

**Thomas S. Justiss
Elementary School**

**Campus
Improvement Plan
2016-2017**



MISSION STATEMENT: The mission of Justiss Elementary School is to inspire our students to become lifelong learners committed to excellence, integrity, responsible citizenship, and community service.

PHILOSOPHY: All children can learn the core curriculum, build strong character, become problem-solvers, and behave appropriately, therefore becoming responsible citizens.

CIP Submitted to Federal Programs Office: June 2016

Board Approval of CIP: September 19, 2016

Planning and Decision Making Committee

Name	Position
Renee Elmore	Principal
Kendra Beshirs	Asst. Principal
Michelle Gaither	Kindergarten
Renee Keeling	1st grade
Amy Hooten	2nd grade
Alicia Lester	3rd grade
Maranda Mahon	4th grade
Sharon Sain	Para-Professional
Sabrina Day	Technology
Andrea Irwin	Counselor
Pamela Furtch	Parent Rep
Patrick Cannon	Community Rep

Paris ISD Mission Statement

The Mission of the Paris Independent School District is to provide a quality education to a diverse student population, enabling each to achieve full potential and become a productive, responsible citizen.

Paris ISD Board of Trustees and Superintendent Goals

Paris ISD will have a learning environment that challenges and provides opportunity for all students to succeed.

Paris ISD will be financially stable.

Paris ISD will foster positive relationships with community, media, and families of the District.

Paris ISD District Commencement Goals

At commencement, a Paris High School graduate will be prepared to enter college, technical training and/or the workforce. The graduate will:

- **Be a Problem Solver and a Critical Thinker**
- **Have mastered Core Academic Areas and Technology**
- **Have explored the Arts and a Second Language**
- **Strive for Total Wellness**
- **Be a Life-Long Learner**
- **Have respect for self, others, and the environment**
- **Be an effective communicator**
- **Be a team player**
- **Be an honest, responsible citizen**

Paris ISD Strategic Goals

Goal 1: A self-disciplined student body, learning together in an atmosphere of mutual respect

Objective 1: Promote a safe and orderly environment that will increase attendance rates and student learning

Goal 2: An informed and involved community that actively works together to promote education of recognized excellence

Objective 1: Promote an atmosphere where parents and community members are partners in education and continue to provide various opportunities for all stakeholders to become more involved in school activities.

Goal 3: Implementation of an aligned, rigorous curriculum that integrates technology and applies real-world skills

Objective 1: Provide an enriched, integrated reading curriculum that will ensure 90% of students are proficient readers and will be evidenced by increased scores in all student pops on all local and state assessments.

Objective 2: Provide a challenging math curriculum for all learners, as evidenced with increased scores in all sub pops, on all local and state assessments.

Objective 3: Provide a challenging science curriculum for all students as evidenced that each student group will have an acceptable raw score on the science state assessment when reaching 5th grade.

Objective 4: Provide an enriched, integrated writing curriculum that will ensure proficiency in student writing and will be evidenced in increased scores in all sub pops on all local and state assessments.

Objective 5: Provide an enriched, quality curriculum for all students with special needs that will be evidenced by increased scores in all sub pops on all local and state assessments.

Goal 4: Resources to provide an exemplary educational program

Objective 1: Provide academic, enrichment, and social development opportunities for all students

Objective 2: 100% of teachers will be highly qualified, 100% of para-professionals with instructional duties will meet NCLB requirements, and 100% of the HQ staff will be maintained.

Objective 3: 100% of teachers, principals, and para-professionals with instructional duties will receive high quality, campus based, on-going professional development in areas determined by the campus needs assessment

Objective 4: Coordinate federal, state, and local program and services and address federal requirements

Goal 5: A highly effective, qualified staff representative of the community

Objective 1: Staff will be provided staff development that will enable them to meet the needs of at-risk students and raise the academic achievement of all students

Title I School wide Program Components

Section 1114 of Public Law 107-110 (No Child Left Behind Act of 2001) requires schools implementing a school wide program using ESEA, Title I, Part A funds to develop or amend a plan that describes how the school will implement the components of a school wide program described in Section 1114(b) of the Act. Those components are:

1. A comprehensive needs assessment of the entire school;
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement (STAAR);
3. Instruction by highly qualified teachers;
4. A high quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff;
5. Strategies to attract high-quality highly qualified teachers to high-need schools;
6. Strategies to increase parental involvement;
7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs;
8. Measures to include teachers in the decisions regarding the use of academic assessments;
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standard required by the State shall be provide with effective, timely additional assistance; and
10. Coordination and integration of Federal, State, and local services and programs.

Strategies and activities that support the ten required school wide program components in this plan are identified with the corresponding number 1 through 10 as listed above.

The school administrative staff, teachers, and counselors will provide individual student academic assessments results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participate the academic assessments required by the State. Results, together with an explanation will be sent to parents. Parents of students who are not meeting expectations will be asked to meet with the students' teachers for one-on-one parent-teacher conferences.

Federal, State, and Local Funding Sources

Federal funding sources that will be coordinated with State and Local funds to meet the needs of all students and upgrade the entire educational program on the campus are listed below. The intent and purpose of all coordinated funds will be met.

Title I, Part A School wide Program Campus

Non-Title I, Part A Campus

Federal Programs Funding Source	Allocation Amount	FTE(s)
Title I, Part A	\$371,011.00	5.31
Title I, Part C (Migrant)	Reg. 8 SSA	0
Title II, Part A (TPTR)	\$18,250	0
Title III, Part A (LEP)	Reg. 8 SSA	0
State Programs/Funding Source		
State Compensatory Education (Supports Title I School wide Program funds)	\$329,998	10.1
Gifted Education		
Special Education		
ESL Program (supplementary)	District wide as needed	
Local Programs/Funding Source		
Bilingual/ESL	Bilingual/ESL teachers locally funded	
Dyslexia	Dyslexia teachers locally funded	

Comprehensive Needs Assessment Statement of Findings 2016-2017

The Thomas S. Justiss Elementary SET Team conducted a comprehensive needs assessment determining the following:

School Profile

Justiss Elementary School is a Title 1 campus in Northeast Texas with a student population average of 530 students. Of these students 40% are AA, 35% are Hispanic, 21% White, and 5% other. The eco-dis average is 93% with a mobility rate of 23%. We did reduce our at-risk number this year from 57% to 53% and will continue to work on lowering this number even more. Our data, as in previous years, disclosed that we need to continue to recruit African American and Hispanic teachers so that our teacher populations more closely match our student demographics.

Climate

Students and parents are pleased with the overall operations of the campus, and our staff works hard as a team to facilitate a positive, friendly, and welcoming environment for all who enter.

Professional Development

In conjunction with the analysis of the student performance data, our professional development will focus on continuing to align with the specificity and rigor of the TEKS and *STAAR to improve our Reading scores, specifically in 3rd grade which were at 55 % and -20 below the state average*. We will participate in “Capturing Kids Hearts” to better learn to build relationships and consistent rules of conduct. It will be essential to plan and participate in PD for the new grammar curriculum, Saxon Phonics, so that we can implement it with the highest fidelity possible. Continue PD for Google and any new technology adopted.

Partner Development

Justiss Elementary School has good community partnerships with members of the community. A goal for the new year will be more parental involvement and a more active and supportive PTO.

Facilities

Justiss Elementary School provides students with a clean, safe, and orderly learning environment. We hope to improve our aesthetic appearance next year by painting our brick on the outside of Justiss and the pillars around the building. We also need to complete updating the interior paintjob of changing out all of the outdated old light blue trim paint to “wildcat blue”.

