2026 – 2027

Campus Action Plan

Campus Name

Janowski Elementary

Principal Name

Myrna Bazan

Campus Action Plan – Needs Assessment

District philosophy and guiding framework

Core Beliefs | Vision | Theory of Action

Needs related to student achievement data

An analysis of student achievement data from the NWEA MAP Reading assessment indicates a need for continued growth in English Language Arts/Reading. While students have demonstrated progress, data reveals that a significant number of students are not consistently meeting their individualized NWEA MAP Reading growth goals. Additionally, English Learners require targeted instructional support to demonstrate measurable growth on the English Reading assessment, highlighting the need for intentional language development integrated with rigorous literacy instruction. The data underscores the need for more intentional, data-driven instruction, differentiated learning experiences, and timely interventions to ensure all students achieve expected academic growth. For English Learners, instruction must intentionally incorporate language acquisition strategies, academic vocabulary development, and opportunities for structured reading and academic discourse to support proficiency in English while strengthening reading comprehension skills.

Additionally, instructional coaching, collaborative planning, and targeted professional learning will support teachers in strengthening Tier I instruction and effectively responding to the needs of all learners.

Needs related to improving the quality of instruction

The focus for enhancing high-quality instruction will be the consistent implementation of the Gradual Release of Responsibility instructional framework and the 5E instructional model. The leadership team will prioritize coaching teachers on the effective use of each phase of these models, ensuring appropriate pacing and the faithful integration of the Sweet 16 instructional strategies into daily lessons. With the addition of nine new teachers, targeted coaching, mentoring, and ongoing instructional support will be essential to build capacity, strengthen instructional practices, and ensure consistent implementation of campus expectations. Additionally, teachers will design and deliver instruction using high-quality instructional materials to promote rigorous, engaging, and student-centered learning experience.

System evaluation (philosophy, processes, implementation, capacity)

The following processes are present in the action plan and help ensure accountability and data driven decisions to support rapid improvement.

- Setting measurable goals
- Monitoring implementation
- Measuring progress
- Making adjustments

Campus Action Plan

KeyActionOne

Key Action 1

Briefly state the specific goal or objective

Improve Special Education student achievement and maintain or exceed proficiency in special education compliance

Indicators of Success

Measurable results that describe success

- The percentage of "instructionally proficient" special education student folder compliance, as measured by a rubric reviewed by an independent team from the Special Education department will be at 70% or higher and increase to at least 90% by May 2027.
- By December 2026, 60% (3 out of 5) special education teachers will score a 9 or higher in Domain II Instruction on the SPOT observation conducted by the campus leadership team. The percentage of special education teachers scoring 9 or higher will increase to 80% (5 out 5) by April 2027.
- By the end of the first semester 100% of campus ARDS will be held on or before the TEA deadline. This percentage will remain constant at 100% by EOY May 2027.
- By January 2027, 50% of students in special education will achieve their mid-year goals.

Specific Actions - School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Meet with Sp Ed Department Chair and Sp Ed support weekly to review multiple layers of Sp Ed compliance: ARDS, IEPs, Accommodations, Progress Monitoring, 504, Dyslexia, and Documentation.
- Coach staff on high quality instruction/support during direct teach, with a focus on differentiation and scaffolding to meet the needs of students in self-contained classes as well as SPED pullout and inclusion student.
- Perform campus based monthly SpEd folder audits, reviewing 20% of all SpEd folders each time, with a focus on Quality of IEPs using the Office of Special Education Services Folder Audit 2027.
- By the end of the first semester 100% of campus ARDS will be held on or before the TEA deadline. This percentage will remain constant at 100% by EOY 2027.
- Leaders will hold meetings with special education teachers twice a month to discuss student progress regarding DOLs and unit assessments.

Specific Actions - Staff

What specific action steps will the staff take to accomplish the objective?

