

Janowski Elementary

School Action Plan

2025-2026



Myrna Bazan, Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

An evaluation of Janowski's STAAR data indicated the necessity for more robust writing instruction and strategies across all content areas. The focus will be on our English Learner (EB) students and those in special education. Another data point suggested that our K-2nd literacy program requires strengthening. The campus experienced a significant decline in Lectura from the previous year (92.68% to 49.25%). Another needs assessment will target the achievement gap for all students in grades 3 through 5. Our Math percentages for meets and masters were 50% and 22%, while for Reading, the meets were 42% and masters 18%. We will emphasize the quality of instruction during the initial teaching and the intervention period.

The leadership team has developed a framework to ensure the consistent application of Zearn in all Math classrooms. This will be demonstrated through Zearn usage reports. Furthermore, all ELAR classrooms will be adopting Summit K-12 for reading and writing intervention periods.

Needs related to improving the quality of instruction

The requirements for enhancing high-quality instruction will focus on the instructional gradual release model and the 5E model. The leadership team will emphasize the time allocated for each phase of the model and ensure the faithful integration of the sweet 16 in all lessons. Additionally, teachers will design their lessons utilizing high-quality materials.

System evaluation (philosophy, processes, implementation, capacity)

Evaluations of the systems will take place by monitoring instruction daily and delivering coaching to the teachers. Furthermore, the leadership team will supervise the implementation of Zearn, Summit K-12, and Amira in all classrooms by pulling and analyzing reports from each of the digital programs.

School Action Plan Template

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Key Action #1
	Improve High Quality Instruction
	Indicators of success <i>(Measurable results that describe success.)</i>
	• "Between October 2025 and January 2026, at least 75% of spot observations will earn an overall score of 10 points or higher, as documented in the campus spot observation tracker. Observation results will be reviewed bi-weekly by the leadership team to monitor progress, identify trends, and provide immediate coaching and support where needed." • "By April 2026, at least 85% of spot observations will earn an overall score of 10 points or higher, as documented in the campus spot observation tracker. Observation results will be reviewed bi-weekly by the leadership team to monitor progress, identify trends, and provide immediate coaching and support where needed."
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• The Spot Observation rubric will be utilized by the leadership team to align and enhance feedback and coaching. • The leadership team will participate in weekly planning sessions during PLCs emphasizing teaching to the DOL and making sure lessons are aligned to the objective.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	• During PLC sessions, teachers will engage in discussions about how to ensure their lesson plans are aligned to the objective. • Teachers will assess the feedback provided on the planning and professionalism section of the rubric and will implement accordingly.

Key Action One: Staff Development

Who: Bazan, Dominguez, Mendez

What: Professional development on the expectation of the planning domain in the SPOT observation and the sweet 16 – teach to the DOL and get to the objective, follow the lesson design, stamp key points, teach at grade level.

When: Pre-service, PLC's and during coaching and feedback

Where: Library, PLC room and teacher classrooms

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Professional development during pre-service on HQI and high-quality materials	\$0
Materials/resources	HISD presentations and campus presentations	
Purchased services		
Other		
Other		
TOTAL		\$0
Funding sources:		

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Key Action # 2 Improve SPED Accountability
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By the end of the first semester, 100% of campus ARDs are held on or before the deadline, with evidence of accurate documentation and compliance checks in all ARD folders. The ARD meeting tracker will be updated in real time and reviewed bi-weekly by the leadership team to ensure timely scheduling, quality control, and follow-up actions. - Throughout the 2025–2026 school year, 100% of staff members receive the relevant portions of each finalized IEP within 3 days, with evidence of both timely distribution and staff acknowledgment of understanding. The IEP teacher receipt tracking form will be updated in real time and reviewed bi-weekly by the leadership team to ensure accuracy, quality of implementation, and immediate follow-up on any missed deadlines."
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Ensure department chair has scheduled ARD meetings one month prior to the deadline. - Ensure special education teachers utilize 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>
	- 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 Two: Staff Development

Who: Special education teachers and leadership team

What: Special education tracker to make sure all teachers are receiving student information from their ARD's.

When: August 2025 - thru May 2026.

Where:

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	Professional development throughout the year from the special education department.	\$0
Materials/resources	SPED tracker	\$0
Purchased services		
Other		
Other		
TOTAL		\$0

Funding sources:

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Key Action #3 Improve EB accountability and quality of instruction
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By the end of the academic year, 100% of eligible EB students complete the TELPAS assessment with zero compliance errors, verified through real-time roster audits and cross-checks with TEA data. The TELPAS testing tracker will be updated in real time and reviewed bi-weekly by the leadership team to ensure timely student identification, test completion, and immediate resolution of discrepancies - By the end of the academic year, Spot scores of 90% campus Bilingual instruction teachers will meet or exceed 10.0, this will be evidenced in the spot observation tracker monthly.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Campus testing coordinator will ensure that all EB students are coded correctly in TIDE and identified for testing. - Weekly SPOTS will be carried out by administrators, who will also provide coaching, and feedback related to bilingual instruction.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	- Teachers will provide EB support for students in their daily lessons. - Teachers will implement the use of Summit K12 to strengthen students' English language proficiency.

Key Action Three: Staff Development

Who: Leadership team and all bilingual and ESL teachers.

What: High quality instruction in bilingual and ESL classrooms and implementation of Summit K-12 program.

When: 25-26 academic school year

Where: Bilingual classrooms

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	Professional development on multilingual presentation and Summit K-12	\$0
Materials/resources	Presentations from multilingual and overview of Summit K-12	\$0
Purchased services	none	
Other		
Other		
TOTAL		\$0

Funding sources:

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Key Action # 4 Improve high quality of instruction for Tier I and G/T students.
	Indicators of success <i>(Measurable results that describe success.)</i>
	• By the end of December 2025, 75% of Tier I students will have completed 3 grade level lessons weekly as evidenced by monthly Zearn reports. • By May 2026, 90% of Tier I students will have completed 3 grade level lessons weekly as evidenced by monthly Zearn reports. • Tier I students will complete a critical thinking enrichment project in the Fall semester and another in the Spring Semester.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• School leaders will pull weekly Zearn reports to track student data and usage. • Zearn lessons will be implemented during the library and media fine arts classes.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	• Teachers will have designated time for Zearn lessons in their daily schedule. • Teachers will display Zearn completion posters as a student incentive.