Component	Strengths	Needs	Action Plan Priorities for addressing needs
Demographics	<ul style="list-style-type: none"> • Community Eligibility Provision of the National School Lunch and School Breakfast Program • Certified Intervention (RR, Dys.) teachers to meet the needs of our diverse population • 67% teachers ESL certified • 13% teachers SPED certified • 44% Teachers have 11+ years teaching experience • 5% increase in student enrollment • 97.3% Attendance rate ~ State 95.8% • Bilingual Program • Lowered “at risk” percentages from 57% to 53% • Highly qualified teachers and assistants • Food 4 Kids Program • Ruby Payne Poverty Training • Addition of another bilingual assistant for 16-17 • Addition of Math Interventionist 	<ul style="list-style-type: none"> • Increased Support for inclusion and at-risk learners to continue to lower at risk numbers • Increased support for ELL in Bilingual Classes • Staff ethnicity doesn’t mirror student population • Increased awareness of working with student in poverty • Reduce SPED State and Federal testing failures. • Reduce number of At-Risk students by having more students pass State and Federal test. • Class sizes average 18/1 ~ State average 15.2/1 • Increase awareness and need for building relationships with students 	<ul style="list-style-type: none"> • Implement focused staff development in building relationships with students. (Capturing Kids Hearts PD training) • Add a Bilingual paraprofessional to support Bilingual students in 3rd and 4th grade. • Work toward recruiting and retaining of a more ethnically diverse staff • Add math interventionist to work with students in small groups who are at risk of failing • Reduce number of At-Risk students by having more students pass State tests.
Staff Quality, Recruitment & Retention	<ul style="list-style-type: none"> • Certification fees paid upon passing • Quality Staff Development & support for staff • Instructional Coaches, Teaming & Department meetings create a strong Professional Learning Community • Mentor programs for student teachers and new teachers • Improving test scores • Campus attendance incentives for staff • GROWL award • Campus teacher/staff appreciation through the year! • \$500 for Longevity Incentive 	<ul style="list-style-type: none"> • Comparable salary & benefits to other district in the area • Improvement of Staff Attendance • Focused Staff Development in: at-risk learners, ELL, and children in poverty 	<ul style="list-style-type: none"> • Staff Development in working with at-risk learners and students in poverty (Capturing Kids’ Hearts & Bridges Out of Poverty) • Continue to investigate ways to provide incentives and to encourage the staff to improve attendance. • Imperative to keep qualified personnel who truly believe that all students can learn. • Continue to let data drive decision-making and remediation practices.
Curriculum, Instruction & Assessment	<ul style="list-style-type: none"> • Strong support at district level • High Quality teachers that care! • Campus instructional coaches • Support from Librarian • Resources and Materials • Technology • PLC/Planning time • After school tutorials/Wake Up and Read 	<ul style="list-style-type: none"> • ELAR Unit Assessments need to match instruction • Shorter benchmarks • More I-pads • Need for new Grammar/writing curriculum to better meet the needs of our students and meet the TEKS. • Help for classroom teachers to better support dyslexia students • Less RTI and Behavior paperwork • Strong Phonics and K-1 • Certified Intervention Math and Reading teacher for students several grades behind that need additional support • Library materials to match current TEKS, ebooks, and classroom novels • Campus and district wide grammar instruction with practice materials 	<ul style="list-style-type: none"> • Use TEKS resource system and TAG to create unit assessments • ELAR assessments and benchmarks have skills and concepts that aren’t taught in our curriculum • Continue to use benchmark testing to monitor student progress • Use assessments given to provide immediate intervention • Purchase Saxon Phonics for ELAR grades K-3rd

Component	Strengths	Needs	Action Plan Priorities for addressing needs
Student Achievement	<ul style="list-style-type: none"> • Teachers Teach Teachers gave faculty new innovative ideas • Think Through Math morning lab time was a success (Campus Regional Award Winner!) • Think Through Math increased student excitement in Math • RTI process is successful in monitoring struggling students • Friday FFF (now Rise Up) Assemblies increased student motivation • Students who took STAAR A were well prepared • Increased tutorial time in Extended Day schedule/added Monday • Full time math and reading interventionist 	<ul style="list-style-type: none"> • Focus on improving 3rd grade STAAR reading scores • Campus wide problem solving method in math grades 1st – 4th. • More Fact Fluency in 1st grade • Full implementation of Saxon Phonics • Focus on improving guided reading time in K-3 • Implementation of Education Galaxy in grades K-3 and all grades for intervention • Increase academic vocabulary instruction • Increase ability of teachers to understand use data • Curriculum training for SPED teachers to help prepare students for STAAR • An increase in parent involvement 	<ul style="list-style-type: none"> • Workshops provided by coaches and teachers, to provide learning activities for parents to use at home • Math and reading interventionist will provide small group instruction based on current data. • Math leaders from each grade level will work together to provide a campus wide problem solving method. • Think Through Math Lab provided for morning tutorials • Writing lab for grades K – 4 to provide interactive writing activities using Education Galaxy • Implement Education Galaxy to support and enhance all subjects
School Culture & Climate	<ul style="list-style-type: none"> • Great Community/school rapport • Strong/high behavior expectations and support from administration • Campus family that is close and works as a team to support, love, and work toward student success. • Safe School • Unified school theme/mission • Fierce, Focused, and Fabulous Friday Assemblies • Character Trait Education • One plus One Mentoring through Methodist church • Shout Outs • Soccer Club through Methodist Church • Immanuel Ladies • Discipline – plan and rules are clear, students feel safe. Activities in place are 7 Happy Habits, H.A.L.L. rules, and the A-Team. Common School-Wide Expectations for behavior. • Assistance with homework and tutoring (Wildcat Cave and Extended day) • Extra-Curricular, Field Day, Programs, Special Events, Multi-cultural events • Facility Improvements • Parent Involvement Events • Student Council 	<ul style="list-style-type: none"> • Strategies for working with students in poverty • Increase parent involvement • Increase black history and Hispanic awareness • Improve student attendance • Communication between home and school • Professional development opportunities for those teachers struggling with classroom management • Extra attention to the restroom nearest 3rd grade hall 	<ul style="list-style-type: none"> • Implement Capturing Kids' Hearts with entire staff (district initiative) • Increase communication with parents through social media • Continue to utilize all forms of communication between home and school (online, social media, print, newspaper) • Continue to work toward more campus wide awareness in area of black and Hispanic history. • Continue student attendance incentives

Component	Strengths	Needs	Action Plan Priorities for addressing needs
School Context & Organization	<ul style="list-style-type: none"> • 90 minute instructional blocks • Highly Qualified Teachers • One Plus One Mentoring Program with Methodist Church • Departmentalize 4th grade to better serve students. • Addition of Math interventionist • Addition of another bilingual assistant • Regular departmental and cross curricular meetings • Supplemental support in poorly performing areas • Productive SET committee • Open door policy • Parent and staff survey used to identify problem areas • Safe and welcoming environment • Department/District Instructional planning days • 2 Academic Coaches • Student data drives student placement • Counselors • Student involvement in extracurricular activities • Expansion of phonics awareness curriculum 	<ul style="list-style-type: none"> • Increase One plus One mentoring program by 25%. • Phonics curriculum • Continuous math teks training support • Focused Agenda for weekly PLC/teaming time. • Incorporate more community volunteer opportunities • Enrichment activities after school for TP students • Unify the building outside- covered walkway and paint 	<ul style="list-style-type: none"> • Implement Saxon Phonics grades K-3rd as our Language Arts curriculum • Increase the number of One plus One mentors to reach more students • Continue to update, refresh, and maintain our campus inside and out. • Create an outlet that allows community members and parents to volunteer in the classroom or school wide • Continue to offer math training/workshops to teachers • Continue to strengthen communication at all levels • Create a more focused PLC/teaming agenda to keep group on task to make the most of time
Technology	<ul style="list-style-type: none"> • 4 computer labs • Wireless network throughout campus • iPad checkout system through library • Home Access to School Resources: Accelerated Reader data, IStation, and Parent Portal to monitor attendance and grades • Computerized Interventions: Achieve, Study Island, Think Through Math, Brain Pop, IStation (English/Spanish) • Part of classes equipped with ceiling mounted data projectors • Tech Parent Night • Google campus/district 	<ul style="list-style-type: none"> • Continue upgrading classrooms with mounted projectors • Continue with more Google training/awareness • More iPads • Continue upgrading technology for all classrooms • Increase staff knowledge of available technology resources • Increased staff utilization of available resources 	<ul style="list-style-type: none"> • Provide staff development for new programs purchased • Purchase Education Galaxy software to streamline our campus with one program, aligned to the standards, covering all subjects and all grades K-4. • Continue Google Education training • Research ways to make the best use of available budgeted funds for technology upgrades • Continue to offer incentives to staff (meal coupons, jean passes, etc.) to those who demonstrate use of technology resources • Purchase additional ipads and upgrade computers
Family & Community Involvement	<ul style="list-style-type: none"> • One plus One Mentoring Program with Methodist Church • Increased method and frequency of communication • STAAR Family Night, literacy and math nights • Back to School Bash, Open House and Report Card Pick Up. • Fine Arts Night, book fair, awards assemblies, PTO programs/musicals, Fall Festival, Kermes Festival, Veteran's Day Program, Talent Show, Back To School Assembly, Christmas Sing A Long, Staar Pep Rally, Truck Day (career day) • Family Reading Night every Wednesday • Report Card Pick up 	<ul style="list-style-type: none"> • Expand Mentoring Program • Better communication with parents about using the grade portal and parent messenger system • Communicate about resources available for home use • Local field trips • Better communication to bet more parents involved in volunteering • Build a volunteering program for Dads 	<ul style="list-style-type: none"> • Continue to grow upon our One plus One program • Increase the use of the school messenger system to inform parents of school activities • Increase communication about PTO activities • Increase PTO participation • Increase participation in local field trips • Encourage staff members to get bus driver license • Encourage parent involvement/volunteering, design parent involvement t-shirts • Continue successful family night activities • Introduce home access resources during Back to School Bash • Invite parents to come and discuss hobbies, careers, and trades

Justiss Elementary Campus Improvement Plan

Goal 1. A SELF-DISCIPLINED STUDENT BODY, LEARNING TOGETHER IN AN ATMOSPHERE OF MUTUAL RESPECT.