- Co-teachers and teachers will document all SpEd student accommodations and/or modifications in PowerSchool, as reflected by the 3-week grading benchmarks.
- Complete all required paperwork for ARD meetings and documentation of IEP implementation.
- Implement instructional practices provided during professional development sessions and on the spot coaching to ensure high quality differentiated and scaffolded instruction, daily to students.
- Implement high quality look for based on the district specialty guidance for Special Educations teachers, with a targeted focus on Domain 2 Instruction.
- Teachers will systematically monitor students' DOLs and unit assessments to ensure mastery and promote growth.

Key Action One

StaffDevelopment

Who:
Instructional leaders and Special Education department chair and sped teachers

What: Accurately identify and create a plan to implement special education student needs, based on students IEP's. Additionally, provide professional development sessions on the following: On the spot coaching, daily planning and PLC's.

When:
Daily and weekly

Where:
Campus and district locations

Budget

Proposed Item	Description	Amount
Staff Development	Teachers will participate in professional development focused on increasing instructional rigor while incorporating effective scaffolds to ensure special education students have access to grade-level content and apply higher order thinking skills.	0
Materials/resources	Curriculum documents, IEPs, and date reports.	0
Purchased services	NA	0
Other		0
Other		0
	TOTAL	0

Funding Sources:

KeyActionTwo

Key Action 2

Briefly state the specific goal or objective

Improve math proficiency for all students in Kinder thru 5th grade.

Indicators of Success

Measurable results that describe success

- By January 2027 50% of math teachers will achieve the 55th growth percentile or higher on the math proficiency in the NWEA Map Math test. By May 2027 this rate will increase to 63%
- Campus average engagement on Zearn will be at 80% by January MOY, this will increase to 90% by EOY.
- By May 2027 K - 5th grade students in math will reach 63rd percentile in achievement as defined by the district and NWEA math data reports from 57th percentile in May 2026.
- By December 2026 60% of math teachers will score a 9 out of 13 in the Instruction section of the SPOT form, this will increase to 80% by April 2027.

Specific Actions - School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Leadership team will explain the rationale and philosophy of systems thinking that will support improving student achievement.
- Coach teachers to proficiency in the lesson internalization protocol for 1st teach math, where the top priority is customizing the provided curriculum slides to reflect rigor of the standards, providing clear thinking steps to mastery, and student engagement.
- Facilitate weekly professional development sessions through Professional Learning Communities (PLCs) focusing on the internalization and customization of the curriculum.
- Facilitate data talks through data PLCs to progress monitor student DOL data and growth.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Analyze the quality of student work by identifying trends in gaps of DOL's.
- Intentionally plan intervention lessons focused on closing weekly gaps identified in the DOL outcomes.
- Ensure all student-facing materials for 1st teach are customized to fully and directly align to the rigor of the state standards.
- Engage in PLC's and Demo days weekly to receive data driven professional development, practice upcoming lessons, give and receive feedback and reflect on practices to improve the delivery of instruction.

Key Action Two

StaffDevelopment

Who: Campus leaders and teachers

What: Deliver on-the-spot coaching, daily planning, PLCs, and demo days.

When: Daily & Weekly

Where: Campus and district locations.

Budget

Proposed Item	Description	Amount
Staff Development	Educators will engage in specialized professional development sessions aimed at enhancing high-quality instruction to address the needs of students, with an emphasis on Professional Learning Communities (PLCs), demonstration days, and immediate coaching.	0
Materials/resources	District curriculum, sweet 16 PD, district PD resources and SPOT form.	0
Purchased services	N/A	0
Other		0
Other		0
	TOTAL	0

Funding Sources:

Key Action Three

Key Action 3

Briefly state the specific goal or objective

Improve English and Spanish reading proficiency in all students in kinder - 5th grade.

