

**Houston Independent School District**  
**181 Janowski Elementary School**  
**2021-2022 Campus Improvement Plan**



# 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.

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# 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 development 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 disadvantaged students, 65% English language learners and 7% special education students. At Janowski we have several schoolwide initiatives which are implemented 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 committed to promoting academic 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 management 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 403 in 2021-2022. **Root Cause:** Two major root causes has been the opening of a KIPP academy behind Burbank Middle and the COVID pandemic the past 2 years.

# Student Learning

## Student Learning Summary

Janowski Elementary Data for the 2020-2021 school year is as follows:

***Please Note: Graphs for STAAR Data have been uploaded in the Addendums portion of the SIP***

### Third Grade STAAR Reading

- 47 % of our students met the approaches grade level or above standard
- 0% of our students were at the meets grade level or above standard
- 18% of our students were at the masters grade level standard

### Third Grade STAAR Reading Spanish

- 39 % of our students met the approaches grade level or above standard
- 4 % of our students were at the meets grade level or above standard
- 15 % of our students were at the masters grade level standard

### Third Grade Spanish STAAR Math

- % of our students met the approaches grade level or above standard
  - % of our students were at the meets grade level or above standard
  - % of our students were at the masters grade level standard
- Third Grade STAAR Math

## Student Learning Strengths

Student learning strengths will be first and foremost having the students present in a face to face environment. Teachers will be able to immediately address misconceptions and put in place interventions for the learning that was lost over the past year and a half. Teachers will teach through a small group model. Imagine literacy and imagine math will be implemented with fidelity to address student needs at their learning level.

## Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1:** Attendance will be a big problem of practice due to the rising number of COVID cases on campus. **Root Cause:** COVID cases on our campus is causing attendance concerns at all grade levels.

# School Processes & Programs

## School Processes & Programs Summary

The following are the school process and programs summary for Janowski:

Schoolwide programs -

- Thinking Maps
- Write from the Beginning
- Kagan Cooperative Strategies
- Literacy By 3
- Reading academy (Kinder and 1st grade on-going this year)
- Imagine Literacy and Imagine Math
- Lesson plan presentation

## School Processes & Programs Strengths

Our program strength school wide is Thinking Maps and Kagan strategies this is evident throughout the entire campus.

## Problems of Practice Identifying School Processes & Programs Needs

**Problem of Practice 1:** The only problem of practice we can encounter this year is with our Kagan cooperative strategies due to COVID safety precautions. Students are to stay a safe distance from each other and not share materials. **Root Cause:** Pandemic prevents some of the process we had in place to be adjusted.

# Perceptions

## Perceptions Summary

Janowski Elementary will increase parent involvement and engagement by 10% by hosting Title 1 parent meetings, wraparound parent information meetings and SEL/counseling meetings. Janowski faculty and staff will make every effort to engage our parents and encourage them to become partners as we work to make sure all our students are successful.

## Perceptions Strengths

Our perceptions strength is the customer service we provide for our community. We strive to assist every parent with any issue or concern they have. Our teachers reach out to our parents frequently to keep them informed of their students progress or lack of progress.

## Problems of Practice Identifying Perceptions Needs

**Problem of Practice 1:** We have very little participation from our parents in our meetings with the teachers during this opening of school. **Root Cause:** Due to the health circumstances happening in our world we are not able to have meetings and events in person and our parents have difficulty managing technology and connecting to TEAMS meetings.



# Priority Problems of Practice

# 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
- Covid-19 Factors and/or waivers

## Accountability Data

- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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 progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- 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:** ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.






**Goal 1:** The percentage of 3rd grade students performing at reading and writing at or above grade level in reading as measures by the Meets grade level standard on STAAR will increase to 38%, 3% points higher than the scores in 2019.

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** 100% of 3rd grade Reading teachers will assign 3 Imagine learning lessons for each student to meet expected goal for success on the STAAR test.

**Evaluation Data Sources:** DLA's, weekly assessment, unit assessments, STAAR mock, STAAR test in May






## HB3 Board Goal

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Teacher will assign Imagine Literacy learning path for each student. Teacher will monitor student progress through Imagine literacy data reports. <b>Strategy's Expected Result/Impact:</b> Expected outcome students successfully completing 30 Imagine literacy lessons by April 2022 <b>Staff Responsible for Monitoring:</b> Classroom teacher and lead team. <b>Action Steps:</b> Implement program consistently in the classroom.  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Devices for every student in 3rd thru 5th grade and afterschool tutorials. - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$10,000		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Measurable Objective 2:** Reading/ language arts teachers in 3rd grade will test 100% of the 3rd grade students in REN 360 and BBR to measure students learning skills and deficit skills.

**Evaluation Data Sources:** Ren 360 and BBR running records

## HB3 Board Goal

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Implementation of interventions in 3rd grade for any identified deficit skills from the Ren 360 reports for all students. <b>Strategy's Expected Result/Impact:</b> Closing the gap for individual students who have been targeted as Tier 2 and Tier 3 students through the Ren 360 and BBR assessments. <b>Staff Responsible for Monitoring:</b> classroom teachers and lead team assigned to the programs <b>Action Steps:</b> Provide 3rd grade teachers with the resources and the schedules to implement interventions.  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> Monies for afterschool tutoring - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$7,000		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

**Board Goal 2: MATH** The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.






**Goal 1: MATH:** The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade level standard on STAAR will increase to 44% from 42% in 2019 (2021 percentages English approaches 18%, meets and masters 0% and Bilingual approaches 30%, meets 7%, and masters 2%.

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** Third grade math teachers will use the Ren 360 instrument to assess student learning and individual math needs.

**Evaluation Data Sources:** Ren 360 and weekly assessments



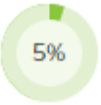




### HB3 Board Goal

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Third grade math teachers will administer a BOY, MOY and EOY of Ren 360 throughout the year. Teachers and lead team will meet through PLC data talk meetings to discuss results and next steps in for Tier 1, 2, and 3 instruction. <b>Strategy's Expected Result/Impact:</b> The expected result is for teachers to individualize instruction for all Tier groups. Teachers will then use the data for grouping and tier level group. <b>Staff Responsible for Monitoring:</b> Teachers and lead team <b>Action Steps:</b> Schedule testing to make sure all students are assessed. Schedule PLC data meeting to discuss results and next steps for instruction.  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> Materials for small group instruction - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$5,000		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Measurable Objective 2:** Math teachers will incorporate Vontoure math strategies into their daily math block and will administer weekly assessments to track progress towards meeting each student's expected goal. Math teachers will also incorporate Imagine math program for small group instruction and accelerated learning.

**Evaluation Data Sources:** Weekly assessments and Imagine math data reports

### HB3 Board Goal

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Third grade teachers will incorporate Vontoure strategies in their lesson plans to teach in a variety of methods. Teachers will also assign Imagine math learning path to all 3rd grade students. <b>Strategy's Expected Result/Impact:</b> Expected impact is for students to successfully pass 30 Imagine learning lessons for success in the STAAR assessment. <b>Staff Responsible for Monitoring:</b> Teachers and lead team <b>Action Steps:</b> Use Imagine math platform consistently and introducing Vontoure math strategies.  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> additional vontoure training and devices for all 3rd grade students - 2890000000 - Federal Special Revenue - 6200 - Contracted Services - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Board Goal 3: SCHOOL PROGRESS** The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

**Goal 1: SCHOOL PROGRESS**

**Strategic Priorities:** Expanding Educational Opportunities



**Board Goal 4: CLOSING THE GAPS** 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 8 percentage points from 21% in spring 2019 to 29% in spring 2024.


**Goal 1: CLOSING THE GAPS:** Janowski education teachers and general education teachers will utilize various instructional strategies for campus special education students' to improve their reading performance by 1 plus year. Teachers will address differentiation to address the needs of the special education students by implementing accelerated learning, small group instruction and afterschool tutorials.






