

Thomas S. Justiss Elementary School

Campus Improvement Plan 2015-2016



TEAMWORK MAKES THE DREAM WORK AT JUSTISS

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.

CNA Submitted to Federal Programs Office: June 2015
Board Approval of CIP: October 19, 2015

Planning and Decision Making Committee

Name	Position
Renee Elmore	Principal
Kendra Beshirs	Asst. Principal
Sherry Moree	Kindergarten
Renee Keeling	1 st grade
Janita Martinez	2 nd grade
Alicia Lester	3 rd grade
Maranda Mahon	4 th 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 student's teacher for a one-on-one parent-teacher conference.

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

Program/Funding Source		
Federal Programs		
Program	Allocation Amount	FTE(s)
Title I, Part A	\$366,474	6.73
Title I, Part C (Migrant)	Reg. 8 SSA	
Title II, Part A (TPTR)	\$16,500	0
Title III, Part A (LEP)	Reg. 8 SSA	
State Programs/Funding Source		
State Compensatory Education (Supports Title I School wide Program funds)	\$257,921	6
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 2015-2016

The Thomas S. Justiss Elementary SET Team met on June 15, 2015 to go over the findings on the needs assessment. These are the findings and summary of needs from the assessment:

The data disclosed shows that Justiss Elementary needs to continue to recruit more African American and Hispanic teacher / role models so that our teacher population more closely matches our student demographics. We will investigate ways to provide incentives and to encourage the staff to improve attendance. JES will Increase awareness of working with student in poverty by implementing focused staff development (Ruby Payne Bridges Out of Poverty) Justiss will continue to effectively remediate low achieving students in the best possible manner with a goal for the future of having a reading and/or math interventionist. Increased support for the ELL/bilingual students is needed as well with hopefully adding another bilingual para-professional. JES needs to continue to strive to reduce our At-Risk student numbers for students who are At-Risk to continue to show growth in our state and federal testing and reduce those failing. JES will continue to strive to reduce our SPED state and federal testing failures. It is essential that our district adopts or develops a writing and grammar curriculum for K-4 that is uniform across campuses. The climate is considered to be high and teachers go above and beyond to create a wonderful caring atmosphere, the areas to focus on though will be parent involvement and communication between home and school through increased usage of the school messenger system, PTO newsletters, and introducing parents to home access capabilities at the Back to School Bash. JES will strive to incorporate a more focused PLC teaming time. Justiss will continue to train teachers in current technology trends including Google to ensure student success. The mobile Ipad cart will be available for use and JES will need to look into acquisition of more I pads and updating the present computers.

Component	Strengths	Needs	Action Plan Priorities for addressing needs
Demographics	<ul style="list-style-type: none"> • Class sizes average 16.5/1 ~ State average 19.3/1 • 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 • 65% teachers ESL certified • 13% teachers SPED certified • 12.3 average teaching year's experience ~ State average 11.2 • 96.8% Attendance rate ~ State 95.8% • Bilingual Program 	<ul style="list-style-type: none"> • Increased Support for inclusion and at-risk learners (At Risk Students 57% ~ State 49.9%) • 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. 	<ul style="list-style-type: none"> • Implement focused staff development in working with students living in poverty (Ruby Payne <u>Bridges Out of Poverty</u>) • Add a Bilingual paraprofessional to support Bilingual students in 3rd and 4th grade. • Work toward recruit and retention of a more ethnically diverse staff • Add a reading and 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 and Federal test.
Staff Quality, Recruitment & Retention	<ul style="list-style-type: none"> • 100% HQ teachers • Certification fees paid • Quality Staff Development & support for staff • 61% have had initial Thinking Maps training • Instructional Coaches, Teaming & Department meetings create a strong Professional Learning Committee • Mentor programs for student teachers and new teachers • Improving test scores 	<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) • 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. • Teachers have to continue to let data drive their decision-making and remediation practices.
Curriculum, Instruction & Assessment	<ul style="list-style-type: none"> • Strong support at district level • Campus instructional coaches • Teachers have instructional materials they need • Multi-media teaching station in each classroom • PLC/Planning time • After school tutorials/Wake Up and Read 	<ul style="list-style-type: none"> • ELAR Unit Assessments need to match instruction • 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 • Additional training in best practices for classroom technology • Word study, reading, and writing alignment • Campus and district wide writing curriculum alignment • 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 • Use computer assisted instruction for math facts and early reading instruction for identified students • Investigate supplemental grammar and writing materials • Continue to use benchmark testing to monitor student progress • Use assessments given to provide immediate intervention • District wide writing and grammar curriculum

Component	Strengths	Needs	Action Plan Priorities for addressing needs
Student Achievement	<ul style="list-style-type: none"> • Growth in STAAR 4th Writing • Growth in all sub pops • Increased tutorial time in Extended Day schedule/added Monday • Data disaggregation/DMAC • Growth in STAAR 3rd and 4th Reading 	<ul style="list-style-type: none"> • ELL students assessed with TELPAS are not making expected gains from Advanced to Advanced High • Continued improvement of scores on reading, writing, math test. • STAAR-A eligible students did not score well on STAAR-A computerized test • Improve Sped student scores in all tested areas • Technology program for at risk students in area of math 	<ul style="list-style-type: none"> • Provide differentiated strategies to help students achieve more than one proficiency level in TelPas. • Add full time certified interventionist for reading and math • Think Through Math Lab provided for morning tutorials • Provide additional lab time for Sped to ensure confidence during computerized testing • Provide staff training on Sped accommodations, modifications, inclusion, and implementing IEP's from Paris ISD Sped department • Increase literature circulation for teacher accessibility
School Culture & Climate	<ul style="list-style-type: none"> • Unified school theme/mission • 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 • Safe School • Facility Improvements • Communication between home and school • Parent Involvement Events 	<ul style="list-style-type: none"> • Strategies for working with students in poverty • Increase in parent involvement • Increase black history awareness • Improve student attendance 	<ul style="list-style-type: none"> • Implement Capturing Kids' Hearts with entire staff (district initiative) • PLC with Bridges Out of Poverty by Ruby Payne will help us meet the needs of students and parents in poverty • Continue to utilize all forms of communication between home and school (online, social media, print, newspaper) • Work with new school counselor to incorporate black history into assemblies and programs • Incorporate incentives for student attendance
School Context & Organization	<ul style="list-style-type: none"> • 90 minute instructional blocks • 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 	<ul style="list-style-type: none"> • 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 • Schedule uniform pull out time within grade levels • Continue math TEKS training 	<ul style="list-style-type: none"> • Enrichment for TP students in 1st and 2nd grade students in TP classes, after school if needed. • Refresh and update school by painting covered walkways and awnings wildcat blue • 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