Objective 1. Promote a safe and orderly environment that will increase attendance rates and satisfaction on climate surveys.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1.1.1 Parents will be notified by mail and through the Justiss Monday Folder regarding excessive absences and potential truancy issues. (T I SW: 5) (Target Group: All)</p>	Campus Administrators Teachers	1 x 9-weeks	(S)Local Funds	<p>Formative – Attendance Reports Summative - Attendance at 97% or above.</p>
<p>1.1.2 Provide incentives and recognition for staff and students each 9-weeks for perfect attendance during Rise Up Assembly.</p>	Campus Administrators Counselor Teachers	1 x 9-weeks	(S)Local Funds Principal Fund PTO	<p>Formative – Attendance Reports Summative - Attendance at 97% or above</p>
<p>1.1.3 Recognize student achievements by conducting semester awards assemblies. (Target Group: All)</p>	Campus Administrators Counselor Teachers	each semester ending	(S)Local Funds	<p>Formative - Award sheet rosters Summative - Increase in student's making A/B Honor Roll by 10%.</p>
<p>1.1.4 All visitors to campus will be required report in through the School Check in System. (Target Group: All)</p>	Campus Administrators Attendance Clerk Secretaries	daily	(S)Local Funds	<p>Formative - Visitor log Summative - 100% of all Justiss visitors are admitted through office and wearing visitor's stickers.</p>
<p>1.1.5 Present Character Education lessons, Why Try curriculum, and Anti Bullying Prevention during counselor/teaming sessions and Rise Up Assemblies. (Target Group: All)</p>	Campus Administrators Counselor Teachers	weekly	(F)IDEA Special Education, (F)Title I, (S)Local Funds	<p>Formative – Counselor Logs Summative - 3% decrease in office referrals</p>
<p>1.1.6 Conduct fire drills, lock down drill, and storm/crisis drills twice each semester. (Target Group: All)</p>	Campus Administrators Faculty/Staff SRO Officer	2 x semester	(S)Local Funds	<p>Formative - Drill Logs Summative – Conduct drills twice each semester.</p>
<p>1.1.7 All staff will utilize the Justiss discipline management plan (4 Strikes Referral System) and works cooperatively with parents and the administration to ensure students have high standards of behavior. (Target Group: All)</p>	Campus Administrators Counselor Teachers	daily	(S)Local Funds	<p>Formative – 9 Weeks Discipline Referral Reports Summative - 3% decrease in office referrals</p>
<p>1.1.8 Implement positive student behavior program through the CORE Essential Character Ed Program produced through Chick – fil – A Corporation. The traits are reinforced campus wide with Caught in the Act Tickets and weekly recognition at the Rise Up Assemblies.</p>	Campus Administrators Counselor Teachers	daily	(S)Local Funds	<p>Formative – Weekly recognition of classroom “SuperKids”, Recognizing students caught carrying out the monthly character trait daily tally, weekly campus winners at Friday assembly, recognition in Campus Newsletter Summative - 3% decrease in office referrals</p>
<p>1.1.9 Continue Justiss Pledge: Today I will do more than I have to do, I will treat others as I want to be treated, And I will try to become a better person!</p>	Campus Administrators Faculty/Staff	daily	(S)Local Funds	<p>Formative – Recite pledge daily Summative - Every Justiss student memorizes pledge.</p>
<p>1.1.10 Continue small group behavior management counseling sessions. (self-esteem, school success, social skills, life skills, grief, divorce, etc.) (Target Group: All)</p>	Counselor	weekly schedule	(F)Title I, (S)Local Funds	<p>Formative –Counselor logs Summative - 3% decrease in office referrals</p>

Goal 1 Objective 1 continued				
1.1.11 Implement new theme "Rise Up to Excellence" and continue school song "PISD Alma Mater"! (Target Group:All)	Campus Administrators Faculty/Staff	daily	(O)Principal Fund	Formative –Newsletters and Rise Up Assembly Summative - 3% increase in student attendance and 3% decrease in office referrals
1.1.12 Support and enhance "One plus One" mentoring program. (Target Group: All)	Campus Administrators Counselor/Coaches United Methodist Church Connections Church Teachers	daily	(S)Local Funds	Formative – Volunteer logs and sign in sheets Summative - 3% increase in student attendance and 3% decrease in office referrals
1.1.13 School wide activities to promote school pride and positive self-concepts: Rise Up Assemblies, PTO Grade Level Musicals, Jammer/Choir Performances, Back to School Assembly, TPSW Assembly, Award Assemblies, End of Year Assembly, Field Day, Grade Level Picnics, STAAR Pep Rally, Red Ribbon Week, Hispanic Heritage Day Program, Kermes Festival. (Target Group: All)	Campus Administrators Counselor Teachers SET Team	conducted throughout the year	(O)Principal Fund (S)Local Funds (F) Title I, Part A (F)Bilingual/ESL	Formative - Agendas, Performance Programs, Newsletters Summative - 3% increase in student attendance and 3% decrease in office referrals
1.1.14 Continue our Fabulous Friday "Rise Up" Assemblies recognizing: <ul style="list-style-type: none"> • Weekly classroom attendance • Star Students which is partnered with Taco Delite, receive special recess, highlighted with special posters on Star Student bulletin board, and recognized as student role models for the week. • Reinforce the monthly character trait by counselor and students. • Teacher time; celebration of teachers. • Special guest for focus topics. • Partner with other campuses for student role models. • Celebrate week with campus songs and dances. 	Campus Administrators Counselor Teachers	every Friday	(S)Local Funds	Formative –Newsletters Summative - 3% increase in student attendance and 3% decrease in office referrals
1.1.15 Students will be recognized for outstanding attendance each 9-weeks and semester. (T I SW: 2)(Target Group: All)	Campus Administrators Counselor	each semester ending	(S)Local Funds	Formative - Attendance Reports Summative - 3% increase in student attendance
1.1.16 Classrooms will be rewarded for being "fight free" each semester. (Target Group: All)	Campus Administrators	each semester ending	(S)Local Funds	Formative - Attendance Reports Summative – The campus will be 100% Fight Free at the end of the year.
1.1.17 Continue to follow and file according to PISD truancy policy and new state truancy guidelines. (Target Group: All)	Asst. Principal Attendance Clerk	each 9-weeks	(S)Local Funds	Formative - Attendance Reports Summative - 3% increase in student attendance
1.1.18 Conduct Saturday School as needed for students with excessive tardiness and absences. (Target Group: All)	Assistant Principal Attendance Clerk Teachers	2 x a semester	(S)Local Funds	Formative - Attendance Reports Summative - 3% increase in student attendance
1.1.19 Campus Crisis Team will meet once each semester to review procedures. (Target Group: All)	Campus Administrators Crisis Team SRO Officer	each semester	(S)Local Funds	Formative - Crisis team minute meetings/ school calendar Summative - Team's met

Goal 1 Objective 1 continued				
1.1.20 Provide transition to Crockett Intermediate School for 4 th grade students. (T I SW: 7)	Campus Administrators 4 th grade team	May	(S)Local Funds (F)Title I, Part A	Formative - Schedule for Crockett Visit; Newsletters Summative - Successful transition of students to 5 th grade for Justiss students
1.1.21 Pre-K and Kindergarten teachers will collaborate to ensure alignment of curriculum and expectations in a transition from readiness to formal curriculum. Teachers will share data with grade above to ensure consistency in Response to Intervention, Provide PreK visit to campus to prepare for transition to K. (T I SW: SW: 7)	Campus Administrators Kinder and Pr-K teachers Curriculum Director Coaches	August May	(S)Local Funds (F)Title I, Part A	Formative – Planning schedules/logs Summative - Successful transition of students entering Kindergarten/public school
1.1.22 Implement “Capturing Kids’ Hearts” school-wide program with training for entire Justiss Staff; Focus on social skills and common school expectations and terminology.(T I SW: 4) (Target Group: All)	Campus Administrators Staff Federal Programs Director	weekly	(F)Title II, Part A	Formative – Sign in sheets/social contracts posted /PDAS observations Summative – 3% increase in student attendance and 3% decrease in office referrals
1.1.23 Implement the State Farm Kindness Revolution emphasizing the needed values of dignity, respect and kindness in our school.(T I SW: 4) (Target Group: All)	Counselors State Farm Campus Administrators Staff	weekly	Other Funds	Formative – Rise Up Assembly student recognition Summative – 3% decrease in office referrals

Justiss Elementary Campus Improvement Plan

Goal 2. AN INFORMED AND INVOLVED COMMUNITY THAT ACTIVELY WORKS TOGETHER TO PROMOTE EDUCATION OF RECOGNIZED EXCELLENCE.

Objective 1. Promote an atmosphere where parents and community members are partners in education and 90% percent of parents are contacted throughout the school year through parent conferencing and/or parent activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2.1.1 Teachers will conduct report card conferences and distribute Title I Part A Parent Compacts at the end of the first grading period with all parents/guardians. (T I SW: 6) (Target Group: All)	Campus Administrators teachers	October	(S)Local funds	Formative - Report Card/conference logs Summative –Increase parent involvement by 5%
2.1.2 Progress reports will be sent home with students every three weeks for all students. (Target Group: All)	Teachers Attendance Secretary	every 3-weeks	(S)Local funds	Formative - Progress reports Summative - Parent involvement will increase by 5%.
2.1.3 Schedule school wide parent/community activities which will include Back To School Bash, PTO/Grade level Musical Programs, Open House, Meet the Teacher Night, Veteran’s Day Assembly, Family STAAR Night, Literacy/Math Night, Fall Festival, Jammer/Choir Performances, Bilingual Hispanic Heritage Day Celebration, Kermes Festival, Justiss Talent Show, Summer Reading Program and Family Reading Nights. (T I SW: 6) (Target Group: All)	Campus Administrators Coaches Librarians, PTO Teachers	throughout the year	(F)Title I, Part A (S)Local Funds	Formative - Parent sign in logs/participation surveys Summative - Increase parent involvement by 5%
2.1.4 Continue partnership with The Lamar County Coalition of Education, Business, and Industry to provide volunteers to read to 2nd grade classes in conjunction with its “Read to the Future” program. Read to the Future is open to individuals or groups of people to adopt a classroom and read aloud to them each week.	Campus Administrators Reading Coach Community Reps Teachers	weekly	(O)Lamar County Coalition Funds	Formative - Volunteer sign in logs Summative – 10% increase in reader’s participation.
2.1.5 Make available the parent portal for Paris ISD curriculum lessons on the district and Justiss websites as well as all Justiss teacher lesson plans. (T I SW: 6) (Target Group: All)	Curriculum Director Campus Administrators Teacher Attendance Clerk	24 hours a day	(S)Local Funds	Formative - Updated teacher lesson plans Summative – 10% increase in favorable response to items concerning parent communication on parent survey.
2.1.6 Create and disseminate a campus newsletter and calendar to provide parents with information on campus happenings and increase parent involvement. (T I SW: 6) (Target Group: All)	Campus Administrators Tech Coordinator	monthly	(F)Title I, Part A (S)Local Funds	Formative - Parent sign in logs/ participation surveys Summative - Increase parent involvement by 5%
2.1.7 The campus site-based decision making committee will meet regularly to monitor and evaluate benchmarks on the campus improvement plan and subject area committees will meet quarterly to evaluate the campus plan and to create the campus needs assessment at years end. (T I SW: 1,2) (Target Group: All)	Campus Administrators SET Team Teacher	2 x semester	(F)Title I, Part A (F)Title II, Part A Principal and Teacher Improvement (S)Local Funds (S)SCE	Formative – Committee reports/agendas Summative – Committee meetings and evaluation will be scheduled monthly throughout the school year.

Goal 2				
Objective 1 continued				
2.1.8 Conferences will be held with parents as often as needed to keep them informed of student difficulties and successes. (T I SW: 5) (Target Group: All)	Campus Administrators Teachers	as needed	(S)Local funds	Formative - Parent Communication Log Summative - Increase parent involvement by 5%
2.1.9 Provide parent workshops to educate parents on grade level needs of their students working with them to create games, manipulatives, and other teaching strategies that parents can use at home with their children. (T I SW: 6,10) (Target Group: H)	Federal Programs Director, Parent Volunteers Teachers Campus Administrators	each 6 - weeks	(F)Title I, Part A (F)Title III Bilingual /ESL (S) Local funds	Formative - Parent sign in logs/agendas Summative - Increase parent involvement by 5%
2.1.10 Maintain the outdoor work area where parents and guests can work with students, attend parent workshops, and activities as well as spend time with their students.	Federal/State Programs Director Parent Involvement Coordinator Parent Volunteers Campus Administrators Teachers	weekly	(F)Title I, Part A (F)Title III Bilingual /ESL (S) Local funds	Formative - Parent sign in logs/ agendas Summative - Increase parent involvement by 5%
2.1.11 Promote PTO involvement by utilizing numerous media tools available to inform parents of meeting dates/times.(T I SW: 5)	Campus Administrators Teachers PTO	weekly	(S)Local funds	Formative - PTO membership/meeting minutes Summative - Increase parent involvement by 5%
2.1.12 Conduct field trips in grades K - 4 that provide students with experiences outside the classroom and their everyday activities. Trips should generally be linked to curriculum and community. (T I SW: 6)	Campus Administrators Teachers PTO	ongoing	(S)Local Funds (O)PTO	Formative – Activity/instruction development; Parental involvement; classroom activities linked to field trips Summative - Increase parent responses to field trips on parent survey 5%

Justiss Elementary Campus Improvement Plan

Goal 3. IMPLEMENTATION OF AN ALIGNED, RIGOROUS CURRICULUM THAT INTEGRATES TECHNOLOGY AND APPLIES REAL-WORLD SKILLS.

Objective 1. Ensure that 80% of students are proficient readers by the end of 3rd grade and continue to read on grade level every year thereafter and provide a challenging learning environment for each student as evidenced that 80% of all students and each student group, including and ELL students tested, will have an acceptable raw score on the **reading** state assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3.1.1 Administer reading universal screeners to determine students in need of reading interventions at the beginning, middle, and end of school year. (T I SW: 7,8) (Target Group: All)	Campus Administrators Reading Coach Teachers	4 x a year	(F)Title I, Part A (S) Local Funds	Formative - Universal screening data Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.2 Administer interventions to students identified as being at risk on universal screeners. (T I SW: 8,9) (Target Group: At-risk)	Campus Administrators Reading Coach Teachers	daily	(F) Title I, Part A (S)Local funds	Formative - RTI logs, TAPR Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.3 Continue implementation of a balanced literacy program (including reading, writing, research, listening/speaking, oral/written conventions daily) in grades K-4 using literacy stations and guided reading groups. (Target Group: All) (T I SW: 2)	Campus Administrators Reading Coach Teachers	daily	(F)Title I, Part A (S) Local Funds	Formative – Classroom observations/walk through/lesson plans Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.4 Teachers will continue guided reading, small group instruction, learning/literacy Centers while providing the necessary tools and materials to be effective. (T I SW: 4) (Target Group: All)	Campus Administrators Reading Coach Teachers Assistants	daily	(F)Title I (S)Local Funds (S)SCE	Formative - Classroom observations/walk through/lesson plans Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.5 Reading Recovery 1:1, Reading Recovery Literacy Groups, and the Dyslexia program will continue to be utilized to support students who are at-risk of reading failure. (T I SW: 9) (Target Group: At Risk, Dys)	Campus Administrators Reading Coach Teachers Reading Recovery teachers Dyslexia teachers	daily	(F)Title I (S)Local Funds (S)SCE	Formative - Reading Recovery graduation report, Dyslexia assessments, report cards, assessments reports Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.6 Teachers will utilize research based materials for differentiation in the 5 components of reading. (phonemic awareness, phonics, fluency, vocabulary, and comprehension) Staff Development will be provided for materials purchased as needed. (T I SW: 2) (Target Group: All)	Campus Administrators Reading Coach Teachers Assistants	monthly	(F)Title I (S)Local Funds (S)SCE (F)Title II, Part A	Formative - Lesson plans, staff development, sign in and agendas, coaches logs, budget request Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.7 Teachers will use Renaissance Place for AR, AM, STAR Reading, and STAR Early Literacy to supplement the guided reading instruction. (T I SW: 2) (Target Group: All)	Campus Administrators Reading Coach Teachers Librarian	weekly	(F)Title I (S)Local Funds	Formative – Renaissance program reports Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.8 Continue to provide Summer Library Program, Wednesday Night Family Reading. (T I SW: 2,6)(Target Group: All)	Campus Administrators Librarian	weekly	(F)Title I (S)Local Funds,	Formative - Library circulation report, summer library log, family reading logs Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments

3.1.9 Continue to build our library collection that supports all curriculum areas and reading interest as well as our bilingual population. (Title I SW: 2,6)(Target Group: All)	Campus Administrators Librarian	Monthly	(F)Title I (S)Local Funds,	Formative - Library circulation report, summer library log, Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.10 Continue Reading Renaissance certifications and celebrations. Continue to provide instructional aide for Reading Renaissance. (T I SW: 2) (Target Group: All)	Campus Administrators Librarian Teachers Assistants	weekly	(F)Title I (S)Local Funds,	Formative - Certification reports and library circulation reports Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.11 Staff and faculty will attend any relevant staff development as determined by needs assessment in the area of reading. (T I SW: 4) (Target Group: All)	Campus Administrators Coaches Curriculum Director Teachers	4 x a year	(S)Local Funds (F)Title II, Part A	Formative - Sign In sheets and agendas of trainings Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.12 Retain academic coach position to provide staff development and assistance with the implementation of the reading curriculum (T I SW:: 2,4) (Target Group: All)	Assistant Supt of Human Resources Federal Programs Director Campus Administrators Coaches	4 x a year	(F)Title I	Formative - District staffing/PD sign in sheets Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.13 Students identified as at-risk in reading will be provided with additional reading instruction, small group instruction, extended day tutorials, reading tutorials, and participate in Wake Up and Read. (T I SW: 9) (Target Group: At Risk)	Campus Administrators Coaches Teachers	daily	(F)Title II, Part A (S)Local Funds (S)SCE	Formative - Tutorial lesson plans/attendance/report cards Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.14 Small and whole group differentiated reading instruction will be utilized to help students succeed at their level. (T I SW: 2) (Target Group: All)	Campus Administrators Coaches Teachers	4 x a year	(F)Title I, Part A (S)Local Funds (S)SCE	Formative - Report cards/progress monitoring Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.15 Continue benchmarking for grades 2 nd through 4 th grades to prepare for data gathering, lesson instruction preparation, and STAAR testing utilizing DMAC to score Unit Assessments in reading. (I SW: 8) (Target Group: All)	Campus Administrators Coaches Curriculum Director	4 x a year	(S)Local Funds	Formative - Benchmark scores Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.16 Continue use of Thinking Maps to reinforce learning through common visuals maps K-4.	Campus Administrators Coaches Teachers	daily	(F)Title I, Part A (S)Local Funds,	Formative -Lesson Plans/ Benchmark results Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.17 Continue I&E, Intervention and Enrichment time for all students. Providing 30 minutes 5X a week of small group intense intervention or enrichment based on weekly classroom data.	Campus Administrators Coaches Teachers Assistants	daily	(F)Title I, Part A (S)Local Funds (S)SCE	Formative - Benchmark results Summative - Increased proficiency in reading skills and improved scores on benchmarks and state assessment by 10%.
3.1.18 Follow campus RTI expectations to provide interventions for students whose performance is below grade level expectations.(Target Group: At Risk)(T1 SW:1,3)	Campus Administrators Coaches Teachers	daily	(F)Title I, Part A (S)Local Funds (S)SCE	Formative - RTI Logs Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.19 Continue using IStation Reading to provide individualized interventions for at risk students in grades 3-4 in an extended day program Mondays. (Target group: At Risk) (TI SW:1,3)	Campus Administrators Coaches Teachers Campus Tech Coord	4 x a year	(F)Title I, Part A (S)Local Funds (S)SCE	Formative - IStation data/report cards/benchmark data/assessment reports Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments

Goal 3 Objective 1 continued				
3.1.20 Continue using “Phonics Dance” in reading instruction in grades K-2; supplement in grades 3 -4 as needed with At-Risk learners identified with STAR EL and STAR Reading. (T I SW: 2) (Target Group: All)	Campus Administrators Coaches Teachers	daily	(F)Title I, Part A (S)Local Funds (S)SCE	Formative - STAR EL /STAR Reading reports Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.21 Implement Saxon Phonics and Spelling as Language Arts instruction for grade K – 3. . (TI SW: 2)	Campus Administrators Coaches Teachers	daily	(F)Title I, Part A (S)Local Funds (S)SCE	Formative - STAR EL /STAR Reading reports Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments

Justiss Elementary Campus Improvement Plan

Goal 3. IMPLEMENTATION OF AN ALIGNED, RIGOROUS CURRICULUM THAT INTEGRATES TECHNOLOGY AND APPLIES REAL-WORLD SKILLS.

Objective 2. Provide a challenging **math** curriculum for every child. 80% of all students and each student group, including Special Education and ELL students tested, will have an acceptable score on all portions of the **math** STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3.2.1 Utilize STAR Math as Universal Screening and Progress Monitoring tool in grades 1-4. Supplement math instruction with Think Through Math and Education Galaxy. (T I SW: 9) (Target Group: All)	Campus Administrators Coaches Teachers Campus Tech Coord	4 x a year	(F)Title I, Part A (S)Local Funds (S)SCE	Formative - Universal screener data Summative – Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.2 Teachers will utilize the Paris ISD math curriculum to provide research-based instruction. (T I SW: 2) (Target Group: All)	Campus Administrators Coaches Teachers	daily	(S)Local Funds	Formative - Classroom observations/walk through/lesson plans Summative – Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.3 Targeted group and differentiated instruction will be utilized along with the increase use of math stations to allow small group teaching time. (TI SW: 2) (Target Group: All)	Campus Administrators Coaches Teachers	daily	(F)Title I, Part A (S)Local Funds (S)SCE	Formative - Classroom observations/walk through/lesson plans Summative – Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.4 Utilize high quality/research based materials for differentiation in Math for Grades K-4. Provide staff development in best practices for math materials that are purchased.(Target Group: All)	Federal Programs Director Campus Administrators Coaches Curriculum Director Teachers	daily	(F)Title I, Part A (S)Local Funds (S)SCE (F) Title II, Part A	Formative - Lesson plans/SD agendas and sign in sheets/coaches logs/budget req Summative – Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.5 Utilize data from STAR math and PISD assessments to individualize math instruction. (T I SW: 9) (Target Group: All) (NCLB: 1)	Campus Administrators Coaches Teachers Campus Tech Coord	weekly planning	(F)Title I, Part A (S)Local Funds (S)SCE	Formative – Data/assessment reports/lesson plans Summative – Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.6 Students identified as at-risk and all students in 1st through 4th grades will participate in Math Facts in a Flash Program. (TI SW: 2) (Target Group: All, At Risk)(NCLB: 1)	Campus Administrators Coaches Teachers Campus Tech Coord	4 x a year	(F)Title I, Part A (S)Local Funds (S)SCE	Formative - Lesson plans/extended day roster/weekly progress monitoring Summative – Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.7 Continue benchmark/mock testing in grades 2- 4 to prepare for STAAR test (TI SW: 8)	Campus Administrators Coaches Curriculum Director Teachers	4 x a year	(S)Local Funds	Formative – Testing results and data Summative – Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.9 Continue I&E, Intervention and Enrichment time for all students. Providing 30 minutes 5X a week of small group intense intervention or enrichment based on weekly classroom data.	Campus Administrators Coaches Assistants Teachers	4 x a year	(F)Title I, Part A (S)Local Funds (S)SCE	Formative - Benchmark results Summative - Increased proficiency in math and 10% increase on benchmark and state assessments

Goal 3 Objective 2 continued				
3.2.10 Students identified as at-risk in math will be provided with additional math instruction, small group instruction, extended day tutorials, math tutorials and participate in Think Through Math Lab. (T I SW: 9) (Target Group: At Risk)	Campus Administrators Coaches Teachers	4 x a year	(F)Title I, Part A (S)Local Funds (S)SCE	Formative - Tutorial plans/ attendance/report cards Summative - Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.11 Follow campus RTI expectations to provide interventions for students whose performance is below grade level expectations.(Target Group: At Risk)(T1 SW:1,3)	Campus Administrators Coaches Teachers	daily	(F)Title I, Part A (S)Local Funds (S)SCE	Formative –RTI Logs Summative - Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.12 Continue Think Through Math computer program to provide individualized interventions w/at risk students in grades 3 – 4 in extended day program Monday afternoons. Target group: At Risk)(TI SW:1,3)	Campus Administrators Coaches Teachers Campus Tech Coord	1 x week	(F)Title I, Part A (S)Local Funds (S)SCE	Formative –TTM data/report cards/benchmark and assessment data Summative - Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.13 Continue Parent Math Night to provide information and materials for parents. (Target Group: All Students) T1 SW:6)	Campus Administrators Coaches Teachers	1 x Fall 1 x Spring	(F)Title I, Part A (S)Local Funds	Formative –Sign in sheets/newsletters Summative - Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.14 Retain academic coach position to provide staff development and assistance with the implementation of the math curriculum (TI SW: 2,4) (Target Group: All)	Assistant Supt of Human Resources Federal Programs Director Campus Administrators Coaches	4 x year	(F)Title I	Formative –District staffing/PD logs/sign in Summative - Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.15 Add math intervention teacher for grades K-4 for small group intense intervention. Target group: At Risk) SW:1,3)	Campus Administrators Interventionist	August 2016	(S)Local Funds (S)SCE	Formative –Bmark data, report cards, assessments/reports Summative - Increased proficiency in math and 10% increase on benchmark and state assessments

Justiss Elementary Campus Improvement Plan

Goal 3. IMPLEMENTATION OF AN ALIGNED, RIGOROUS CURRICULUM THAT INTEGRATES TECHNOLOGY AND APPLIES REAL-WORLD SKILLS.

Objective 3. Provide a challenging **science** and current **technology** curriculum for all students as evidenced that each student group will have an acceptable raw score on the science state assessment when reaching 5th grade.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3.3.1 Utilize reading and audiovisual materials with a science focus. Supplement science curriculum with high quality materials to build a science vocabulary. (T I SW: 2) (Target Group: All)	Campus Tech Coord, Teachers Librarian	weekly	(F)Title I, Part A (S)Local Funds	Formative – Classroom observations/walk through/lesson plans /budget requests Summative - Increased proficiency on science skills and meet and/or exceed state average on state science test in 5 th grade.
3.3.2 Teachers will utilize the PISD science curriculum to provide research-based instruction ensuring alignment to the TEKS and teaching the scientific process. (T I SW: 2)(Target Group: All)	Campus Administrators Curriculum Director	weekly	(S)Local Funds	Formative - Classroom observations/walk through/lesson plans Summative - Increased proficiency on science skills and meet and/or exceed state average on state science test in 5 th grade.
3.3.4 Provide high quality, relevant staff development opportunities in science. (T I SW: 4) (Target Group: All)	Campus Administrators Curriculum Director Teachers Coaches Federal Programs Dir.	monthly	(F)Title II, Part A : Principal and Teacher Improvement (S)Local Funds	Formative - Sign in sheets/agendas Summative - Increased proficiency on science skills and meet and/or exceed state average on state science test in 5 th grade.
3.3.10 Continue to utilize outdoor classroom for science experiments and hands on learning.	Campus Administrators Curriculum Director Teachers Coaches Federal Programs Dir.	monthly	(F)Title I, Part A (S)Local Funds	Formative – Lesson plans Summative – Increased proficiency on science skills and meet and/or exceed state average on state science test in 5 th grade.
3.3.3 Continue to add classroom computers to increase student access to technology and to replace computers that do not meet current district minimum specifications. Add multimedia teaching stations in classrooms. (T I SW: 2) (Target Group: All)	Campus Administrators Federal Programs Dir. Campus Tech Coord, District Tech Dir.	monthly	(F)Title I, Part A (S)Local Funds (S)Bilingual/ESL	Formative - Inventory list of computers/repair records/tech portfolios Summative – Increase in class computers by 1 per room.
3.3.5 Provide staff development on using current technology to increase use of technology in content areas through best practices. (T I SW: 4) (Target Group: All)	Campus Tech Coord, Teachers Coaches	monthly	(F)Title II, Part A : Principal and Teacher Improvement (S)Local Funds	Formative - Sign in sheets, agendas Summative – 10% increase use of technology in content areas on end of year teacher survey.
3.3.6 Continue to integrate technology into the core instruction with programs including: <ul style="list-style-type: none"> • Learning A-Z • Flocabulary • Brain Pop (T I SW: 10) (Target Group: All)	Campus Administrators Federal Programs Dir. Campus Tech Coord, Teachers	daily	(F)Title I, Part A (S)SCE	Formative – Classroom observations/walk through/lesson plans Summative –Increased proficiency in math and reading skills and improved scores on benchmark and state assessment by 10%.
3.3.7 Purchase Education Galaxy for integration into the core instruction and for intervention use in math, reading, language arts, writing, social studies and science.	Campus Administrators Federal Programs Dir. Campus Tech Coord, Teachers Coaches	daily	(F)Title I, Part A (S)SCE	Formative – Classroom observations/walk through/lesson plans Summative –Increased proficiency in math and reading skills and improved scores on benchmark and state assessment by 10%.