**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** Special education teachers will develop a tracking system on each individual student and progress monitor every 3 weeks. Special education students will participate in the Ren 360 assessments to determine their learning level.

**Evaluation Data Sources:** Ren 360 and weekly assessments.

### HB3 Board Goal

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will develop a portfolio for each student and track the assessment data and progress monitoring data. Special education teacher and general education teachers will be able to individualize the instruction for the special education students. Individualized modifications and designated supports will be put in place for the students. <b>Strategy's Expected Result/Impact:</b> Special education students to achieve 1 year plus of academic success. <b>Staff Responsible for Monitoring:</b> Special education resource teacher, general education teachers and lead team. <b>Action Steps:</b> Progress monitor and make sure all procedures are in place.  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> After school tutoring monies and materials for binder set up - 1991010007 - General Fund - Special Education - 6100 - Payroll - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Special education students will be assigned the Imagine learning platforms in math and reading. Students will work at their pace and on their level. <b>Strategy's Expected Result/Impact:</b> Students will successfully complete 15 lessons by the end of April 2022. Show 1 plus year's growth in their learning. <b>Staff Responsible for Monitoring:</b> Special education resource teacher and general education teachers. <b>Action Steps:</b> Monitor progress of students on the Imagine platforms and assist when necessary.  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> Devices for special education students - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$7,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				






## Board Goal 5: N/A - Additional Campus Goals

**Goal 1: ATTENDANCE:** Janowski Elementary will work on increasing student attendance from 93.4% to 98% by the end of 2022.

**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. 5% increase of students with excessive attendance.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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 8:00 to the front office for daily phone calls. <b>Strategy's Expected Result/Impact:</b> Improve attendance by encouraging parents to send students to school for non-illness reasons. <b>Staff Responsible for Monitoring:</b> Front office staff, wraparound specialist, SIR. <b>Action Steps:</b> Consistently follow procedures for phone calls.  <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				






**Board Goal 5:** N/A - Additional Campus Goals

**Goal 2: DISCIPLINE:** Janowski Elementary will reduce discipline referrals by 5%.

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

**Measurable Objective 1:** 100% of teachers attended Janowski's Champs Review training on August 20th to review or learn CHAMPS classroom strategies to maintain classroom management.

**Evaluation Data Sources:** Percentage of discipline referrals to the office.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will implement "STOIC strategies in their classrooms to maintain a positive environment. (structure, teach expectation, observe student behavior, interact positively, and correct fluently)" <b>Strategy's Expected Result/Impact:</b> 0% of discipline referrals to the administration. <b>Staff Responsible for Monitoring:</b> Teachers and lead team <b>Action Steps:</b> Teachers post discipline strategies.  <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 3:** VIOLENCE PREVENTION

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






**Board Goal 5:** N/A - Additional Campus Goals

**Goal 4: SPECIAL EDUCATION:** 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:** Transforming Academic Outreach

**Measurable Objective 1:** 100% of special education resource students will participate in their general education curriculum with their general education teachers and resource teacher will support their learning by working with them in small group instruction and using research base materials such as Imagine Learning and Math, Vontoure strategies, Thinking Maps and Write from the Beginning.

**Evaluation Data Sources:** Special education teacher will track student progress and intervene when necessary.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Resource teacher will coordinate with general education teachers to set up a schedule for small group instruction for all resource students.  <b>Strategy's Expected Result/Impact:</b> Expected result is for special education students will have the opportunity to work in a small group setting with the resource teacher to understand and comprehend their on grade level school work.  <b>Staff Responsible for Monitoring:</b> classroom teachers and resource teacher <b>Action Steps:</b> Communication between resource teacher and general education teachers. Have a flexible schedule for small group pullouts.  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






**Board Goal 5:** N/A - Additional Campus Goals

**Goal 5: SPECIAL POPULATIONS:** EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.  
Teachers will provide scaffolding assignments for all special populations in their classroom to address individual learning needs.

**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach

**Measurable Objective 1:** 100% of Janowski Elementary teachers will implement various strategies to enhance GT students, ELL students, dyslexia and Economically disadvantage students in their learning and help them grow 1 year plus in reading.

**Evaluation Data Sources:** weekly assessments, Imagine platform reports, Renzuli learning profiles, Ren 360 data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> "GT students will work in a project-based learning to help them move at a faster pace than their peers. ELL students - teachers will utilize sheltered instruction and vocabulary development strategies. Dyslexia students - coordinator will work with students in small group to teach them dyslexia strategies Econ. Dis. Students - teachers will work in small group setting if they are Tier 3 students, wraparound specialist will work with families to assist with any outside insecurities. "</p> <p><b>Strategy's Expected Result/Impact:</b> Expected result is for all Tier students in each classroom have success in their learning with the various strategies the teachers put in place.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and lead team</p> <p><b>Action Steps:</b> Implementation of differentiated instruction.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Board Goal 5:** N/A - Additional Campus Goals






**Goal 6: PARENT and COMMUNITY ENGAGEMENT:**

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

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** Janowski will increase FACE and Title 1 meetings by 10% to build relationships with the school community .

**Evaluation Data Sources:** Attendance trackers of meetings hosted by the specialists on our campus.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Janowski Elementary will host parent meetings held by the counselor, nurse, Title 1 specialist and wraparound specialist and attendance will be taken. <b>Strategy's Expected Result/Impact:</b> The expected impact is to increase parent participation in all our community reach meetings. <b>Staff Responsible for Monitoring:</b> Title 1 coordinator, counselor, wraparound specialist <b>Action Steps:</b> Schedule meetings throughout the academic school year.  <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue



## **Board Goal 5:** N/A - Additional Campus Goals

### **Goal 7: MANDATED HEALTH SERVICES**

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

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

**Measurable Objective 1:** IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

**Evaluation Data Sources:** Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Sherron Johnston, nurse  
Estimated number of students to be screened:  
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

**Measurable Objective 2:** VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

**Evaluation Data Sources:** Vision screening records for all applicable students completed by SCHOOL NURSE: Sherron Johnston, nurse  
Estimated number of students to be screened:  
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

**Measurable Objective 3:** HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

**Evaluation Data Sources:** Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Sherron Johnston, nurse  
Estimated number of students to be screened:  
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

**Measurable Objective 4:** TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

**Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Sherron Johnston  
Estimated number of students to be screened:  
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

**Measurable Objective 5:** SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

**Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: Sherron Johnston, nurse  
Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

**Measurable Objective 6:** MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

**Evaluation Data Sources:** PERSON RESPONSIBLE: School Nurse/Health Wellness Team: Sherron Johnston and the wellness team

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

**Measurable Objective 7:** AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

**Evaluation Data Sources:** PERSON RESPONSIBLE who is certified in CPR/AED: Sherron Johnston

Number of AEDs on campus: 2

**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.

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

**Measurable Objective 1:** Nurse Johnston and Coach Moore will hold class discussions throughout the school year around nutrition and physical activity with 100% of the students.

**Evaluation Data Sources:** Lesson plans and class meetings

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 9:** OTHER UNMET (If applicable)

# State Compensatory

## Budget for 181 Janowski Elementary School

**Total SCE Funds:** \$109,292.74

**Total FTEs Funded by SCE:** 3

### Brief Description of SCE Services and/or Programs

Personnel funded is Janowski's 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. Monies are also used for afterschool interventions for students across all grade levels and subject areas to close the learning gaps and learning deficits.