Component	Strengths	Needs	Action Plan Priorities for addressing needs
Technology	<ul style="list-style-type: none"> • 2 computer labs • 1 science lab • Classroom set of Ipads/IPad cart • School-wide access to wireless and internet • 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) 	<ul style="list-style-type: none"> • Continue upgrading technology for all classrooms • Continue to add Ipads for checkout • Training in Google Education (new email and apps) • Increase staff knowledge of available technology resources • Increased staff utilization of available resources 	<ul style="list-style-type: none"> • Implement 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"> • 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"> • Better communication with parents about using the grade portal • Communicate about resources available for home use earlier in the year • Mentor/Volunteers to build connections between students and community • Local field trips • Better communication to bet more parents involved in volunteering • More dads involved in volunteering 	<ul style="list-style-type: none"> • Community partnership for mentors or volunteers for clubs • Increase the use of the school messenger system to inform parents of school activities • Increase communication about PTO activities • Local field trips for students in poverty to see what we have locally- public library, Maxey House, Pat Mayes Dam, water treatment plant, service solutions, PJC, PHS vocational classes • 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
1. Parents will be notified by mail and through the Justiss Monday Folder regarding excessive absences and potential truancy issues. (Title I SW: 5) (Target Group: All) (NCLB: 4)	Assistant Principal(s)	Aug - June	(S)Local Funds	Formative - Attendance Reports Summative Reports - The campus attendance rate will be at 97% or above.
2. Implement more focus on student/teacher exemplary attendance by providing incentives and recognition for staff and students. Each 9-weeks recognition and drawings gifts and prizes for perfect attendance will be held at the FFF Assembly.	Principal, Assistant Principal(s), Counselor(s),	Aug - June	(S)Local Funds Principal Fund PTO	Formative - Attendance Reports Summative Reports - The campus attendance rate will be at 97% or above .
3. Recognize student achievements by conducting semester awards assemblies. (Target Group: All) (NCLB: 4)	Principal, Teacher(s) Assistant Principal(s),	Each Semester Ending	(S)Local Funds	Formative - Award sheet rosters Summative- Increase in student's making A/B Honor Roll by 10%.
4. All visitors to campus will be required report in through the School Check in System. (Target Group: All) (NCLB: 4)	Principal, Registrar Assistant Principal(s), Attendance Clerk,	Aug - June	(S)Local Funds	Formative - Visitor log Summative - 100% of all Justiss visitors are admitted through office and wearing visitor's stickers.
5. Present Character Education lessons, Why Try curriculum, and Anti Bullying Prevention during counselor/teaming sessions and FFF Assemblies. (Target Group: All) (NCLB: 4)	Counselor	Aug - June	(F)IDEA Special Education, (F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds SCE	Formative – Counselor Logs Summative - Discipline referrals will be decreased by 3%.
6. Conduct fire drills, lock down drill, and storm/crisis drills twice each semester. (Target Group: All) (NCLB: 4)	Principal Assistant Principal(s),	Aug - June	(S)Local Funds	Formative - Drill Logs Summative – Conduct drills twice each semester.
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) (NCLB: 4)	Principal, Teacher(s) Assistant Principal(s),	Aug - June	(S)Local Funds	Formative – Nine Weeks Discipline Referral Reports - Summative Assessment Discipline referrals will be decreased by 3%.
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 FFF Assemblies. (Target Group: All) (NCLB: 4)	Principal, Teacher(s) Assistant Principal(s), Counselor(s),	Aug - June	(S)Local Funds	Formative - A-Team Catching Students Doing Random Acts of Kindness daily tally, Weekly campus winner, Recognition in Campus Newsletter Summative-Discipline referrals will be decreased by 3%.
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!	Principal, Teacher(s) Assistant Principal(s), Counselor(s),	Aug-June	(S)Local Funds	Formative: Recite pledge daily Summative: Every Justiss student memorizes pledge.
10. Continue small group behavior management counseling sessions. (self-esteem, school success, social skills, life skills, grief, divorce, etc.) (Target Group: All)(NCLB: 4)	Counselor	Aug - June	(F)Title I, (S)Local Funds SCE	Formative –Counselor logs Summative – 3% decrease in office referrals

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
11. Implement new theme "Justiss Elementary, Fierce and Focused on Success!" and new theme song "PISD Alma Mater"! (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor, Principal, Teacher(s)	Aug - June	(O)Principal Fund	Formative –Newsletters Summative - 3% increase in student attendance and 3% decrease in office referrals
12. Support and enhance "One to One" mentoring program. (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor, Principal United Methodist Church Connections Church	Aug - June	(S)Local Funds	Formative – Volunteer logs and sign in sheets Summative – 3% increase in student attendance and 3% decrease in office referrals
13. School wide activities to promote school pride and positive self concepts: PTO Grade Level Musicals, Jammer/Choir Performances, U-Turn Assembly, Back to School Assembly, TPSW Assembly, Reward Assemblies, End of Year Assembly, Field Day, Grade Level Picnics, STAAR Pep Rally, Red Ribbon Week, Hispanic Heritage Day Program, Kermes. (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor, Principal, SET Member, Teacher(s)	Aug - June	(O)Principal Fund, (S)Local Funds, (F)Title I, (S)SCE, (S)Bilingual/ESL	Formative - Agendas, Performance Programs, Newsletters Summative - 3% increase in student attendance and 3% decrease in office referrals
14. Implement new Fierce, Focused, and Fabulous Friday 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. 	Assistant Principal(s), Counselor, Principal, Teacher(s)	Aug - June	(S)Local Funds	Formative –Newsletters Summative - 3% increase in student attendance and 3% decrease in office referrals
15. Students will be recognized for outstanding attendance each semester. (Title I SW: 2) (Target Group: All) (NCLB: 4)	Assistant Principal, Attendance Clerk, Principal, Teacher(s)	Aug - June	(S)Local Funds	Formative - Attendance Reports Summative - The campus attendance rate will be at 95% or higher.
16. Classrooms will be rewarded for being "fight free" each semester. (Target Group: All) (NCLB: 4)	Assistant Principal, Principal, Teacher(s)	Aug - June	(S)Local Funds	Formative - Attendance Reports Summative - The campus attendance rate will be at 95% or higher.
17. Continue to follow and file according to PISD truancy policy and new state truancy guidelines. (Target Group: All) (NCLB: 5)	Assistant Principal, Assistant Superintendent(s)	Aug - June	(S)Local Funds	Formative - Attendance Reports Summative - The campus attendance rate will be at 95% or higher.
18. Conduct Saturday School as needed for students with excessive tardiness and absences. (Target Group: All) (NCLB: 5)	Assistant Principal, Teacher(s)	Aug - June	(S)Local Funds	Formative - Attendance Reports Summative - The campus attendance rate will be at 95% or higher.
19. Campus Crisis Team will meet once each semester to review procedures. (Target Group: All) (NCLB: 4)	Principal, Assistant Principal, Crisis Team	Aug - June	(S)Local Funds	Formative: Crisis team minute meetings/School Calendar Summative: Team's met
20. Provide transition to Crockett Intermediate School for 4 th grade students.	4 th teachers, principals	May	(S)Local Funds	Schedule for Crockett Visit; Newsletters; Successful transition of students to 5 th grade for Justiss students