Goal 3 Objective 3 continued				
3.3.9 Teachers will provide students with opportunities to conduct research and utilize technology to enhance their learning. (T I SW: 2) (Target Group: All)	Campus Administrators Campus Tech Coord, Teachers Coaches	monthly	(F)Title I, Part A (S)Local Funds	Formative - Classroom observations/walk through/lesson plans/report cards Summative - Increased proficiency in technology skills and improved scores on tech assessments by 5%.
3.3.11 Provide distance learning opportunities. (T I SW: 2) (Target Group: All)	Campus Administrators Campus Tech Coord, Teachers	monthly	(F)Title I, Part A (S)Local Funds	Formative - Teacher lesson plans/ distant learning opportunities from District Tech Integration Specialist Summative - 10% Increase participation in distance learning.
3.3.12 Equip classrooms with updated equipment to increase use of technology in content areas through best practices.	Campus Administrators Federal Programs Dir. Campus Tech Coord, District Tech Dir.	June	(F)Title I, Part A	Formative – inventory list/lesson plans/ Summative - Increase in teacher participation in use of technology for instruction.

Justiss Elementary Campus Improvement Plan

Goal 3. IMPLEMENTATION OF AN ALIGNED, RIGOROUS CURRICULUM THAT INTEGRATES TECHNOLOGY AND APPLIES REAL-WORLD SKILLS.

Objective 4. Obtain 87% or better student performance on the **writing portion of the state assessment.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3.4.1 All teachers will utilize the district developed writing rubrics to support and assess student's writing. (Title I SW: 2) (Target Group: All)	Campus Administrators Elementary Curriculum Director Teachers	weekly	(S)Local Funds	Formative - Lesson plans/ rubric scores/ writing portfolios Summative -10% increase in raw scores on state writing test.
3.4.2 All teachers will utilize the Paris ISD writing curriculum along with Thinking Map graphic organizers to help students develop writing pieces and in all curriculum areas. (Title I SW: 2) (Target Group:All)	Campus Administrators Coaches Teachers	weekly	(F)Title I, Part A (S)Local Funds	Formative - Lesson plans/ rubric scores/ writing portfolios Summative - 10% increase in raw scores on state writing test.
3.4.3 Provide staff development/training for Thinking Maps. (Title I SW: 4)(Target Group: All)	Campus Administrators Coaches Teachers	as needed	(F)Title II, Part A (S)Local Funds	Formative - Lesson plans, Rubric scores, writing portfolios Summative - 10% increase in raw scores on state writing test.
3.4.4 Teach PISD's formal handwriting instruction at all grade levels. (Title I SW: 2) (Target Group: All)	Campus Administrators Coaches Teachers	daily	(S)Local Funds	Formative – Handwriting samples, journal entries, writing portfolios Summative –Improved handwriting by the end of the year
3.4.5 Staff and faculty will attend any relevant staff development as determined by needs assessment in the area of writing. (Title I SW:4) (Target Group: All)	Elementary Curriculum Director Federal Programs Director Campus Administrators Coaches Teachers	monthly	(F)Title II, Part A (S)Local Funds	Formative - Training Schedules/sign-in sheets/evaluation/training agendas Summative - 10% increase in raw scores on state writing test.
3.4.7 Continue benchmarking for grades 2- 4 to prepare for STAAR test. (Title I SW: 8)	Campus Administrators Coaches Teachers Elementary Curriculum Director	3 x year	Local funds	Formative - report cards/assessments/ benchmarks Summative - 10% increase in raw scores on state writing test.
3.4.8 Implement new Writing Lab for grades K – 4 during Justiss rotation time to help students develop writing skills.	Campus Administrators Coaches Writing Lab Teacher	daily	(F)Title I, Part A (S)Local Funds	Formative - report cards/assessments/ benchmarks Summative - 10% increase in raw scores on state writing test.

Justiss Elementary Campus Improvement Plan

Goal 3. IMPLEMENTATION OF AN ALIGNED, RIGOROUS CURRICULUM THAT INTEGRATES TECHNOLOGY AND APPLIES REAL-WORLD SKILLS.

Objective 5. Provide a quality education for students with special needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>3.5.1 Justiss teachers and staff will ensure that all students will have access to high quality instruction and that struggling learners, including those with disabilities, are identified, supported, and served early, and effectively, through the RTI TIER process at each level. (Title I SW: 8) (Target Group: At Risk)</p>	<p>Campus Administrators Coaches Teachers</p>	<p>daily</p>	<p>(F)Title I, Part A (S)Local Funds (S)SCE</p>	<p>Formative - Universal screener data, RTI logs Summative - Students in special population programs will meet or exceed IEP goals and 10% increase in raw scores on appropriate benchmarks and state tests taken by special education students.</p>
<p>3.5.2 ARD meetings for special education students will be held at least once annually to target services to be provided to fulfill each student's IEP. (Title I SW: 9) (Target Group: SPED)</p>	<p>Campus Administrators Special Services Teachers</p>	<p>yearly</p>	<p>(F)IDEA Special Education (S)Local Funds</p>	<p>Formative - IEP's, grades, benchmarks Summative - Students in special population programs will meet or exceed IEP goals and 10% increase in raw scores on appropriate benchmarks and state tests taken by special education students.</p>
<p>3.5.3 Continue inclusion for special education students. (Target Group: SPED) (Title I SW:9)</p>	<p>Campus Administrators Special Services Teachers Teachers</p>	<p>daily</p>	<p>(F)IDEA Special Education (S)Local Funds</p>	<p>Formative - Student work/lesson plans/ inclusion schedule Summative - Students in special population programs will meet or exceed IEP goals and 10% increase in raw scores on appropriate benchmarks and state tests taken by special education students.</p>
<p>3.5.4 Student with disabilities will have access to the general curriculum and be educated in his/her least restrictive environment. (Title I SW: 9) (Target Group: SPED)</p>	<p>Campus Administrators Special Services Director Special Services Teachers, Teacher</p>	<p>daily</p>	<p>(F)IDEA Special Education (S)Local Funds</p>	<p>Formative - IEP's/ ARD notes/lesson plans Summative - Students in special population programs will meet or exceed IEP goals and 10% increase in raw scores on appropriate benchmarks and state tests taken by special education students.</p>
<p>3.5.5 Students identified under 504 will receive appropriate accommodations as specified in each student's plan. (Title I SW: 8,9)</p>	<p>Campus Administrators Coaches Teachers</p>	<p>daily</p>	<p>(S)Local Funds (S)SCE</p>	<p>Formative - IEP's/ AEIS Summative - Students in special population programs will meet or exceed IEP goals and 10% increase in raw scores on appropriate benchmarks and state tests taken by special education students.</p>
<p>3.5.6 Identify and serve ELL students with a certified ESL teacher. (Title I SW: 8) (Target Group: ESL, LEP)</p>	<p>Campus Administrators ESL Teachers</p>	<p>daily</p>	<p>(F)Title I, Part A (S)Local Funds (S)Bilingual/ESL</p>	<p>Formative - Attendance records/LPAC records/ PEIMS,/ESL annual review Summative -Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%.</p>
<p>3.5.7 All GT teachers will receive an annual 6 hour update of GT training. (Title I SW: 9,10) (Target Group: GT)</p>	<p>Campus Administrators TP Teachers GT Coordinator Elementary Curriculum Director</p>	<p>daily</p>	<p>(S)Local Funds</p>	<p>Formative - GT Staff Development certificates/ agendas Summative - Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%.</p>
<p>3.5.8 Students identified as GT in grades 3 – 4 will be provided additional targeted instruction through weekly pullout Socrates classes. (Title I SW: 9) (Target Group: GT)</p>	<p>Campus Administrators Socrates Teacher GT Coordinator Elementary Curriculum Director</p>	<p>once a week</p>	<p>(S)Local Funds</p>	<p>Formative - GT newsletter/lesson plans Summative -Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%.</p>