## Personnel for 181 Janowski Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Haywood, Melody Ann	Tchr, Fourth Grade	1
Salas, Rebecca	Tchr, First Grade	1
Vasquez, Michelle	Tchr, Spclst 11M	1

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP 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 STAAR test 2019. Janowski met the standard on each of the 3 domains (student achievement 71; school progress Part-B 82 and closing the gaps - 73) for an overall rating of 79 = C. After analyzing the data we will target reading and math instruction through direct teacher instruction, small group instruction, differentiated learning, intervention time slots during the day and afterschool and data driven instruction. We will work on a backwards by design model to drive lesson plans and assessments on our campus. We will incorporate various learning programs such as Imagine Literacy and Imagine Math to increase student achievement. We will continue to monitor our school wide programs Thining Maps, Write from the Beginning Kagan Cooperative strategies, Imagine Literacy and Math, CHAMPS and sheltered instruction. Our goals and data target is to gain 5% point in our overall score and increase percentages in approaches, meets and masters.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **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 available 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

## **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)

## **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

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: 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 specialist

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

### **3.2: Offer flexible number of parent involvement meetings**

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - October 1, 2021
- Meeting #1 Alternate - October 5th
- Meeting #2 - December 10, 2021
- Meeting #2 Alternate - December 14th
- Meeting #3 - February 22, 2022
- Meeting #3 Alternate - February 24th
- Meeting #4 - April 26, 2022



- Meeting #4 Alternate - April 28th

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alejandra Guerrero	Parent Engagement Rep.	Title 1	100%
Lesley Wolfe	Interventionist	Title 1	100%
Matilde Mendez	Counselor	Title 1	100%

# Campus Administrator

Committee Role	Name	Position
Administrator	Elizabeth Espinoza	Assistant Principal
Administrator	Michelle Vasquez	Teacher specialist
Administrator	Matilde Mendez	Counselor

# Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Myrna Bazan	Principal
Administrator	Elizabeth Espinoza	Assistant Principal
Classroom Teacher	Crystal Stolte	Pre-kinder lead
Classroom Teacher	Samantha Rios	Kindergarten
Classroom Teacher	Sandra Infante	1st grade bilingual
Classroom Teacher	Juan Pablo Mercado	2nd grade bilingual
Classroom Teacher	Petra Gallegos	3rd grade
Classroom Teacher	Amanda Cooper	5th grade
Non-classroom Professional	Lesley Wolfe	Science Interventionist
Non-classroom Professional	Matilde Mendez	Counselor
Non-classroom Professional	Lana Cordill	Special education teacher
Non-classroom staff	Joseph Eckert	IT specialist rep.
Classroom Teacher	Lazaro Medina	4th grade teacher

# Campus Funding Summary

1991010007 - General Fund - Special Education						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	1	After school tutoring monies and materials for binder set up	6100 - Payroll	\$3,000.00
4	1	1	2	Devices for special education students	6300 - Supplies and Materials	\$7,000.00
<b>Sub-Total</b>						\$10,000.00
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Devices for every student in 3rd thru 5th grade and afterschool tutorials.	6100 - Payroll	\$10,000.00
1	1	2	1	Monies for afterschool tutoring	6100 - Payroll	\$7,000.00
2	1	1	1	Materials for small group instruction	6300 - Supplies and Materials	\$5,000.00
<b>Sub-Total</b>						\$22,000.00
2890000000 - Federal Special Revenue						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	1	additional vontoure training and devices for all 3rd grade students	6200 - Contracted Services	\$10,000.00
<b>Sub-Total</b>						\$10,000.00
<b>Grand Total</b>						\$42,000.00

# Addendums

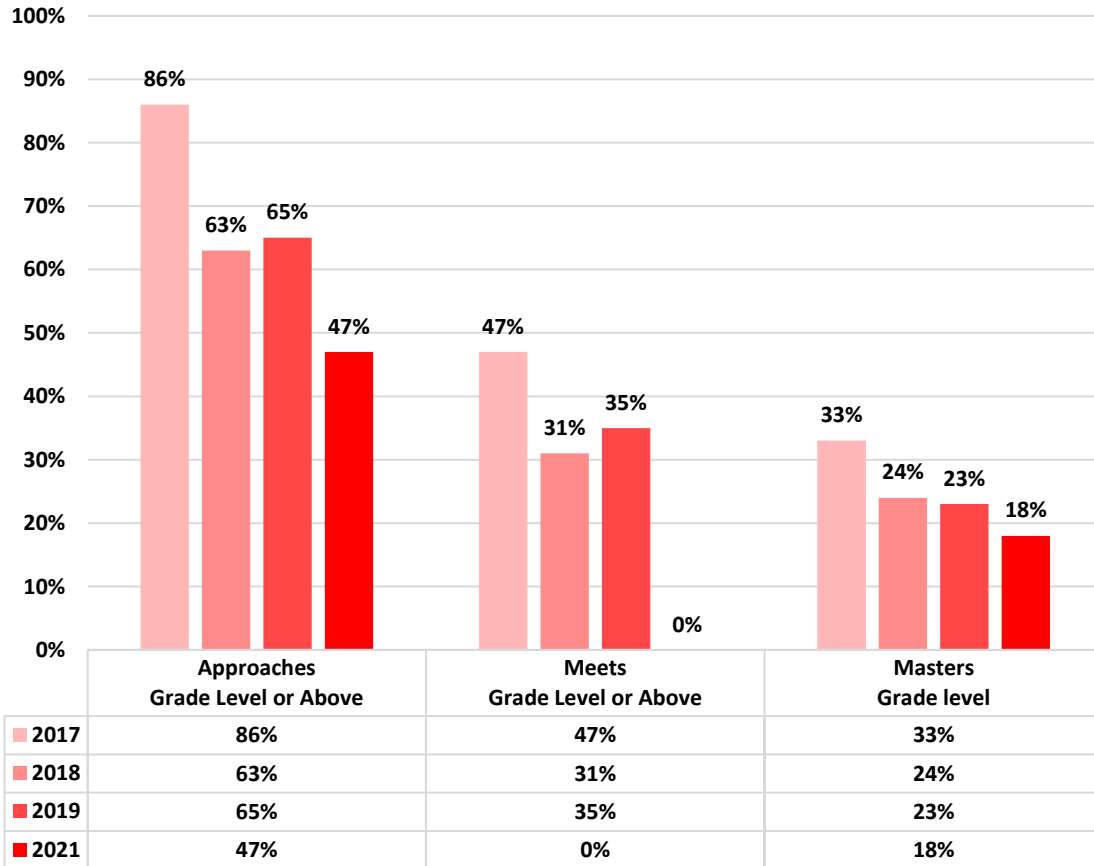
A stylized, cartoonish illustration of a ram's head in profile, facing left. The ram has a grey face and neck, with large, thick, curved horns in a tan color. The background is a solid red color. The text "Janowski Data" is overlaid in white, bold, sans-serif font, with a slight drop shadow. Below it, the text "2020-2021" is also in white, sans-serif font, but smaller and without a drop shadow.