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
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. (Title I SW:6) (Target Group: All)	Assistant Principal, Principal, Teacher(s)	End of 1 st 9-weeks	Local funds	Formative - Report Card conference logs Summative - Parent involvement will increase by 5%.
2. Progress reports will be sent home with students every three weeks for all students. (Target Group: All) (NCLB: 5)	Teacher(s) Attendance secretary	Aug - June	Local funds	Formative - Progress reports Summative - Parent involvement will increase by 5%.
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.(Title I SW: 6) (Target Group: All) (NCLB: 5)	Assistant Principal, Instructional Coach, Librarians, Parent Teacher Organization , Principal, Reading Coach, Teacher(s)	Aug - June	F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Parent sign in logs and Participation surveys Summative - Parent involvement will increase by 5%.
4. Continue in partnership with the Lamar County Coalition of Education, Business, and Industry in their Reading to the Future Program with our 2nd grade. They adopt a 2nd grade classroom and read to them weekly. (Title ISW: 2,6) (Target Group: All)	Community Member-Rep, Principal, Reading Coach, Teacher(s)	Aug – June weekly	Lamar County Coalition funds	Formative - Volunteer sign in logs Summative – 10% increase in reader's participation.
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. (Title I SW: 6) (Target Group: All) (NCLB:5)	Curriculum Director, Principal, Teacher(s)	Aug - June	(S)Local Funds	Formative- Updated teacher lesson plans Summative – 10% increase in favorable response to items concerning parent communication on parent survey.
6. Create and disseminate a campus newsletter and calendar to provide parents with information on campus happenings and increase parent involvement. (Title I SW: 6) (Target Group: All)	Principal, Tech Coordinator	Aug - June	F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Parent sign in logs and Participation surveys Summative - Parent involvement will increase by 5%.
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. (Title I SW: 1,2) (Target Group: All) (NCLB: 5)	Assistant Principal, Principal, SET Member, Teacher(s)	Aug - June	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds, (S)State Compensatory	Formative - Committee Progress Reports Summative - Committee meetings and evaluation will be scheduled monthly throughout the school year.
8. Conferences will be held with parents as often as needed to keep them informed of student difficulties and successes. (Title I SW:5) (Target Group: All) (NCLB: 5)	Principal, , Assistant Principal, , Teacher(s)	Aug - June	Local funds	Formative - - Parent Communication Log Summative-Parent involvement will increase by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>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. (Title I SW: 6,10) (Target Group: H)</p>	<p>Federal/State Programs Director, Parent Volunteers, Principal, Teacher(s),Asst. Principal</p>	<p>Each 6 - weeks</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (S)State Compensatory, Local funds</p>	<p>Formative - Parent sign in logs, agendas Summative - Parent involvement will increase by 5%.</p>
<p>10. Maintain new outdoor work area where parents and guests can work with students, attend parent workshops and activities as well as spend time with their students.</p>	<p>Federal/State Programs Director, Parent Involvement Coordinator, Parent Volunteers, Principal, Teacher(s),Asst. Principal</p>	<p>Aug - June</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (S)State Compensatory, Local funds</p>	<p>Formative - Parent sign in logs, agendas Summative - Parent involvement will increase by 5%.</p>
<p>11.Promote PTO involvement by utilizing numerous media tools available to inform parents of meeting dates/times.(Title I SW: 5)</p>	<p>PTO Principal, Asst. Principal</p>	<p>Aug - June</p>	<p>Local funds</p>	<p>Formative - PTO membership/meeting minutes Summative - Parent involvement will increase by 5% in the Justiss PTO.</p>
<p>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. (Title I SW:6) (Target Group: All) (NCLB: 1</p>	<p>Principal, Asst. Principal Teachers, PTO</p>	<p>Aug – June</p>	<p>Local Funds, PTO</p>	<p>Formative – Activity/instruction development; Parental involvement; classroom activities that link to field trips Summative - 10% increase in parent responses to field trips on parent survey</p>