Indicators of Success

Measurable results that describe success

- By January 2027, 50% of ELAR teachers will achieve the 55th growth percentile, or higher on the NWEA MAP reading test. By May 2027 this rate will increase to 65%.
- By January 2027, 50% of SLAR teachers will achieve the 55th growth percentile, or higher on the NWEA MAP Spanish reading test. By May 2027 this rate will increase to 65%.
- By May 2027 60% of 2nd - 5th grade students will reach their growth target as defined by the district and NWEA data reports in their language of instruction.
- By December 2026 60% of teachers will score a 9 out of 13 in the Instruction section of the SPOT form, this will increase to 80% by April 2027.

Specific Actions - School Leaders

What specific action steps will the leaders take to accomplish the objective?

- The leadership team will articulate the reasoning behind systems thinking, which will aid in enhancing student achievement.
- Coach educators to achieve proficiency in the internalization protocol for reading lessons, emphasizing the importance of tailoring and internalizing the supplied curriculum slides to align with the rigor of the standards.
- Facilitate weekly professional development sessions through Professional Learning Communities (PLCs) focusing on the data to drive the growth in Reading
- Facilitate data talks through data PLCs to progress monitor student DOL data and growth.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Teachers will analyze the quality of student work by identifying trends in gaps of work samples pulled low, medium and high performing student work samples during Tier 1 instruction.
- Ensure all student facing materials for 1st teach are customized prior to first instruction to fully and directly align to the rigor of the state standards.
- Engage in data PLCs to receive training focused on data-driven professional development, discuss upcoming lessons, and offer feedback aimed at improving high-quality instruction.

Key Action Three

Staff Development

Who: Campus leadership team and teachers

What: Professional development sessions, on the SPOT coaching and PLC's

When: daily and weekly

Where: campus and district locations

Budget

Proposed Item	Description	Amount
Staff Development	Teachers will participate in targeted PD sessions focused on improving high quality instruction to meet the needs of students.	0
Materials/resources	District curriculum, sweet 16 and gradual release model	0
Purchased services	N/A	0
Other		0
Other		0
TOTAL		0

Funding Sources:

KeyActionFour

Key Action 4

Briefly state the specific goal or objective

Improve staff capacity and campus culture.

Indicators of Success

Measurable results that describe success

- By the MOY campus culture survey, 75% of teachers will agree or strongly agree to the following statement, "the instructional feedback I get helps me improve the quality of my instruction. This percent will increase to 85% according to the EOY campus culture survey.
- According to the MOY campus culture survey, 75% of teachers will agree or strongly agree to the following statement, "My school has an effective instructional team". This percent will increase to 85% according to the EOY campus culture survey.
- By January MOY 2027, staff attendance will be at 90% or higher. This percentage will be at 94 % or higher by EOY 2027.

Specific Actions - School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Campus leaders will give specific bit size instructional feedback to teachers via the SPOT form.
- Campus leaders will engage in PLC's Demo lessons with teachers to improve high quality instruction in the classroom.
- Provide professional development for teachers at the beginning of the academic year to set the tone for high quality instruction and importance of adhering to the teacher attendance policy.
- Conduct specialized training and meetings aimed at teachers who fall within the Progressing 2 category or below.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Teachers will participate in all professional development trainings set by the district and the campus.
- Educators will engage in Professional Learning Communities (PLCs) and Demonstration Days to ensure they are aligned with high-quality instruction.
- Teachers will ensure that all student facing materials are ready for the lessons on a daily basis.
- Teachers will read and acknowledge the Employee Value Proposition.

Key Action Four

StaffDevel.

Who: Campus leaders and teachers

What: Professional development training and PLC days.

When: Throughout the academic school year

Where: On campus and at district locations

Budget

Proposed Item	Description	Amount
Staff Development	Educators will engage in specialized professional development sessions aimed at enhancing high-quality instruction to address the needs of students, with an emphasis on Professional Learning Communities (PLCs), demonstration days, and immediate coaching.	
Materials/resources	District curriculum, sweet 16 and the gradual release strategy	
Purchased services	NA	
Other		
Other		
	TOTAL	

Funding Sources: