

Janowski Elementary

School Action Plan

2024 - 2025



School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

An examination of Janowski's data reveals a positive **trend** in the percentage of students receiving a 0 rating in their ECR portion of the Reading STAAR assessment. The **trend** in Spring of 2023, demonstrates 40% of students in grades 3-5 achieved a 0 rating in their ECR portion of the Reading STAAR assessments. The latest data indicates a 6% improvement for the Spring of 2024, with only 34% of students in grades 3-5 scoring a 0 rating in the ECR portion of the Reading STAAR. Although the campus has made a 6% improvement, **further initiatives** are necessary to improve writing skills across all grade levels.

The leadership team established a framework to guarantee the integration of ECR writing into lesson plans on a bi-weekly basis. This will be **evidenced** through the use of the lesson plan tracker by the leadership team.

Needs related to improving the quality of instruction

An examination of past IRT **data** alongside the current SPOT **data** revealed that **the instructional deficiencies** at Janowski were related to the necessity of increasing rigor across all grade levels. Due to these **instructional deficiencies**, the leadership team has developed **professional development** that will be **presented** monthly beginning with September 3rd Professional Development Day. This deficiency will also be **discussed** during the weekly Professional Learning Community (PLC) meetings at every grade level.

The **data** also revealed that although MRS strategies are being **integrated** into the lessons, certain teachers are not varying these strategies or applying them consistently. Teachers are **receiving** weekly feedback on student engagement through on-the-spot coaching, taking into account the level of experience of the staff (having 7 new teachers on campus).

The administrative team has acknowledged the **quality of instruction** within our special education program as a key area for development. This need is identified by the data presented in the Special Education report card from May 2024, which highlighted the necessity for enhancing the effectiveness of written Individualized Education Programs (IEPs). To address this, special education teachers will **utilize** Goalbook to ensure the effective composition of IEPs. Furthermore, the leadership team will **perform** quarterly evaluations to confirm improvements in the effectiveness of the written IEPs.

System evaluation (philosophy, processes, implementation, capacity)

Based on the identified needs at Janowski Elementary, these are the systems that have been put in place to address the **identified deficiencies** and **improve the quality of instruction** for all students.

- Reading/Writing Systems
 - **Implementing** RACER/RACES Strategy and Thinking Maps
 - **Integrating** ECR into lesson plans on a weekly basis
 - Leadership will **complete** a lesson plan tracker to confirm the implementation of ECR on a weekly basis.
- Rigor/MRS
 - Monthly professional development based on the topic of Rigor and MRS
 - **Implementing** Higher Order Thinking questions in lesson slides
 - **Posting** Higher Order Thinking questions on classroom configuration boards. The leadership team will **progress monitor** the implementation of Higher Order Thinking questions (Rigor) and MRS strategies through the lesson plan tracker and SPOT observations.
- Special Education Systems
 - The leadership team will **verify** that all teachers have received student IEPs by examining student special education binders located in each classroom.
 - The leadership will **verify** that all teachers have received the relevant portions of the IEP within 3 days of its finalization, as **evidenced** by dated signatures on the IEP Teacher Receipt Tracking Form.
 - The special education teachers will **implement** the use of Goalbook to write effective IEPs.
 - The leadership team will **perform** quarterly evaluations to confirm the improvement in the effectiveness of the written IEPs.

In accordance with the LEAD effectiveness guidebook, the goals set by Janowski are in alignment with the district goals to improve high quality instruction for every student.

School Action Plan Template

KEY ACTION ONE	Key Action #1 <p>Raise the level of rigor in all classrooms by implementing the use of high order thinking questions and multiple response strategies.</p>
	Indicators of success (<i>Measurable results that describe success.</i>) <ul style="list-style-type: none"> • By the end of <u>December 2024</u>, 65% of classroom spot observations are expected to receive a rating of 4 or higher in the Engage & Deliver domain as evidenced by the spot domain tracker monitored on a weekly basis by the leadership team. • By the end of <u>December 2024</u>, 75% of teachers will be required to offer numerous chances for students to engage in critical thinking skills with both the teacher and their peers through a range of HOT questions and MRS strategies as evidenced by the lesson plan rubric monitored on a bi-weekly basis by the leadership team. • By the end of <u>April 2025</u>, 90% of classroom spot observations are expected to receive a rating of 4 or higher in the Engage & Deliver domain as evidenced by the spot domain tracker monitored on a weekly basis by the leadership team. • By the end of <u>April 2025</u>, 90% of teachers will be required to offer numerous chances for students to engage in critical thinking skills with both the teacher and their peers through a range of HOT questions and MRS strategies as evidenced by the lesson plan rubric monitored on a bi-weekly basis by the leadership team.
	Specific actions – school leaders (<i>What specific action steps will the building leaders take to accomplish the</i> <ul style="list-style-type: none"> • Professional development opportunities on MRS will be conducted by the leadership team during teacher pre-service week. • The leadership team will participate in weekly planning sessions during PLCs emphasizing executing MRS strategies. • The Spot Observation rubric will be utilized by the leadership team to align and enhance feedback and coaching for implementation of MRS.
	Specific actions – staff (<i>What specific action steps will the staff take to accomplish the objective?</i>) <ul style="list-style-type: none"> • During PLC sessions, teachers will engage in discussions about how MRS will be integrated into their lesson plans. • Teachers will engage students by employing a variety of MRS during their lesson. • Teachers will assess the feedback provided on the implementation of MRS and will refine the delivery of the engagement strategy accordingly.

	Key Action One:		
Staff Devel.	Who: Janowski Admin Team		
	What: Deliver professional development to instructional staff.		
	When: During Pre-Service week		
	Where: Janowski ES		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
Funding sources:			

KEY ACTION TWO	Key Action # 2
	Improve student writing across ELAR and Science classes by implementing purposeful and effective writing strategies.
	<p>Indicators of success (<i>Measurable results that describe success.</i>)</p> <ul style="list-style-type: none"> By the conclusion of <u>December 2024</u>, it is expected that 75% of lesson plans created by teachers of ELAR and Science for grades 2nd to 5th grade will include writing components in both subjects. This will be facilitated using SCR and ECR rubrics, in conjunction with the RACES/RACER strategy, as evidenced by a bi-weekly analysis of the lesson plan rubric and monitored by the leadership team. By the conclusion of <u>April 2025</u>, it is expected that 90% of lesson plans created by teachers of ELAR and Science for grades 2 to 5 will include writing components in both subjects. This will be facilitated using SCR and ECR rubrics, in conjunction with the RACES/RACER strategy, as evidenced by a biweekly analysis of the lesson plan rubric.
	<p>Specific actions – school leaders (<i>What specific action steps will the building leaders take to accomplish the objective?</i>)</p> <ul style="list-style-type: none"> Writing Professional development will be conducted by the leadership team during teacher pre-service week and throughout the year during staff PD. Classroom spot observations and on-the -spot coaching will be provided by the leadership team. The leadership team will engage in weekly PLC meetings that address effective implementation of writing across all content areas using the RACES/RACER strategy.
	<p>Specific actions – staff (<i>What specific action steps will the staff take to accomplish the objective?</i>)</p> <ul style="list-style-type: none"> Teachers will bring student writing samples to PLCs to engage in discussions regarding the utilization of SCR and ECR rubrics. Teachers will embed SCR/ECR opportunities within their lessons across all content areas. Teachers will reflect on feedback and make necessary changes to improve the implementation of writing strategies across all content areas

	Key Action Two:		
Staff Level.	Who: Janowski Admin Team		
	What: Deliver professional development to instructional staff.		
	When: During Pre-Service week.		
	Where: Janowski ES		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
Funding sources:			

KEY ACTION THREE	Key Action #3 The principal ensures IEP's are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
	Indicators of success (<i>Measurable results that describe success.</i>) <ul style="list-style-type: none"> By the end of the 2024-2025 school year, the principal will ensure that 100% of IEP's include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews by the leadership team. Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as evidenced by dated signatures on IEP teacher receipt tracking form that will be monitored monthly by the leadership team.
	Specific actions – school leaders (<i>What specific action steps will the building leaders take to accomplish the objective?</i>) <ul style="list-style-type: none"> Ensure special education teachers participate in the Standards-Based IEP Process training through Ensure special education teachers are utilizing Goalbook to create measurable goals. Principal/Assistant Principal conduct random checks of accommodations and modifications in PowerSchool and during classroom walkthroughs.
	Specific actions – staff (<i>What specific action steps will the staff take to accomplish the objective?</i>) <ul style="list-style-type: none"> SPED department chair and self-contained teachers will participate in professional development on policy, procedures, and expectations; best practices for writing and implementing IEP goals and objectives aligned to the district/campus systems to improve the effectiveness of IEP implementation; and effective instructional delivery practices. General education, SPED, and Self-contained teachers will collaboratively work in making sure all accommodations and modifications are inputted in PowerSchool.

	Key Action Three:		
Staff Devel.	Who: Janowski Admin team and special education chair.		
	What: Deliver professional development to instructional staff.		
	When: During pre-service week.		
	Where: Janowski ES		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
Funding sources:			

KEY ACTION FOUR	Key Action # 4 Campus improves English proficiency for Emergent Bilingual students.
	Indicators of success (<i>Measurable results that describe success.</i>) <ul style="list-style-type: none"> • By June 2025, 49% of students will have grown one level of Proficiency, defined as SY 23-24 composite to SY 24-25 composite on TELPAS. • By May 2025, 60% of EB teachers will score 7/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester.
	Specific actions – school leaders (<i>What specific action steps will the building leaders take to accomplish the objective?</i>) <ul style="list-style-type: none"> • Pull current student’s composite ratings on TELPAS for 2023-2024 school year, percent of students who met reclassification criteria, and have the interim target for English Language Proficiency standard internalized. • Facilitate meeting(s) to share the student-level data and goals with teachers. • Identify which teachers are serving EBs during which class periods to ensure they are observing teachers during instruction for EBs by reviewing class.
	Specific actions – staff (<i>What specific action steps will the staff take to accomplish the objective?</i>) <ul style="list-style-type: none"> • Teachers will internalize their student’s composite ratings on TELPAS for the 2023-2024 school year including the interim target for 2024-2025. • Teachers will analyze their student’s data and create goals and conference with students to ensure understanding of TELPAS English Language Proficiency levels.

	Key Action Four:		
Staff Devel.	Who:		
	What:		
	When:		
	Where:		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
Funding sources:			



Janowski Elementary
2023-2024
STAAR DATA

CAMPUS-WIDE MATH SCORES

Total Tests: 141

	Did Not Meet	Approaches	Meets	Masters
Percent	11%	89%	59%	22%
Count	16	125	83	31

CAMPUS-WIDE READING SCORES

Total Tests: 141

	Did Not Meet	Approaches	Meets	Masters
Percent	13%	87%	48%	25%
Count	18	123	68	35

CAMPUS-WIDE SCIENCE SCORES

Total Tests: 50

	Did Not Meet	Approaches	Meets	Masters
Percent	40%	60%	20%	8%
Count	20	30	10	4

CAMPUS-WIDE SCORES

Total Tests: 332

	Did Not Meet	Approaches	Meets	Masters
Percent	16%	84%	48%	21%
Count	54	278	161	70