Justiss Elementary Campus Improvement Plan

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

Objective 1. Obtain 93% or better student performance on the reading portion of the state assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administer reading universal screeners to determine students in need of reading interventions at the beginning, middle, and end of school year. (Title I SW: 7,8) (Target Group: All) (NCLB: 1)	Principal, , Assistant Principal, Reading Coach, Teacher(s),	Aug - June	(F)Title I, (S)State Compensatory Local funds	Formative - Universal screening data Summative – 10% increase proficiency on reading skills on state assessment.
2. Administer interventions to students identified as being at risk on universal screeners. (Title I SW: 8,9) (Target Group: At-risk) (NCLB: 1)	Principal, Instructional Coach, Assistant Principal, Reading Coach, Teacher(s),	Aug - June	(F)Title I, (S)State Compensatory, (S)Local funds	Formative - RTI logs, AEIS Summative – 10% more students reading on grade level.
3. Monitor performance of students in sub-pop categories: Target Group: Hispanic Target Group: White Target Group: African-American Target Group: Eco-dis Target Group: ESL Target Group: LEP Target Group: Sped (Title I SW: 8) (NCLB: 1,2)	Principal, , Assistant Principal, Reading Coach, Teacher(s),	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Grades, progress monitoring, universal screening data Summative - 10% increase proficiency on reading skills on state assessment.
4. Students will be taught reading by highly qualified teachers. (Title I SW: 3) (Target Group: All) (NCLB: 3)	Assistant Superintendent of Human Resources, Principal, , Assistant Principal, Reading Coach, Teacher(s),	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory, (F)Title II	Formative - Principal attestation Summative - 10% increase proficiency on reading skills on state assessment.
5. Teachers will continue guided reading, small group instruction, learning/literacy Centers while providing the necessary tools and materials to be effective. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Principal, Assistant Principal, Reading Coach, Teacher(s), assistants	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Lesson Plans Classroom observations Summative - 10% increase proficiency on reading skills on 9-weeks assessments.
6. The campus reading committee will monitor a plan to ensure implementation of a research-based reading program focusing on phonemic awareness, fluency, comprehension, vocabulary and phonics. (Title I SW: 2,4) (Target Group: All) (NCLB: 1)	Principal, Reading Coach, SET Member, Teacher(s)	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Integrated Plan with Identified TEKS Benchmark Assessments Summative -10% increase proficiency on reading skills on state assessment.
7. Reading Recovery, IStation, and the dyslexia program will continue to be utilized to support students who are at-risk of reading failure. (Title I SW: 9) (Target Group: At Risk, Dys) (NCLB: 1)	Principal(s), Instrl. Technologist, Dyslexia specialist, Reading Recovery Teachers, Teachers, Academic Lab Instructor	Aug - June	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds, (S)State Compensatory	Formative - Reading Recovery Graduation Report, IStation Data, Dyslexia Assessments, Report Cards, Assessments and Reports Summative - 10% increase proficiency on reading skills on campus and state assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. 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. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Principal, Assistant Principal, Reading Coach, Teacher(s), assistants	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Lesson plans, staff development sign in and agendas, coaches logs, budget request Summative -10% increase proficiency on reading skills on state assessment.
9. Reading teachers will consult with literacy specialist to obtain instructional strategies to enhance vocabulary instruction in all classrooms. A balanced literacy program will be taught in all grades using the Tier 3 Reading Model. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Principal , Assistant Principal, Reading Coach, Teacher(s), assistants	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Classroom Summative - 10% increase proficiency on reading skills on state assessment.
10. Teachers will use Renaissance Place for AR, AM, STAR Reading, and STAR Early Literacy to supplement the guided reading instruction. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Core Subject Teachers, Librarians, Principal, Reading Coach	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Renaissance program reports Summative -Increased proficiency in reading skills and improved scores on state assessment by 10%.
11. Provide summer library program, Wednesday Night Family Reading, and 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) (NCLB: 1)	Librarians, Principal	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Library circulation report, summer library log, Wednesday night family reading logs Summative - Increased proficiency in reading skills and improved scores on state assessment by 10%.
12. Continue Reading Renaissance certifications and celebrations. Provide instructional aide for Reading Renaissance. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Librarians, Principal, Teacher(s), Instructional Aide	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Certification reports and library circulation reports Summative - Increased proficiency in reading skills and improved scores on state assessment by 10%.
13. Staff and faculty will attend any relevant staff development as determined by needs assessment in the area of reading. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Instructional Coach, Curriculum Director, Principal, Teacher(s)	2015-2016	(F)Title I, (S)Local Funds, (S)State Compensatory Title II	Formative - Sign In sheets and agendas of trainings Summative - Increased proficiency in reading skills and improved scores on state assessment by 10%.
14. Retain academic coach position to provide staff development and assistance with the implementation of the reading curriculum (Title I SW: 2,4) (Target Group: All) (NCLB: 1)	Assistant Superintendent Human Resources, Federal/State Programs Director, Principal, Reading Coach	2015-2016	(F)Title I	Formative - District Staffing, Professional Development, Sign in Sheets Summative - Increased proficiency in reading skills and improved scores on state assessment by 10%.
15. Continue to integrate technology into the reading instruction. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Campus Instructional Technologist, Core Subject Teachers	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory, (S)Bilingual/ESL, (F)Title III	Formative – Classroom observations, lesson plans, tech fair attendance Summative -Increased proficiency in reading skills and improved scores on state assessment by 10%.
16. Supplement reading curriculum with Achieve 3000 in grade 3 & 4 to provide web-based accelerated reading instruction. Achieve 3000 - non-	Campus Instructional Technologist, Core Subject Teachers, Federal/State	Aug - June	(F)Title I, (S)State Compensatory	Formative - Achieve 3000schedule, log in counts, reportcards, weekly progress monitoring Summative -

fiction reading, interaction with technology and teacher. (Title I SW: 2) (Target Group: At Risk) (NCLB: 1)	Programs Director, Principal, Reading Coach, Teacher(s)			Increased proficiency in reading skills and improved scores on state assessment by 10%.
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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
17. 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. (Title I SW: 9) (Target Group: At Risk) (NCLB: 1)	Assistant Principal(s), Principal, Reading Coach, Teacher(s)	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Tutorial Lesson Plans and attendance, Report Cards Summative - Increased proficiency in reading skills and improved scores on state assessment by 10%.
18. Teachers will utilize the Paris ISD reading curriculum to provide research-based instruction. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Principal, Teacher(s)	Aug - June	(S)Local Funds,	Formative - Lesson plans, walk through documentation Summative - Increased proficiency in reading skills and improved scores on state assessment by 10%.
19. Small and whole group differentiated reading instruction will be utilized to help students succeed at their level. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Curriculum Director Elementary, Instructional Coach, Principal, Teacher(s)	Aug - June	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds, (S)State Compensatory	Formative - Report cards, Weekly progress monitoring Summative - Increased proficiency in reading skills and improved scores on state assessment by 10%.
20. . 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. (Title I SW: 8) (Target Group: All) (NCLB: 1)	Instructional Coach, Instructional Facilitator, Principal, Teacher(s)	Aug - June	(S)Local Funds	Formative - Benchmark scores Summative - Increased proficiency in reading skills and improved scores on state assessment by 10%.
21. Continue "Professional Learning Teams" for grade level teachers to plan, including curriculum, assessments, professional development. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Principal(s), Instructional Coach, Asst. Principal, Teacher(s)	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Teaming logs Summative - Increased proficiency in reading skills and improved scores on state assessment by 10%.
22. Continue use of Thinking Maps to reinforce learning through common visuals maps school wide.	Principal(s), Instructional Coach, Asst. Principal, Teacher(s)	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative -Lesson Plans and Benchmark results Summative Increased proficiency in reading skills and improved scores on state assessment by 10%.
23. Continue "Reading To the Future" program.	Reading Coach, Teacher(s), Lamar County Coalition, Community/Business Volunteers	Aug - June	(S)Local Funds	Formative - Volunteer sign in logs Summative - Increased proficiency in reading skills and improved scores on state assessment by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
24. Continue I&E, Intervention and Enrichment time for all students. Students will be provided 30 minutes 5X a week of small group intense intervention or enrichment based on weekly classroom data.	Principal, Assistant Principal(s), Instructional Coach, Teacher(s), assistants	Aug – June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Benchmark results Summative - Increased proficiency in reading skills and improved scores on state assessment by 10%.
25. Follow campus RTI expectations to provide interventions for students whose performance is below grade level expectations.(Target Group: At Risk)(Title 1 SW:1,3)	Principal(s), Instructional Coach, Asst. Principal, Teacher(s)	Aug – June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative – RTI Logs Summative - 10% increase proficiency on reading skills on 9-weeks assessments.
26. Continue using IStation Reading intervention software to provide individualized interventions for at risk students in grades 3-4 in an extended day program on Mondays. Target group: At Risk) SW:1,3)	Principal(s), Instructional Coach, Asst. Principal, Teacher(s) Academic Lab Instructor	Aug – June	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds, (S)State Compensatory	Formative - IStation Data Report Cards, Benchmark Data, Assessments and Reports Summative - 10% increase proficiency on reading skills on campus and state assessment.
27. Incorporate “Phonics Dance” to all reading instruction in grades K-2; supplement in grades 3 -4 as needed with At-Risk learners identified with STAR EL and STAR Reading. (Title I SW: 2) (Target Group: All)	Teachers, Academic Coaches, Admin.	Aug – June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - SRI, STAR EL and STAR Reading reports Summative - 10% improvement on raw scores
28. Add intervention teacher for grades K-4 for small group intense intervention. Target group: At Risk) SW:1,3)	Principal, Assistant Principal(s), Interventionist	Aug – June	(S)Local Funds,	Formative - SRI, STAR EL and STAR Reading reports, Benchmarks, Unit Assessments Summative - 10% improvement on raw scores K-2 nd . - Increased proficiency in reading skills and improved scores on state assessment by 10% for 3 rd and 4 th .

