tools to Know: Writing Process (Revision)		38		
4.11 | 4.12	Tools to Know: Writing Process (Editing)		38		

Commitments:

Leadership Report Card: Grade 4 ELAR

Campuses: 181

Instructional Component subcluster		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTION
Word Study					
4.2	Beginning Reading and Writing		42		
4.3	Vocabulary	71	58	81	
Shared Reading					
4.3 | 4.4 | 4.6	Tools to Know: Reading Process	67	37	86	
4.6	Tools to Know: Comprehension	58	39	70	
4.8 | 4.9 | 4.10	Ways to Show: Thinking about the Meaning	59	38	69	
4.10	Author's Craft: Thinking about the Writing	60	38	52	
4.7	Ways to Show: Response Skills	56	38	57	
Writing					
4.11 | 4.12	Tools to Know: Writing Process (Revision)		38		
4.11 | 4.12	Tools to Know: Writing Process (Editing)		42		

Commitments:

LEADERSHIP REPORT CARD

4TH GRADE MATH

Leadership Report Card: Grade 4 Math
(by TEKS Cluster)
Campuses: 181

* *Reference the applicable Teacher Learning Report for a listing of all standards included in the aggregated data set*

Process Standards* Analysis		Checkpoint 1	Checkpoint 2	Checkpoint 3
Tools to Know	apply mathematics in everyday situations, use problem-solving models			

Commitments:

TEKS Cluster* Analysis			Checkpoint 1	Checkpoint 2	Checkpoint 3
4.2	>> Decimals		65	35	54
4.3	>> Fractions		54	38	46
4.4 | 4.5	>> Whole Number Operations		52	37	46
4.6 | 4.7	>> Geometry		55		43
4.8	Measurement		50		43
4.9	Data Analysis		53		27
4.10	Personal Financial Literacy		67		46

Commitments:

>> *TEKS clusters typically requiring additional time and focus in the curriculum*

ADERSHIP REPORT CARD GRADE READING

Campuses: 181

Instructional Component / subcluster		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACT
Word Study					
5.2	Beginning Reading and Writing		73		
5.3	Vocabulary	71	47	76	
Shared Reading					
5.3 | 5.4 | 5.6	Tools to Know: Reading Process	61	53	84	
5.6	Tools to Know: Comprehension	63	44	68	
5.8 | 5.9 | 5.10	Ways to Show: Thinking about the Meaning	61	44	78	
5.10	Author's Craft: Thinking about the Writing	72	55	73	
5.7	Ways to Show: Response Skills	63	41	58	
Writing					
5.11 | 5.12	Tools to Know: Writing Process (Revision)		51		
5.11 | 5.12	Tools to Know: Writing Process (Editing)		49		

Commitments:

ADERSHIP REPORT CARD

TH GRADE MATH

Leadership Report Card: Grade 5 Math
(by TEKS Cluster)

Campuses: 181

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* Reference the applicable Teacher Learning Report for a listing of all standards included in the aggregated data set

Process Standards* Analysis		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTI
Tools to Know	apply mathematics in everyday situations, use problem-solving models				

Commitments:

TEKS Cluster* Analysis		Checkpoint 1	Checkpoint 2	Checkpoint 3	ACTI
5.3 | 5.4	Whole Number Operations	61	32	55	
5.2 | 5.3 | 5.4	>> Decimals	52	36	54	
5.3	>> Fractions	63	29	60	
5.4 | 5.8	>> Graphing on Coordinate Plane	61		57	
5.5 | 5.6 | 5.7	>> Geometry and Measurement	45		55	
5.9	Data Analysis	53		45	
5.10	Personal Financial Literacy	40		57	

Commitments:

>> TEKS clusters typically requiring additional time and focus in the curriculum

LEADERSHIP REPORT CARD

5TH GRADE SCIENCE

Leadership Report Card: Grade 5 Science
(by TEKS Cluster)
Campuses: 181

Reference the applicable Teacher Learning Report for a listing of all standards included in the aggregated data set

Process Standards* Analysis		Checkpoint 1	Checkpoint 2	Ch
Tools to Know	Plan and implement investigations Use tools to collect data			

Commitments:

	TEKS Cluster* Analysis	Checkpoint 1	Checkpoint 2	Ch
5.5	>> Physical Properties of Matter	61		
5.6	>> Force, Motion, and Energy	60		
5.7	Natural Resources and Changes to Earth's Surface	57		
5.8	Weather	69		
5.8	Space	52		
5.9	>> Organisms and Environments	65		
5.10	Adaptations and Behaviors	53		

Commitments:

>> TEKS clusters typically requiring additional time and focus in the curriculum

TEKS Cluster (Lead4ward Frequency Distribution)	When is it being taught? (Scope and Sequence)	What instructional support do I need? (Field Guides)	Who can provide that support? (Campus Personnel)	When is the support needed? (Lesson Plan/ Scope & Sequence)
TEKS (*highly tested) (Lead4ward Frequency Distribution)	How much time will I need? (Pacing Calendar)	What resources are needed? (Planning Guide/Field Guide)	Do I need to request resources and from whom? (Planning Guide)	Other considerations

ERSHIP REPORT CARD: 3 PRIORITY AREAS

TEKS Cluster .ead4ward Frequency Distribution)	When is it being taught? (Scope and Sequence)	What instructional support do I need? (Field Guides)	Who can provide that support? (Campus Personnel)	When is the support needed? (Lesson Plan/ Scope & Sequence)
TEKS (*highly tested) .ead4ward Frequency Distribution)	How much time will I need? (Pacing Calendar)	What resources are needed? (Planning Guide/Field Guide)	Do I need to request resources and from whom? (Planning Guide)	Other considerations

ERSHIP REPORT CARD: 3 PRIORITY AREAS

TEKS Cluster ead4ward Frequency Distribution)	When is it being taught? (Scope and Sequence)	What instructional support do I need? (Field Guides)	Who can provide that support? (Campus Personnel)	When is the support needed? (Lesson Plan/ Scope & Sequence)
TEKS (*highly tested) ead4ward Frequency Distribution)	How much time will I need? (Pacing Calendar)	What resources are needed? (Planning Guide/Field Guide)	Do I need to request resources and from whom? (Planning Guide)	Other considerations

Professional Development Plan 2022-2023

Date	Training
August 9th	Reading Academy & Summit K12
August 10th	Reading Academy Early Childhood training
August 11th	Lead4ward training
August 12th	CANVAS training
August 16th	CHAMPS training
August 17th	TTESS Lesson planning training
August 18th	Data presentation Kagan Thinking Maps Planning by Design
August 19th	IAT Safety Training Special Education Gifted and Talented
October 4th	OnTrack Assessment Building

ESO 2 math planning sessions   Date TBD

The professional development plan outlined above targets Reading/Writing, Math and Science professional development training for teachers. The plan is aligned with our SIP goals to help improve instruction in reading and math and strengthening our science instruction as well.