Goal 3 Objective 5 continued				
3.5.9 Students identified as TP in grades 2 – 4 will be provided additional targeted instruction through weekly enrichment pullout classes. (Title I SW: 9) (Target Group: GT)	Campus Administrators Enrichment Teacher GT Coordinator Elementary Curriculum Director	once a week	(S)Local Funds	Formative - GT newsletter/lesson plans Summative -Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%.
3.5.10 Continue following the Gomez and Gomez instructional model in our bilingual program along with any follow up training and additional targeted instructional training through Luz Roth. (Title ISW: 9,10) (Target Group: ESL, LEP)	Federal Programs Director Campus Administrators Coaches Teachers Bilingual/ESL Coordinator	daily	(F)Title II, Part A (S)Local Funds (S)Bilingual/ESL (F) Title III Bilingual	Formative - TELPAS reports/report cards/training logs/lesson plans Summative - Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%/TELPAS scores by 10%.
3.5.11 Students identified as being dyslexic will be provided services by dyslexia teacher. (Title I SW: 3,8) (Target Group: Dys)	Federal Programs Director Campus Administrators Dyslexia Specialist	4 x week	(F)Title I, Part A (S)Local Funds (S)SCE	Formative - Dyslexia screening instruments/RTI tier 2 logs Summative -Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%.
3.5.12 Students identified as meeting 2 of the academic criteria on the Justiss RTI eligibility list will enter the RTI process. The JSST (Justiss Student Success Team) will develop appropriate interventions to meet each student's individual academic/behavioral needs. (Title I SW: 8) (Target Group: At Risk)	Campus Administrators Coaches Teachers	monthly	(F)Title I, Part A (S)Local Funds (S)SCE	Formative - Universal screener data/RTI logs Summative - Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%.
3.5.13 Students identified as bilingual will be served by certified bilingual teachers. (Title ISW: 9,10) (Target Group: ESL, LEP)	Campus Administrators Assistant Superintendent of Student Services Federal Programs Director Teachers	daily	(S)Local Funds (S)Bilingual/ESL (F) Title III Bilingual	Formative - TELPAS reports/report cards Summative - Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%. Increase TelPas scores by 10%.
3.5.14 Teachers serving ELL students will obtain TELPAS certification. (Title I SW: 3) (Target Group: ESL, LEP)	Campus Administrators Counselor Federal Programs Director Teachers	yearly	(S)Local Funds	Formative - Student records Summative - 100% of teachers of ELL students have TELPAS certification.
3.5.15 Identify and serve ELL students w/certified teachers while using appropriate materials and technology. (Title I SW: 9,10) (Target Group: ESL, LEP)	Federal Programs Director Teachers Campus Administrators Campus Tech Coord,	daily	(S)Local Funds (S)Bilingual/ESL (F) Title III Bilingual	Formative - TELPAS reports/report cards Summative - Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%. Increase TelPas scores by 10%.

Justiss Elementary Campus Improvement Plan

Goal 4. RESOURCES PROVIDED TO PROVIDE AN EXEMPLARY EDUCATIONAL PROGRAM

Objective 1. Provide enrichment opportunities for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>4.1.1 Provide physical education/fitness program to address childhood obesity and life-long fitness, ensuring all students participate in moderate or vigorous physical activity for at least 135 minutes during each school week. (Title I SW: 2) (Target Group: All)</p>	<p>Campus Administrators Teacher</p>	<p>weekly</p>	<p>(S)Local Funds</p>	<p>Formative - Fitness gram results, lesson plans Summative - Students meet/exceed state fitness guidelines with Fitness Gram Program.</p>
<p>4.1.2 Provide character education and social skills along with bullying and hero education through counseling program and weekly Bully Alert/The Beginnings of a Hero program through Character Education Network. (Title I SW: 2)(Target Group: All)</p>	<p>Campus Administrators Counselor</p>	<p>weekly</p>	<p>(S)Local Funds</p>	<p>Formative - Office/counselor referrals Summative – Decrease in student discipline referrals by 3% on eoy report.</p>
<p>4.1.3 Students will have the opportunity to try out and participate in the Choir, Justiss Jammers, Art Club, and Student Council.</p>	<p>Campus Administrators Club Sponsors</p>	<p>September</p>	<p>(S)Local Funds</p>	<p>Formative – Student participation/concert programs Summative -Increase in student extracurricular participation by 5%/ decrease in discipline referrals by 3% on eoy report.</p>
<p>4.1.4 Continue SOI program for at-risk students in grades K-4. (Title I SW: 9,10) (Target Group: At Risk)</p>	<p>Campus Administrators Elementary Curriculum Director</p>	<p>2 x a week</p>	<p>(F)Title I, Part A (S)SCE</p>	<p>Formative - Report cards/assessment scores/SOI attendance records Summative - SOI students will demonstrate increased proficiency in reading and math by 3% on state and local assessments.</p>
<p>4.1.5 Provide an extended day program with transportation for identified students. (Title I SW: 2,9,10) (Target Group: At Risk)</p>	<p>Campus Administrators Campus Tech Coord, Coaches Teaches Transportation Director</p>	<p>Mondays – October – May T/TH Jan - May</p>	<p>(F)Title I, Part A (S) Local Funds (S)SCE</p>	<p>Formative - Attendance sheets/extended day lesson plans/progress monitoring Summative - Increased proficiency in math and reading skills and improved scores on state and local assessment by 10%.</p>
<p>4.1.6. Provide summer school with transportation for qualifying students in grades K-4. (Title I SW: 9) (Target Group: At Risk)</p>	<p>Campus Administrators Federal Programs Director Teachers</p>	<p>July</p>	<p>(F)Title I, Part A (S) Local Funds (S)SCE</p>	<p>Formative - Report cards/attendance sheets/lesson plans Summative - 85% of students attending summer school will be promoted to next grade level.</p>
<p>4.1.7 Students identified as migrant will receive appropriate resources and instructional services. (Title I SW: 9,10) (Target Group: Migrant)</p>	<p>Campus Administrators Counselor Federal Programs Director Migrant Liaison</p>	<p>daily</p>	<p>(F)Title I, Part A (F) Title I, Part C (S) Local Funds (S)SCE</p>	<p>Formative - Region 8 shared serves report Summative -10% increase in achievement in migrant student scores on state and local assessments.</p>
<p>4.1.8 Students identified as homeless will receive appropriate resources and instructional services. (Target Group: At Risk)</p>	<p>Campus Administrators Counselor Homeless Liaison, Federal Programs Director</p>	<p>daily</p>	<p>(F)Title I, Part A (S) Local Funds</p>	<p>Formative – Identification of homeless children. Summative - 10% increase in achievement in homeless student scores on state and local assessments.</p>
<p>4.1.9 Students identified as foster children will receive appropriate resources and instructional services. (Target Group: At Risk)</p>	<p>Federal Programs Director Campus Administrators Foster Care Liaison</p>	<p>daily</p>	<p>(F)Title I, Part A (S) Local Funds (S)Bilingual/ESL</p>	<p>Formative – Identification of foster children. Summative-10% increase in achievement in foster student scores on state and local assessments.</p>

Justiss Elementary Campus Improvement Plan

Goal 4. RESOURCES PROVIDED TO PROVIDE AN EXEMPLARY EDUCATIONAL PROGRAM

Objective 2. 100% Appropriately Certified Campus status will be maintained.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4.2.1 Provide a yearly stipend for bilingual teachers, pull out ESL teachers, and for bilingual paraprofessionals. Teachers will be paid above state base. (Title I SW: 3,5) (Target Group: ESL, LEP)	Campus Administrators Assistant Supt. Of Human Resources Elementary Curriculum Director Federal Programs Director	monthly	(S) Local Funds (S)Bilingual/ESL	Formative - District salary schedule Summative - 100% of staff will be appropriately certified and hold a special language endorsement, as required.
4.2.2 Recruit and hire core academic subject area Teachers who are Appropriately Certified as set forth by the Texas Education Agency. (Title I SW: 3) (Target Group: All)	Campus Administrators Assistant Supt. Of Human Resources SET Team	June	(F)Title II, Part A: Principal and Teacher Improvement (S)Local Funds	Formative - Job fairs/regional center/university liaisons Summative - 100% of staff will be appropriately certified and hold a special language endorsement, as required.
4.2.3 Provide professional development for instructional aides to pass proficiency tests as funds are available. (Title I SW: 5) (Target Group: All)	Federal Programs Director Campus Administrators	September	(F)Title II, Part A: Principal and Teacher Improvement	Formative – Professional development schedules Summative - 100% of Justiss assistants are appropriately certified.
4.2.4 Testing will be provided if needed to maintain appropriately certified teachers as funds are available. (Title I SW: 5) (Target Group: All)	Federal Programs Director Campus Administrators	monthly	(F)Title II, Part A: Principal and Teacher Improvement (S)Local Funds	Formative - Applications for reimbursement Summative -100% of Justiss teachers are Appropriately Certified.
4.2.5 Actively recruit high quality minority teachers as vacancies occur. (Title I SW: 3) (Target Group: All)	Campus Administrators Assistant Supt. Of Human Resources SET Team	monthly	(F)Title II, Part A: Principal and Teacher Improvement (S)Local Funds (S)SCE	Formative - Job fairs/Region 8/Universities Summative -Balance between minority teachers to minority students achieved
4.2.6 Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. (Title I SW: 3,5) (Target Group: All)	Campus Administrators SET Team	ongoing	(F)Title I, Part A (S)Local Funds (F) Title II, Part A	Formative – Teacher assignments, Staff roster Summative – 100% of low income and minority students are taught by appropriately certified teachers.
4.2.7 Plan, implement, and attend any relevant staff development needed by staff and faculty as determined by needs assessment to ensure Justiss teachers are Appropriately Certified. (Title I SW: 3) (Target Group: All)	Federal Programs Director Campus Administrators	monthly	(S) Local Funds (F) Title II, Part A	Formative - Faculty appropriately certified roster Summative - 100% of Justiss teachers are Appropriately Certified.