Justiss Elementary Campus Improvement Plan

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

Objective 2. Obtain 92% or better student performance on the math portion of the state assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administer math universal screeners to determine students in need of math interventions at the beginning, middle, and end of school year. (Title I SW: 1,7,8) (Target Group: All) (NCLB: 1)	Principal, Assistant Principal(s), Teacher(s)	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Universal screener data Summative - Increased proficiency in math skills and improved scores on state assessment by 10%.
2. Administer interventions to students identified as being at risk on universal screeners. (Title I SW: 8,9) (Target Group: At-risk) (NCLB: 1)	Principal, Assistant Principal(s), Instructional Coach, Teacher(s)	Sept - June	(F)Title I, (S)State Compensatory Local funds	Formative - RTI logs, AEIS Summative – Increased proficiency in math skills and improved scores on state assessment by 10%.
3. Monitor performance of students in sub-pop categories: Target Group: Hispanic Target Group: White Target Group: African-American Target Group: Eco-dis Target Group: Lep Target Group: ESL Target Group: Sped (Title I SW: 8) (NCLB: 1,2)	Principal, Assistant Principal(s), Instructional Coach,	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Grades, progress monitoring, universal screening data Summative – Increased proficiency in math skills and improved scores on state assessment by 10%.
4. Students will be taught math by highly qualified teachers. (Title I SW: 3) (Target Group: All) (NCLB: 3)	Principal, Assistant Principal(s), Assistant Superintendent of Human Resources, Teacher(s)	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory, (F)Title II	Formative - Principal attestation Summative – Increased proficiency in math skills and improved scores on state assessment by 10%.
5. Teachers will utilize the Paris ISD math curriculum to provide research-based instruction. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Principal, Assistant Principal(s), Core Subject Teachers, Instructional Coach, Teacher(s)	Aug - June	(S)Local Funds	Formative - Lesson plans, walk through documentation Summative - Increased proficiency in math skills and improved scores on state assessment by 10%.
6. Continue to integrate technology into the math instruction. (Title I SW: 10) (Target Group: All)	Principal, Assistant Principal(s), Campus Instructional Technologist, Teacher(s)	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory, (S)Bilingual/ESL, (F)Title III	Formative – Classroom observations, lesson plans, tech fair attendance Summative - Increased proficiency in math skills and improved scores on state assessment by 10%.
7. Targeted group and differentiated instruction will be utilized along with the increase use of math stations to allow small group teaching time. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Principal, Assistant Principal(s), Instructional Coach, Teacher(s)	Aug - June	(F)Title I, (S)State Compensatory Local funds	Formative - Walk through observations, lesson plans Summative - Increased proficiency in math skills and improved scores on state assessment by 10%.
8. Utilize high quality/research based materials for differentiation in Math. Provide staff development in best practices for math materials. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Principal, Assistant Principal(s), Federal/State Programs Director, Instructional Coach, Curr. Dir.	Aug - June	(F)Title I, (S)State Compensatory Local funds	Formative - Lesson plans, staff development sign in and agendas, coaches logs, budget request Summative - Increased proficiency in math skills and improved scores on state assessment by 10%.
9. Utilized STAR Math as universal screening and	Principal, AP, Instr. Techn.	Sept - June	(F)Title I, (S)State	Formative - STAR Math reports