# Janowski Data

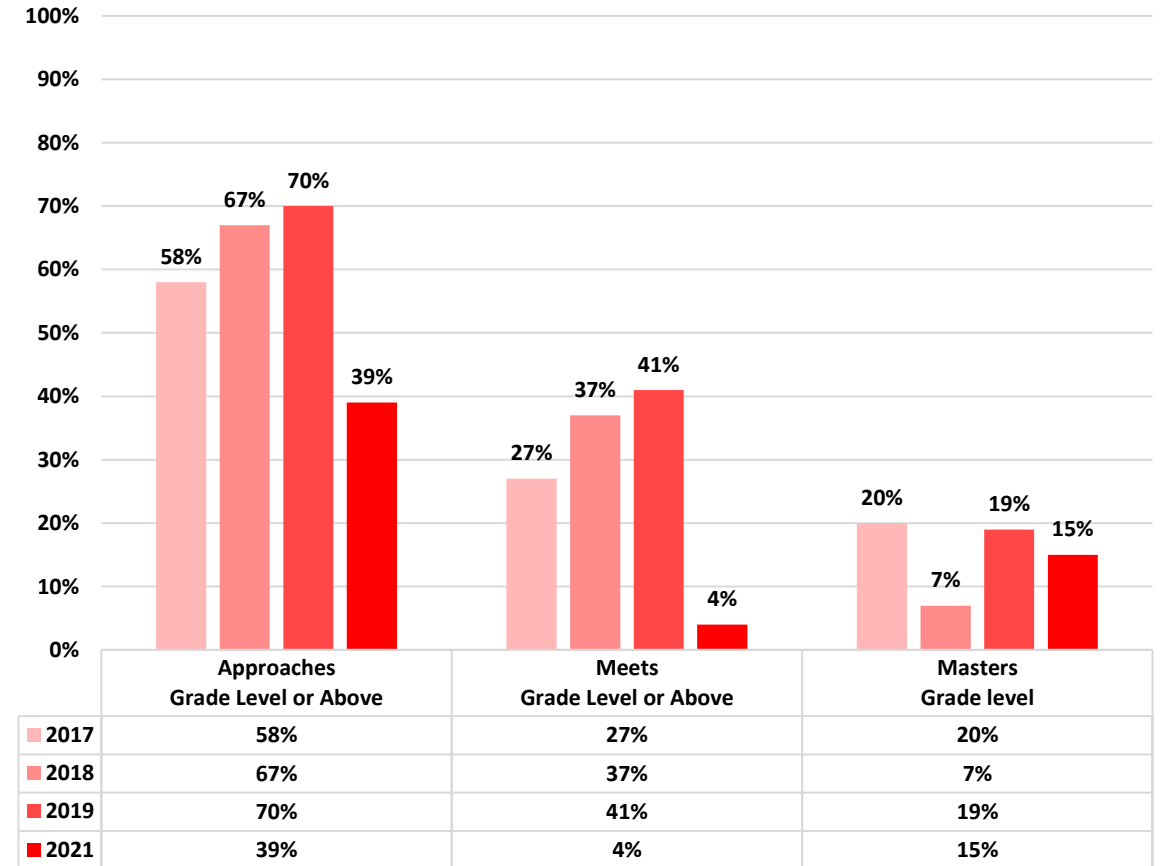
2020-2021

# Third Grade STAAR Reading

3rd Grade STAAR Reading



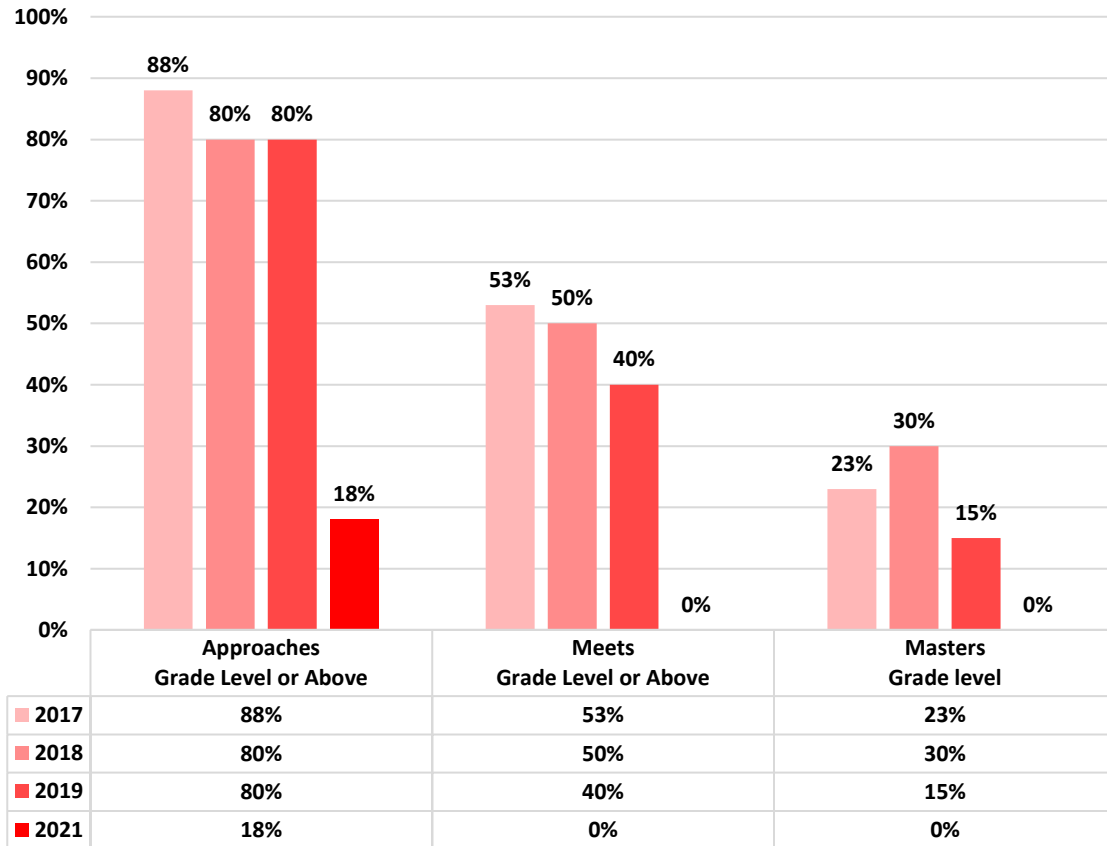
3rd Grade STAAR Reading Spanish



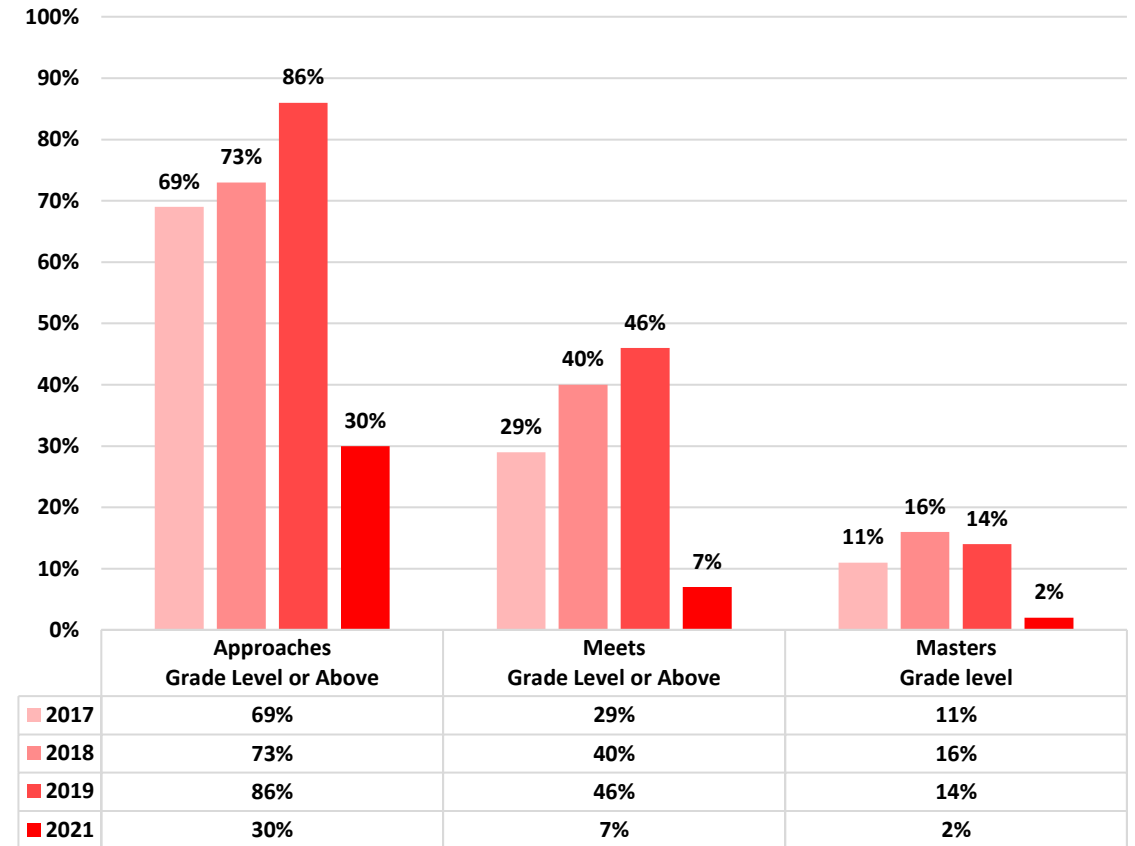


# Third Grade STAAR Math

3rd Grade STAAR Math

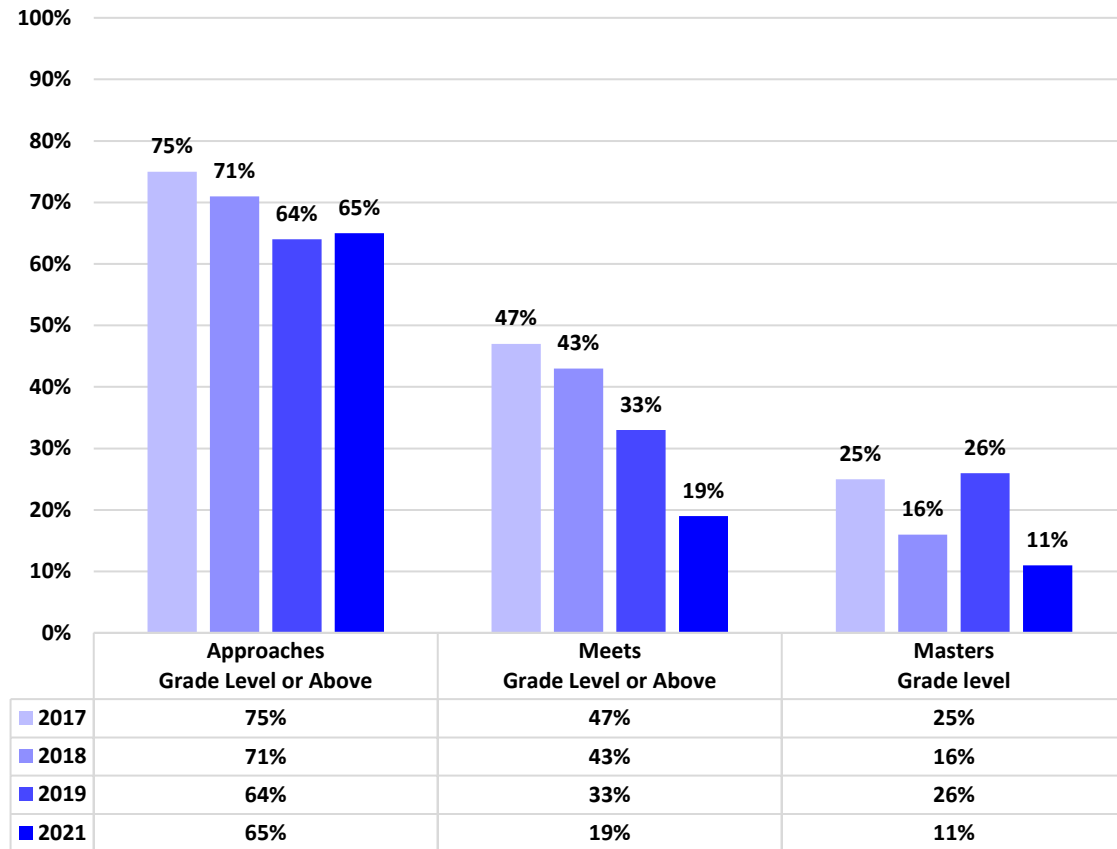


3rd Grade STAAR Math Spanish

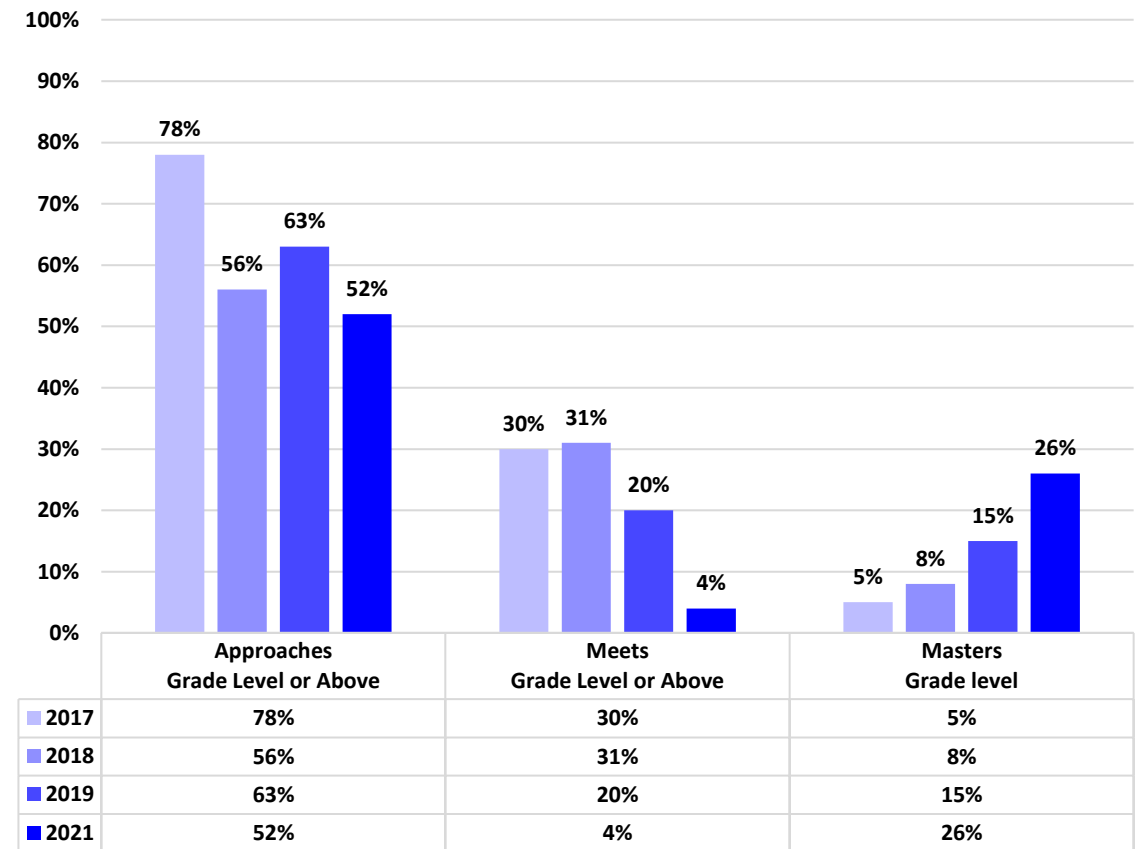


# Fourth Grade STAAR Reading

4th Grade STAAR Reading

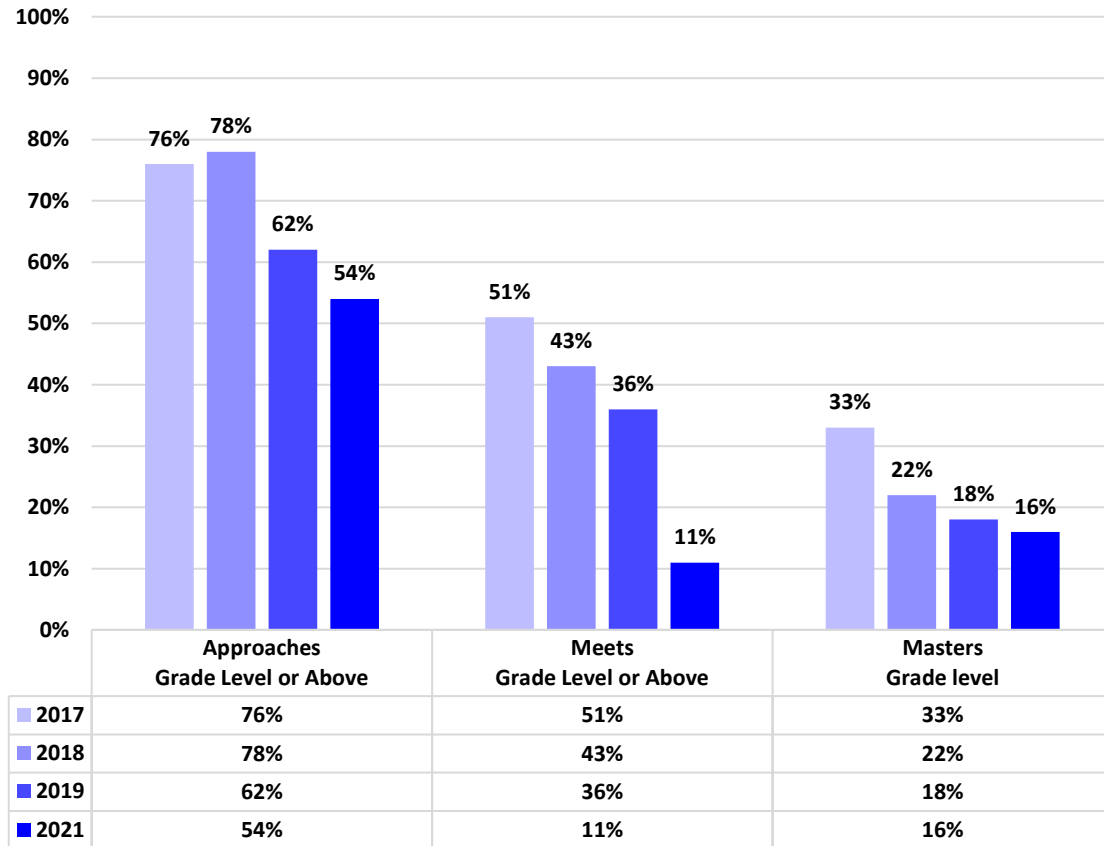


4th Grade STAAR Reading Spanish

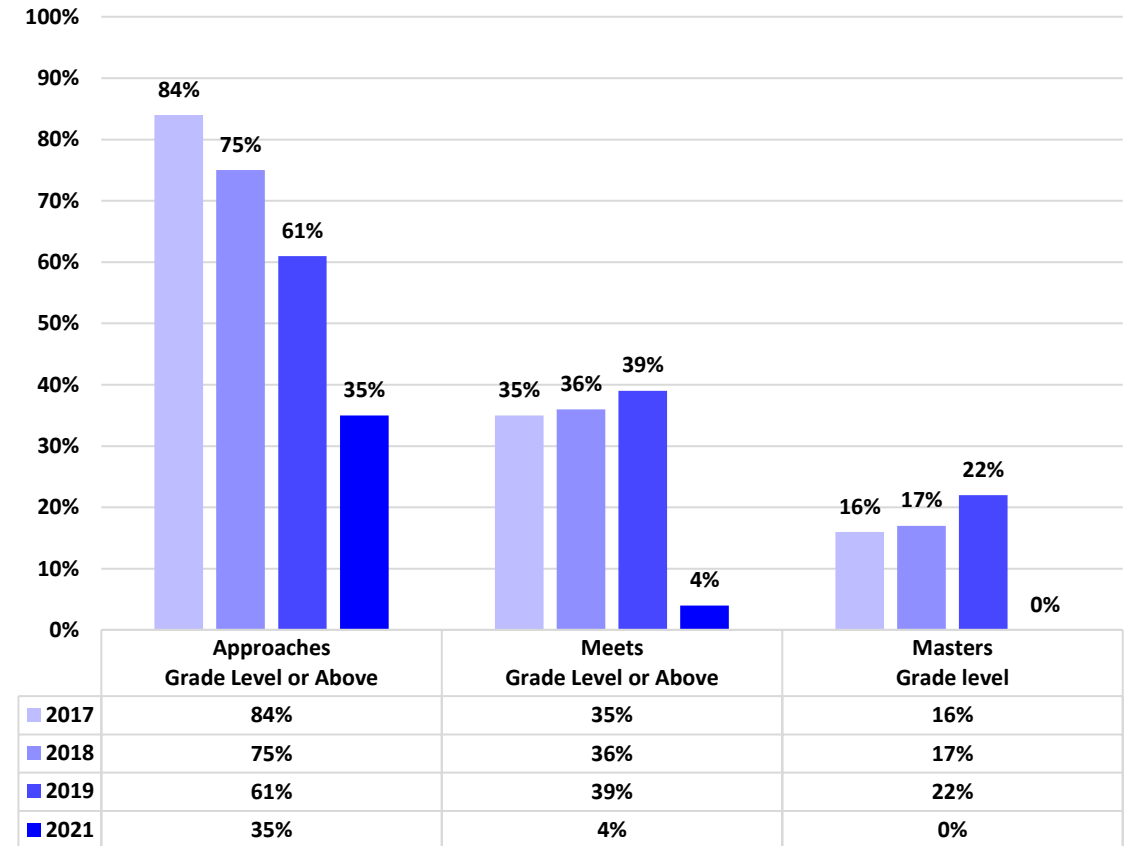


# Fourth Grade STAAR Math

4th Grade STAAR Math