Justiss Elementary Campus Improvement Plan

Goal 4. RESOURCES PROVIDED TO PROVIDE AN EXEMPLARY EDUCATIONAL PROGRAM

Objective 3. Provide high quality, campus-based, and ongoing professional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4.3.1 Provide contracted services and fees for supplemental programs. Provide staff development for supplemental programs. (Title I SW: 4)	Federal Programs Director	monthly	(F)Title II, Part A: Principal and Teacher Improvement	Formative – 9 weeks grades/benchmarks Summative - 100% of teachers will participate in high quality, ongoing staff development. 10% increase in raw scores on state mandated tests.
4.3.2 Provide professional development to recruit/retain teachers, assistants, and other staff through district, service center, and state sponsored workshops, conferences, and site visits in core academic subject areas to meet the needs of a diverse population. (Title I SW: 4) (Target Group: All)	Elementary Curriculum Director Federal Programs Director CT Coordinator Coaches Campus Administrators	monthly	(F)Title III Bilingual (S)Local Funds (F)Title II, Part A	Formative - Purchase orders/ Requisitions/My Learning Plan Summative - 100% of teachers will participate in high quality, ongoing staff development. 10% increase in raw scores on state mandated tests.
4.3.3 Provide resources and professional development for staff to increase student engagement, academic rigor, and technology integration. (Target Group: All Students) (Title 1:SW: 1, 10)	Campus Administrators Reading Coach Teachers	monthly	(F)Title I, Part A (F)Title III Bilingual (S)Local Funds (F)Title II, Part A	Formative - Purchase orders/ Requisitions/My Learning Plan/sign in logs Summative - 100% of teachers will participate in high quality, ongoing staff development. 10% increase in raw scores on state mandated tests.
4.3.4 Provide professional development resources/opportunities to teachers based upon individual teacher improvement goals.	Campus Administrators Reading Coach	monthly	(F)Title I, Part A (F)Title III Bilingual (S)Local Funds (F)Title II, Part A	Formative - Purchase orders/ Requisitions/My Learning Plan/sign in logs Summative – Teachers will participate in specific, high quality, staff development
4.3.5 Staff performance and effectiveness will be monitored through observations and walkthroughs with follow up as needed for individual professional development planning. (Target Group All Students) (Title 1: SW 8,10)	Campus Administrators Reading Coach	weekly	(F)Title I, Part A (F)Title III Bilingual (S)Local Funds (F)Title II, Part A	Formative - Purchase orders/ Requisitions/My Learning Plan/sign in logs Summative – Teachers will participate in specific, high quality, staff development.
4.3.6 Provide Capturing Kids' Heart training to all staff members with full implementation including Process Champions and follow-up visits	Campus Administrators Staff Federal Programs Director	August, October, February	(F)Title II, Part A	Formative – Sign in sheets/social contracts posted /PDAS observations Summative – 100% implementation of program by eoy.

Justiss Elementary Campus Improvement Plan

Goal 4. RESOURCES PROVIDED TO PROVIDE AN EXEMPLARY EDUCATIONAL PROGRAM

Objective 4. Coordinate Federal, State, and Local program and services and address Federal requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>4.4.1 The school will only recruit and hire core academic subject area teachers who meet the Appropriately Certified teacher requirements by the Texas Education Agency Guidelines. • Instruction in core academic subject area classes will only be provided by teachers who are appropriately certified • The school will provide high-quality, on-going professional development activities to retain highly appropriately certified teachers. Teachers will be involved in selecting professional development activities. The school, in cooperation with the district, may require teachers to transfer from one campus to another in an effort to ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. (Title I SW: 3,5) (Target Group: All)</p>	<p>Campus Administrators Federal Programs Director SET Team</p>	<p>Aug - June</p>	<p>(S)Local Funds (F)Title II, Part A</p>	<p>Formative – Interviews conducted Summative – New personnel hired are 100% appropriately certified as well as paraprofessionals</p>
<p>4.4.2 Actively recruit Appropriately Certified minority teachers, professional, and paraprofessionals with advertisements and university job fairs. (Title I SW: 3)</p>	<p>Assistant Superintendent of Human Resources Campus Administrators SET Team</p>	<p>as needed</p>	<p>(S)Local Funds (F)Title II, Part A</p>	<p>Formative - Job fairs, Region 8, University liaisons Summative - New personnel hired are 100% appropriately certified as well as paraprofessionals</p>
<p>4.4.3 Conduct a comprehensive needs assessment including data from: parent staff survey, STAAR, ITBS, STAR EL, discipline, attendance, Title I/SCE programs. (Title I SW: 1) (Target Group: All)</p>	<p>Campus Administrators Federal Programs Director SET Team</p>	<p>May</p>	<p>(S)Local Funds (S)SCE</p>	<p>Formative - Agenda,survey results/TAPR/TELPAS,/Program Assessment reports/discipline and attendance reports Summative – Completion of needs assessment report and improved scores on state assessment by 10%.</p>
<p>4.4.4 Disseminate the Campus Report Card at the end of the first reporting period. (Title I SW: 6) (Target Group: All)</p>	<p>Campus Administrators Federal Programs Director Parent Involvement Coordinator</p>	<p>October</p>	<p>(S)Local Funds (F)Title I, Part A</p>	<p>Formative – parent sign in logs Summative -100% of parents receive campus report card.</p>
<p>4.4.5 Reimburse teacher expenses for certification tests/fees for teachers to become appropriately certified, as funds are available. (Title I SW: 5)</p>	<p>Campus Administrators Federal Programs Director</p>	<p>Monthly</p>	<p>(F)Title II, Part A</p>	<p>Formative - Applications for reimbursement Summative – 100% of teachers are appropriately certified</p>
<p>4.4.6 Provide professional development for instructional aides to pass proficiency tests (recruitment/retention incentive)</p>	<p>Campus Administrators Federal Programs Director</p>	<p>September</p>	<p>(F)Title II, Part A</p>	<p>Formative – PD logs/sign in Summative - 100% of teachers are appropriately certified</p>

Justiss Elementary Campus Improvement Plan

Goal 5. A HIGHLY EFFECTIVE, QUALIFIED STAFF REPRESENTATIVE OF THE COMMUNITY

Objective 1. : Teachers will be provided quality staff development that will enable them to meet the needs of at-risk students and raise the academic achievement of all students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5.1.1 Retain instructional coaches to provide professional development and curriculum support in core subject areas (Title I SW: 2)	Campus Administrators	Monthly	(S)Local Funds (F)Title II, Part A (F)Title I, Part A	Formative - Training schedule/Sign-in log Summative - 10% increase proficiency on all state assessment.
5.1.2 Staff development will be provided on DMAC including the use of DMAC for disaggregation of data to develop student intervention plans. (Target Group: All)	Elementary Curriculum Director Coaches	September	(F)Title II, Part A: Principal and Teacher Improvement (S)Local Funds	Formative - Teacher observation/ STAAR test results /TEKS/DMAC Training Summative - 10% increase proficiency on all state assessment.
5.1.3 Provide campus planning time with PLC to ensure staff development plans meet current needs assessment (Title I, SW 4)	Campus Administrators Coaches Teachers	Weekly	(F)Title I, (S)Local Funds, (S)State Compensatory (F)Title II, Part A	Formative - Passing rates STAAR test results/ Teacher observation Summative - 10% increase proficiency on all state assessment.
5.1.4 Staff development through Region 8 cooperative, state/national conferences, consultants and workshops designed to improve staff expertise, instruction, and student learning (Title I SW:4)	Campus Administrators Federal Programs Director	Monthly	(F)Title III Bilingual (S)Local Funds (F)Title II, Part A (F)IDEA Special Education	Formative - Record of staff development attendance Summative - 10% increase in raw scores on state mandated tests; meet ARD expectations
5.1.5 Continue staff development for existing programs/best practices during teaming and after school. (Title I SW: 4)	Elementary Curriculum Director Campus Administrators Federal Programs Director Coaches	Weekly	(F)Title III Bilingual (S)Local Funds (F)Title II, Part A	Formative - Staff development schedule/Sign in sheets/team logs Summative - 10% increase proficiency on all state assessment.

Attachment A: State At-Risk Student Eligibility Criteria

A Student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in pre-kindergarten, kindergarten, or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who have not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information System (PEIMS) to have dropped out of school;
10. is a student of Limited English Proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.