progress monitoring tool. (Title I SW: 9) (Target Group: All) (NCLB: 1)	Instructional Coach, Teacher(s)		Compensatory, Local funds	Summative - Increased proficiency in math skills and improved scores on state assessment by 10%.
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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Retain academic coach position to provide staff development and assistance with the implementation of the math curriculum. (Title I SW: 2,3) (Target Group: All) (NCLB: 1)	Principal ,Asst Supt HR Federal/State Programs Director	Aug - June	(S)Local Funds	Formative - District Staffing, Professional Development Sign in Sheets Summative – Increased proficiency in math skills and improved scores on state assessment 10%.
11. Staff and faculty will attend any relevant staff development as determined by needs assessment in the area of math. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Principal , Assistant Principal(s), Instructional Coach, Curriculum Director,	2015-2016	(F)Title I, (S)Local Funds, (S)State Compensatory, (F)Title II	Formative - Sign In sheets and agendas of trainings Summative - Increased proficiency in math skills and improved scores on state assessment by 10%.
12. Utilize data from STAR math and PISD assessments to individualize math instruction. (Title I SW: 9) (Target Group: All) (NCLB: 1)	Principal, Campus Instructional Technologist, Instructional Coach, Teacher(s)	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Lesson Plans, walk through observations Summative – Increased proficiency in math skills and improved scores on state assessment by 10%.
13. Small and whole group differentiated math instruction will be utilized to help students succeed at their level. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Principal, Curriculum Director Elementary, Instructional Coach, Teacher(s)	Aug - June	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds, (S)State Compensatory	Formative - Reports cards, weekly progress monitoring Summative – Increased proficiency in math skills and improved scores on state assessment by 10%.
14. Students identified as in at-risk situations and all students in 1 st through 4 th grades will participate in Math Facts in a Flash Program. (Title I SW: 2) (Target Group: All, At Risk) (NCLB: 1)	Principal , Campus Instructional Technologist, Core Subject Teachers, Instructional Coach,	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Lab lesson plans, weekly progress monitoring Summative - Increased proficiency in math skills and improved scores on state assessment by 10%.
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 math. (Title I SW: 8)(Target Group: All)	Principal, Counselor(s), Instructional Coach, Curriculum Director, Teacher(s)	Aug - June	(S)Local Funds	Formative - Benchmark results Summative – Increased proficiency in math skills and improved scores on state assessment by 10%.
16. Continue “Professional Learning Teams” for grade level teachers to plan, including curriculum, assessments, professional development. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Principal, Assistant Principal(s), Instructional Coach, Teacher(s)	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Teaming logs Summative – Increased proficiency in math skills and improved scores on state assessment by 10%.
17. Continue use of Thinking Maps to reinforce learning through common visuals maps school wide.	Principal, Assistant Principal(s), Instructional Coach, Teacher(s)	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative – Lesson Plans and Benchmark results Summative – Increased proficiency in math skills and improved scores on state assessment by 10%.
18. Continue Think Through Math researched based intervention system for grades 3 and 4 and implement the Edmentum Mathseeds Intervention system for grades K-2.(Title 1 SW:2)(Target Group: All)	Principal , Campus Instructional Technologist, Instructional Coach, Curriculum Director, Teacher(s)	Aug - June	Title I, Local Funds, State Compensatory	Formative - Benchmark results Summative – Increased proficiency in math skills and improved scores on state assessment by 10%.
19. Continue I&E, Intervention and Enrichment time for all students. Students will be provided 30 minutes 5x a week of small group intense intervention or enrichment based on weekly classroom data.	Principal, Assistant Principal(s), Instructional Coach, Teacher(s), assistants	Aug – June,	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Benchmark results Summative - Increased proficiency in math skills and improved scores on state assessment by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
20. 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. (Title I SW: 9) (Target Group: At Risk) (NCLB: 1)	Principal, Assistant Principal(s), Math Coach, Teacher(s)	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Tutorial Lesson Plans and attendance, Report Cards, Summative - Increased proficiency in math skills and improved scores on state assessment by 10%.
21. Follow campus RTI expectations to provide interventions for students whose performance is below grade level expectations.(Target Group: At Risk)(Title 1 SW:1,3)	Principal(s), Instructional Coach, Asst. Principal, Teacher(s)	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative – RTI Logs Summative - 10% increase proficiency on reading skills on 9-weeks assessments.
22. Implement use of Think Through Math computer program to provide individualized interventions for at risk students in grades 3 – 4 in an extended day program on Monday afternoons. Target group: At Risk) SW:1,3)	Principal(s), Instructional Coach, Asst. Principal, Teacher(s) Academic Lab Instructor	Aug - June	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds, (S)State Compensatory	Formative –Study Island Data, Report Cards, Benchmark Data, Assessments and Reports Summative - 10% increase proficiency on reading skills on campus and state assessment.
23. Continue Parent Math Night to provide information and materials for parents. (Target Group: All Students) Title 1 SW:6)	Principal(s), Instructional Coach, Asst. Principal, Teacher(s)	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative: Sign in Sheets Summative: Increased proficiency in math skills and improved scores on state assessment by
24. Add intervention teacher for grades K-4 for small group intense intervention. Target group: At Risk) SW:1,3)	Principal, Assistant Principal(s), Interventionist	Aug - June	(S)Local Funds	Formative –Study Island Data, Report Cards, Benchmark Data, Assessments and Reports Summative - 10% increase proficiency on reading skills on campus and state assessment.

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 technology and 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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize reading and audiovisual materials with a science focus. Supplement science curriculum with high quality materials to build a science vocabulary. (Title I SW: 2) (Target Group: All)	Principal, Assistant Principal(s), Campus Instructional Technologist, Core Subject Teachers, Instructional Coach, Teacher(s)	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Classroom observations, lesson plans budget requests Summative - Increased proficiency on science skills and improved scores on state assessment to meet the standard passing.
2. The Virtual Science Lab will be utilized to provide students with hands-on experiences. It will be used to help them understand grade level science concepts and provide opportunities to conduct research and use technology to enhance their learning. (Title I SW: 2) (Target Group: All)	Science Lab Teacher	Aug - June	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds, (S)State Compensatory	Formative - Science lab schedule, lesson plans Summative - Increased proficiency on science skills and improved scores on state assessment to meet the standard passing.
3. Teachers will utilize the Paris ISD science curriculum to provide research-based instruction ensuring alignment to the TEKS and teaching the scientific process. (Title I SW: 2) (Target Group: All)	Principal, Assistant Principal(s), Curriculum Director Elementary,	Aug - June	(S)Local Funds	Formative - Lesson Plans and classroom observations Summative - Increased proficiency on science skills and improved scores on state assessment to meet the standard passing.
4. Continue to add classroom computers to increase student access and to replace computers that do not meet current district minimum specifications. Add upgrades current technology; provide multimedia teaching stations in classrooms. (Title I SW: 2) (Target Group: All)	Principal, Campus Instructional Technologist,	2015-2016	(F)Title I, (S)Local Funds, (S)State Compensatory, (S)Bilingual/ESL, (F)Title III	Formative - Inventory list of computers; repair records, tech portfolios – Summative – Increase in class computers by 1 per room.
5. Provide high quality, relevant staff development opportunities in science. (Title I SW: 4) (Target Group: All)	Principal, Assistant Principal(s), Teachers, Curriculum Director, Federal/State Programs Director, Instructional Coach,	2015-2016	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds, (S)State Compensatory	Formative - Sign in sheets, agendas Summative - Increased proficiency on science skills and improved scores on state assessment to meet the standard passing.
6. Provide staff development on using current technology to increase use of technology in content areas through best practices. (Title I SW: 4) (Target Group: All)	Principal, Campus Instructional Technologist, Teacher(s)	2015-2016	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds, (S)State Compensatory	Formative - Sign in sheets, agendas Summative – 10% Increase use of technology in content areas on end of year teacher survey.
7. Continue to integrate technology into the core instruction with programs including: <ul style="list-style-type: none"> • Learning A-Z (Reading A-Z, Writing A-Z, Raz Kids) • Flocabulary • Brain Pop • Staar Math Mission (Title I SW: 10) (Target 	Principal, Campus Instructional Technologist, Teacher(s)	Aug - June		

Group: All)				
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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Continue technology lab classes during rotation schedule for all grade levels. (Title I SW: 2) (Target Group: All)	Principal, Campus Instructional Technologist, Federal/State Programs Director	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Lab schedule, Campus Master schedule Summative - Increased proficiency in technology skills and improved scores on tech assessments by 5%.
9. Teachers will provide students with opportunities to conduct research and utilize technology to enhance their learning. (Title I SW: 2) (Target Group: All)	Principal, Campus Instructional Technologist, Instructional Coach, Teacher(s)	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Report cards Summative - Increased proficiency in technology skills and improved scores on tech assessments by 5%.
10. Continue use of Thinking Maps to reinforce learning through common visuals maps school wide.	Principal, Assistant Principal(s), Instructional Coach, Teacher(s)	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative – Lesson plans Summative - Improved scores on state assessment to meet the standard passing.
11. Continue to utilize outdoor classroom for science experiments and hands on learning.	Principal, A.P., Federal/State Programs Director, Instructional Coach,	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative – Lesson plans Summative – Increased proficiency on science skills and improved scores on state assessment to meet the standard passing.
12. Provide distance learning opportunities. (Title I SW: 2) (Target Group: All)	Principal, Campus Instructional Technologist, Teacher(s)	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Teacher lesson plans, distant learning opportunities from District Tech Integration Specialist Summative - 10% Increase participation in distance learning.