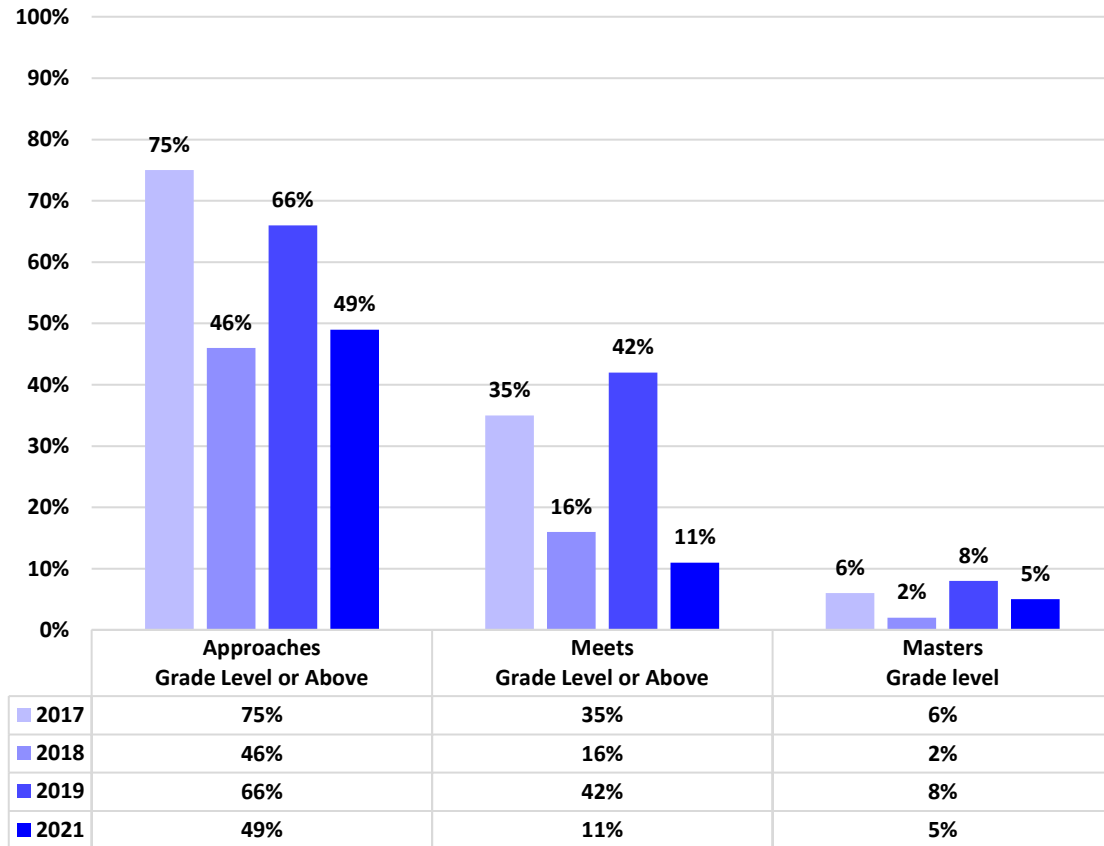


4th Grade STAAR Math Spanish

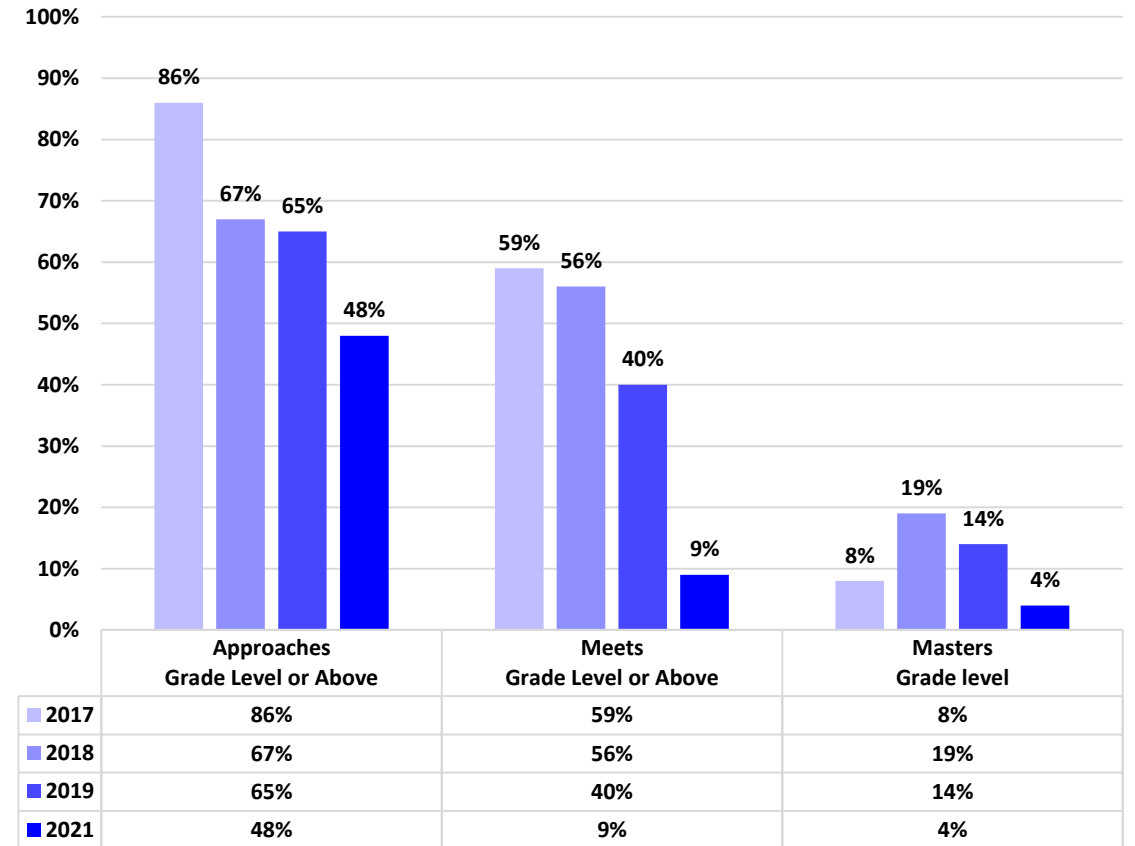


# Fourth Grade STAAR Writing

4th Grade STAAR Writing

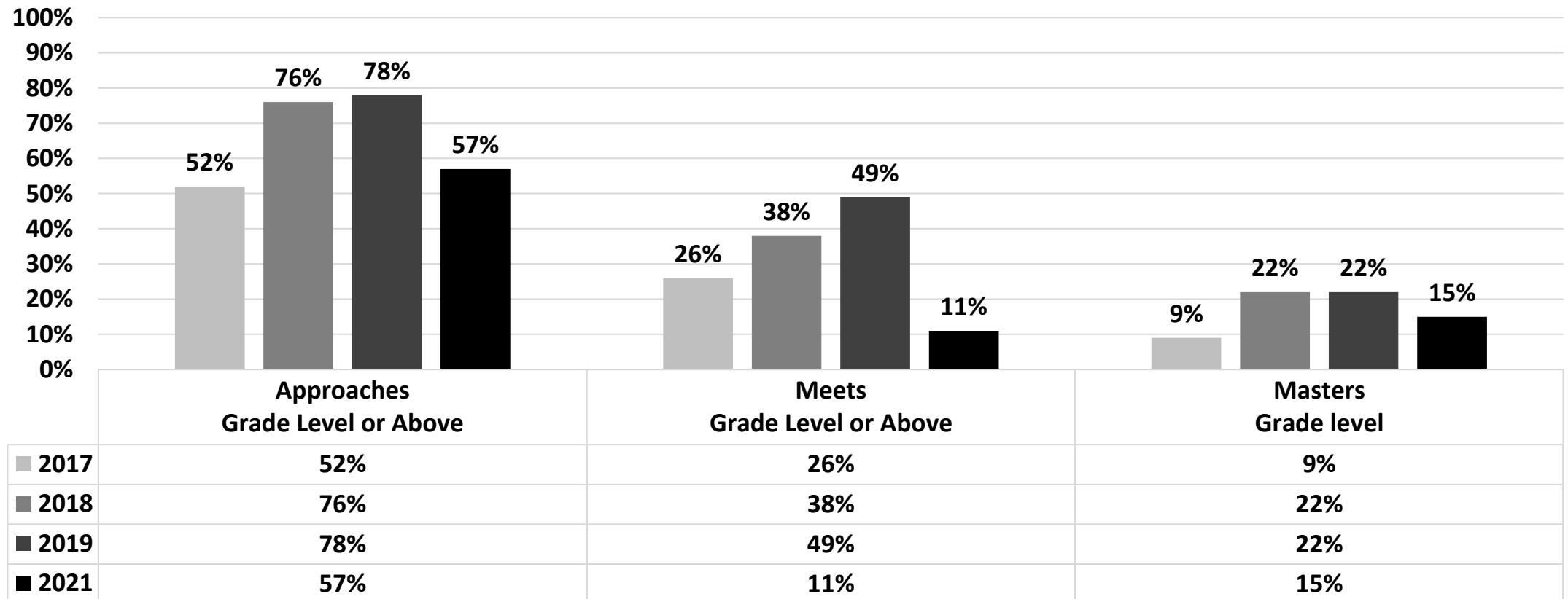


4th Grade STAAR Writing Spanish



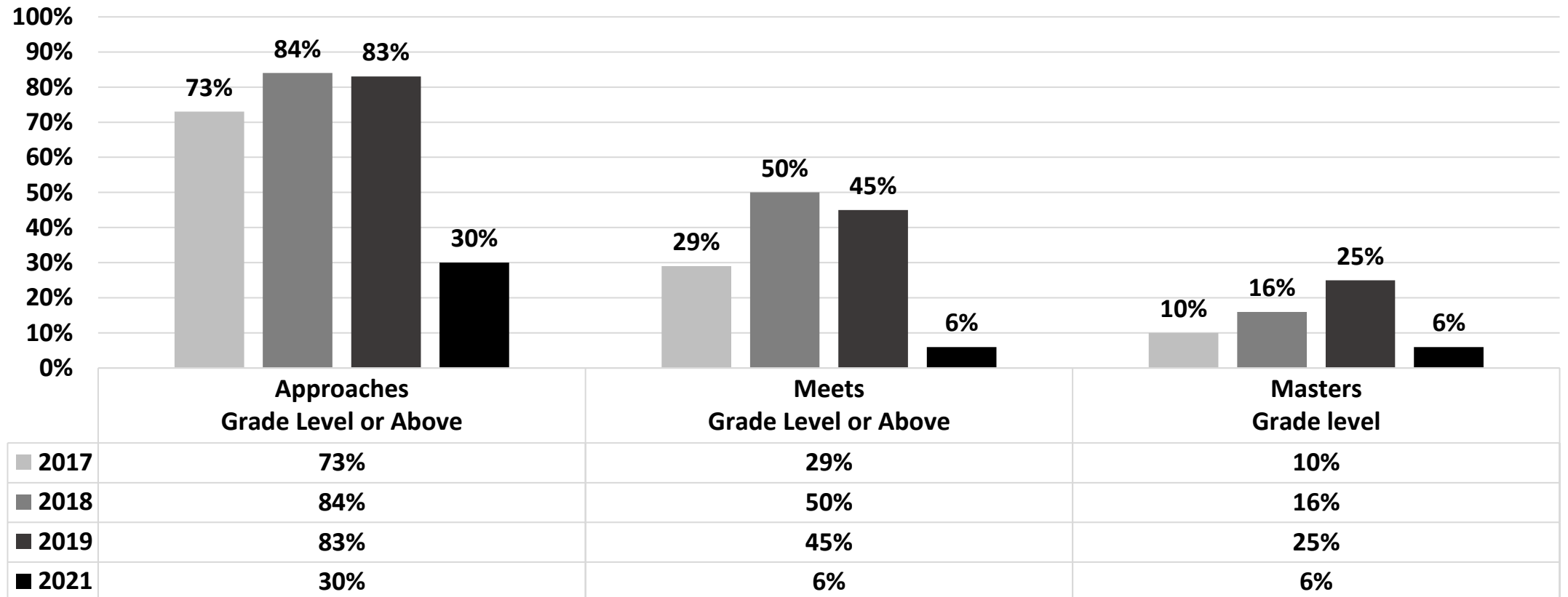
# Fifth Grade STAAR Reading

5th Grade STAAR Reading



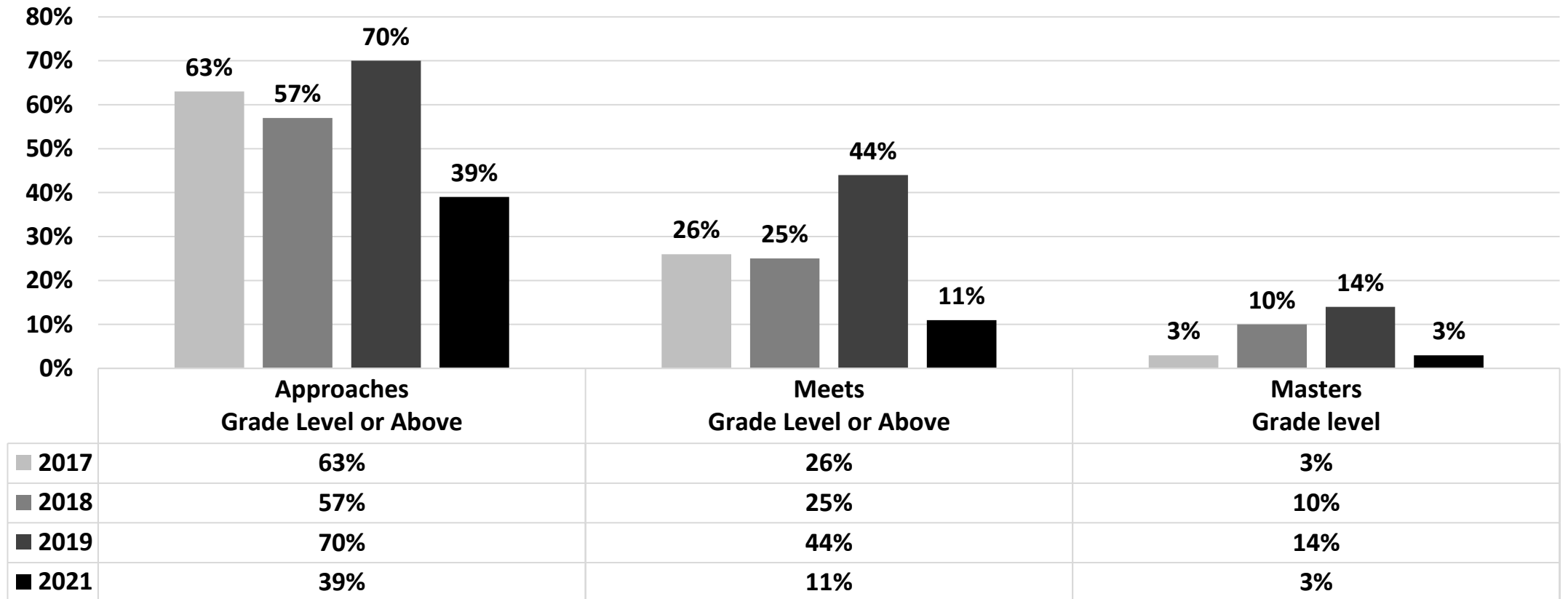
# Fifth Grade STAAR Math

5th Grade STAAR Math



# Fifth Grade STAAR Science

5th Grade STAAR Science



## SIP APPROVAL 2021-2022

**School Name and Campus #:**

**Principal Name:** Janowski

Elementary #181 Myrna Bazan

**Area Office:** Elementary School Office 2

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on September 28, 2021 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

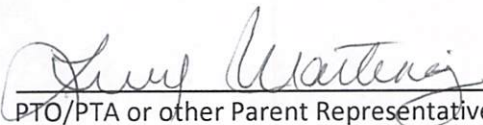


Principal

9-29-2021

Date

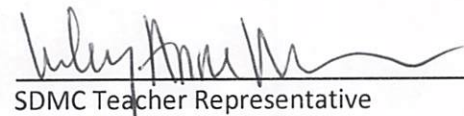
**Signatures below indicate review and approval of this document.**



PTO/PTA or other Parent Representative

9.29.21

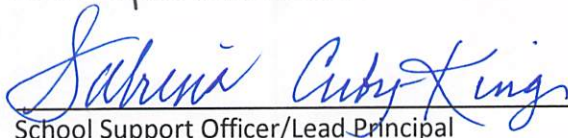
Date



SDMC Teacher Representative

9-29-21

Date



School Support Officer/Lead Principal

9-29-2021

Date



Area Office Superintendent

9-24-21

Date

Effective Schools Facilitator (ESF) or Professional  
Service Provider (PSP)  
(if applicable or still in use under grant contract)

Date



Janowski Elementary

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Professional Development Plan 2021-2022

- August 16<sup>th</sup>
  - Data presentation
  - Kagan Strategies
  - Lesson plan training
- August 18<sup>th</sup>
  - Thinking Maps review
  - Write from the Beginning (an extension to Thinking Maps)
- August 20<sup>th</sup>
  - CHAMPS strategies
  - Data Talk/On Track Assessment training
- Vontoure Training for 3<sup>rd</sup> thru 5<sup>th</sup> Math teachers

Grade 3 @ Scroggins ES		Grade 4 @ Cook ES		Grade 5 @ Coop ES	
Date	Units	Date	Units	Date	Units
				28-Oct	Units 8-9
15-Nov	Units 7-9	11-Nov	Units 8-10	3-Dec	Units 10-13
11-Jan	Units 10-11	14-Dec	Units 11-13	25-Jan	Units 14-16
15-Feb	Units 12-14	8-Feb	Units 14-17	8-Mar	Unit 17 & STAAR Review
5-Apr	Unit 15 & STAAR Review	31-Mar	Unit18 & STAAR Review		

- 5<sup>th</sup> grade Science teacher/Science Lab teacher- Suttle Freeman Science Planning
  - November 3<sup>rd</sup>
  - December 9<sup>th</sup>
  - January 4<sup>th</sup>
  - February 9<sup>th</sup>
  - March 3<sup>rd</sup>
  - March 9<sup>th</sup>
  - March 23<sup>rd</sup>

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. All trainings are in a face-to-face setting.