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
1. All teachers will utilize the district developed writing rubrics to support and assess student's writing. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Curriculum Director Elementary, Principal, Teacher(s)	Aug - June	(S)Local Funds	Formative - Lesson plans, Rubric scores, writing portfolios Summative - All students will learn a holistic score of 2 or higher on their written composition to demonstrate proficiency in writing skills based on results from state approved writing assessment.
2. All teachers will utilize the Paris ISD writing curriculum along with Thinking Map graphic organizers to help students develop writing pieces. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Instructional Coach, Principal, Teacher(s)	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Lesson plans, Rubric scores, writing portfolios Summative - All students will learn a holistic score of 2 or higher on their written composition to demonstrate proficiency in writing skills based on results from state approved writing assessment.
3. Provide staff development/training for Thinking Maps. (Title I SW: 4)(Target Group: All)	Instructional Coach, Principal, Teacher(s)	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory, (F)Title II	Formative - Lesson plans, Rubric scores, writing portfolios Summative - All students will learn a holistic score of 2 or higher on their written composition to demonstrate proficiency in writing skills based on results from state approved writing assessment.
4. Teach PISD's formal handwriting instruction at all grade levels. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Principal, Teacher(s)	Aug - June	(S)Local Funds	Formative - Handwriting samples, journal entries, writing portfolios Summative -Increased proficiency on writing skills and improved scores on state assessment by 10%.
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) (NCLB: 1)	Principal, Assistant Principal(s), Curriculum Director Elementary, Federal/State Programs Director, Instructional Coach, Teacher(s)	2015-2016	(F)Title I, (S)Local Funds, (S)State Compensatory, (F)Title II	Formative - Training Schedules and sign-in sheets, evaluation, training agendas Summative -Students from low-income families and minority students will have an increased passing rate on state writing assessment by 10%.
6. Students will be taught writing by highly qualified teachers. (Title I SW: 3) (Target Group: All) (NCLB: 1)	Principal, Assistant Principal(s), Assistant Superintendent of Human Resources,	Aug - June	(F)IDEA Special Education, (S)Local Funds, (F)Title II	Formative - Principal attestation Summative - All students will learn a holistic score of 4 or higher on their written composition to demonstrate proficiency in writing skills based on results from state approved writing assessment.
7. Continue use of Thinking Maps to reinforce learning through common visuals maps school wide.	Principal, Assistant Principal(s), Teacher(s), Instructional Coach	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative – Lesson plans Summative – Increased proficiency on writing skills and improved scores on state assessment by 10%.

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
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) (NCLB: 1)	Principal, Assistant Principal(s), Instructional Coach, Teacher(s)	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Universal screener data, RTI logs Summative -Students will meet or exceed state standards on assessments.
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) (NCLB: 1)	Principal, Assistant Principal(s), Special Services Teachers	Aug - June	(F)IDEA Special Education, (S)Local Funds	Formative - IEP's, grades, benchmarks Summative -Students in special population programs will meet or exceed IEP goals and meet state standards on assessments.
3. 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) (NCLB: 1)	Principal, Assistant Principal(s), Special Services Director, Special Services Teachers, Teacher(s)	Aug - June	(F)IDEA Special Education, (S)Local Funds	Formative - IEP's, ARD notes, lesson plans Summative -Students in special population programs will meet or exceed IEP goals and meet state standards on assessments.
4. Students identified under 504 will receive appropriate accommodations as specified in each student's plan. (Title I SW: 8,9) (NCLB: 1)	Principal, Assistant Principal(s), Instructional Coach, Teacher(s)	Aug - June	(F)IDEA Special Education, (S)Local Funds State Compensatory	Formative - IEP's, AEIS Summative - Students in special population programs will meet state standards on assessments.
5. Identify and serve ELL students with a certified ESL teacher. (Title I SW: 8) (Target Group: ESL, LEP) (NCLB: 2)	Principal, Teacher(s)	Aug - June	(F)Title I, (S)Bilingual/ESL, (S)Local Funds, (S)State Compensatory, (F)Title II	Formative - LPAC records, TELPAS reports, ESL review Summative - Students in special population programs will meet state standards on assessments. Increase TelPas scores by 10%.
6. All GT teachers will receive an annual 6 hour update of GT training. (Title I SW: 9,10) (Target Group: GT) (NCLB: 1)	Principal, Curriculum Director Elementary, GT Coordinator, Teacher(s)	August	(S)Local Funds	Formative - GT Staff Development Certificates, agendas Summative - Students in special population programs will meet or exceed state standards on assessments.
7. 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)	Principal, Curriculum Director Elementary, GT Coordinator, Teacher(s)	Aug - June weekly	(S)Local Funds	Formative - GT newsletter, lesson plans Summative -Students in special population programs will meet or exceed state standards on assessments.
8. 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)	Principal, Curriculum Director Elementary, GT Coordinator, Teacher(s)	Aug - June weekly	(S)Local Funds	Formative - GT newsletter, lesson plans Summative -Students in special population programs will meet or exceed state standards on assessments.
9. 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) (NCLB: 1)	Principal, Assistant Principal(s), Federal/State Programs Director, Bilingual/ESL Coordinator, Teacher(s)	Aug - June	(F)Title III Bilingual / ESL, (S)Bilingual/ESL, (S)Local Funds, (F)Title II	Formative - TELPAS reports, report cards, training logs Summative -Students in special population programs will meet or exceed state standards on assessments. Increase TELPAS scores by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Students identified as being dyslexic will be provided services by dyslexia teacher. (Title I SW: 3,8) (Target Group: Dys) (NCLB: 1)	Principal , Assistant Principal(s), Dyslexia specialist, Federal/State Programs Director,	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Dyslexia screening instruments, RTI tier 2 logs Summative - Students in special population programs will meet or exceed state standards on assessments.
11. 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) (NCLB: 1)	Principal, Assistant Principal(s), Instructional Coach, Teacher(s)	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Universal screener data, RTI logs Summative -Students will meet or exceed state standards on assessments.
12. Students identified as bilingual will be served by certified bilingual teachers. (Title ISW: 9,10) (Target Group: ESL, LEP) (NCLB: 1)	Principal, Assistant Principal(s), Assistant Superintendent of Human Resources, Federal/State Programs Director, Teacher(s)	Aug - June	(F)Title III Bilingual / ESL, (S)Bilingual/ESL, (S)Local Funds, (F)Title II	Formative - TELPAS reports, report cards Summative -Students in special population programs will meet or exceed state standards on assessments. Increase TelPas scores by 10%.
13. Teachers serving ELL students will obtain TELPAS certification. (Title I SW: 3) (Target Group: ESL, LEP)	Principal, Counselor(s), Federal/State Programs Director, Teacher(s)	2015-2016	Local funds Bilingual/ESL funds	Formative - Student records Summative - 100% of teachers of ELL students have TELPAS certification
14. Identify and serve ELL students w/certified teachers while using appropriate materials and technology. (Title I SW: 9,10) (Target Group: ESL, LEP) (NCLB: 2,3)	Federal/State Programs Director, Teacher(s)	Aug - June	(F)Title III Bilingual / ESL, (S)Bilingual/ESL, (S)Local Funds, (F)Title II	Formative - TELPAS reports, report cards Summative -Students in special population programs will meet or exceed state standards on assessments. 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
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)	Principal, Teacher(s)	Aug - June	S)Local Funds	Formative - Fitness gram results, lesson plans Summative - Students meet state fitness guidelines with Fitness Gram program
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) (NCLB: 4,5)	Principal , Assistant Principal(s), Counselor(s),	Aug – June (bi weekly)	S)Local Funds	Formative - Office/counselor referrals Summative - Decrease in student discipline referrals by 3%.
3. Students will have the opportunity to try out and participate in the Choir, Justiss Jammers, Art Club, and Student Council.	Principal , Assistant Principal(s), Club Sponsors,	Aug - June	S)Local Funds	Formative - Student participation, decrease in discipline referrals Summative - Increase in student extracurricular participation by 5%.
4. Continue SOI program for at-risk students in grades K-4. (Title I SW: 9,10) (Target Group: At Risk)	Principal , Curriculum Director Elementary,	Aug - June	(F)Title I, (S)State Compensatory	Formative - Report cards, assessment scores Summative - Each SOI students will demonstrate increased proficiency in reading and math by 3%.
5. Provide an extended day program with transportation for identified students. (Title I SW: 2,9,10) (Target Group: At Risk) (NCLB: 1)	Principal, Assistant Principal(s), Campus Instructional Technologist, Instructional Coach, Teacher(s), Trans. Dir.	2nd semester	(F)Title I, (S)Local Funds, (S)State Compensatory SSIG	Formative - Attendance sheets, extended day lesson plans, progress monitoring Summative - Increased proficiency in math and reading skills and improved scores on state assessment by 10%.
6. Provide summer school with transportation for qualifying students in grades K-4. (Title I SW: 9) (Target Group: At Risk) (NCLB: 5)	Principal, Assistant Principal(s), Federal/State Programs Director, Teacher(s)	June	(F)Title I, (S)State Compensatory Local funds SSIG	Formative - Report cards, STAAR assessments Summative - 85% of students attending summer school will be promoted to next grade level.
7. Students identified as migrant will receive appropriate resources and instructional services. (Title I SW: 9,10) (Target Group: Migrant)	Principal , Counselor(s), Federal/State Programs Director,	Aug - June	(F)Migrant, (F)Title I, Local funds, (S)SCE	Formative - Region 8 Shared serves report Summative -100% of the students at Justiss offered educational opportunity to learn.
8. Provide services for homeless students. (Target Group: At Risk) (NCLB: 5)	Principal , Counselor(s), Homeless Liaison,	Ongoing	(F)Title I, Local funds, (S)SCE	Formative – Identification of homeless children. Summative - 100% of the students at Justiss offered educational opportunity to learn.
9. Provide services to foster children on all campuses. (Target Group: At Risk) (NCLB: 5)	Federal/State Programs Director, Principals, Foster Care Liaison	Ongoing	Local, SCE, bilingual/ESL, Title I Part A, Title II part A	Formative – Identification of foster children. Summative-10% increase in achievement in foster student achievement on state assessments.

Justiss Elementary Campus Improvement Plan

Goal 4. RESOURCES PROVIDED TO PROVIDE AN EXEMPLARY EDUCATIONAL PROGRAM

Objective 2. 100% Highly Qualified Campus status will be maintained.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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) (NCLB: 5)	Assistant Superintendent of Human Resources, Curriculum Director Elementary, Federal/State Programs Director, Principal	2015-2016	(S)Bilingual/ESL, (S)Local Funds	Formative - District salary schedule Summative - 100% of core classes will be taught by highly qualified Teachers, 100% of paraprofessionals with instructional duties will meet NCLB requirements
2. Recruit and hire core academic subject area Teachers who meet the highly qualified teacher requirements as set forth in the NCLB, P. L. 107-110, Sec. 1119, and the Texas Education Agency. (Title I SW: 3) (Target Group: All)	Assistant Principal(s), Assistant Superintendent of Human Resources, Principal, SET Member	2015-2016	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Formative - Job fairs, regional center, university liaisons Summative - 100% of core classes will be taught by highly qualified Teachers, 100% of paraprofessionals with instructional duties will meet NCLB requirements
3. Provide professional development for instructional aides to pass proficiency tests as funds are available. (Title I SW: 5) (Target Group: All)	Federal/State Programs Director, Principal	Aug - June	(F)Title IIA Principal and Teacher Improvement	Formative - Professional development schedules Summative 100% of Justiss aides are highly qualified
4. Testing will be provided if needed to maintain highly qualified teachers as funds are available. (Title I SW: 5) (Target Group: All)	Federal/State Programs Director, Principal	Aug - June	(F)Title IIA Principal and Teacher Improvement, Local funds	Formative - Applications for reimbursement Summative -100% of Justiss teachers are highly qualified
5. Actively recruit high quality minority teachers as vacancies occur. (Title I SW: 3) (Target Group: All)	Assistant Superintendent of Human Resources, Principal, SET Member	Aug - June	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds, (S)State Compensatory	Formative - Job fairs, Region 8, Universities Summative -Balance between minority teachers to minority students achieved
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)	Principal, SET Member	Aug - June	(F)Title I, (S)Local Funds	Formative - Teacher assignments, Staff roster Summative – 100 of low income and minority students are taught by HQ teachers.
7. Plan, implement, and attend any relevant staff development needed by staff and faculty as determined by needs assessment to maintain HQ status. (Title I SW: 3) (Target Group: All)	Federal/State Programs Director, Principal	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory, (F)Title II	Formative - Faculty HQ roster Summative - 100% of Justiss teachers are highly qualified

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
1. Provide Instructional Facilitator to provide staff development in core academic areas. (Title I SW: 4) (Target Group: All)	Curriculum Director Elementary, Federal/State Programs Director, Principal	2015-2016	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Formative - Facilitator calendar, activity log, agendas Summative - 100% of teachers will participate in high quality, ongoing staff development.
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)	Curriculum Director Elementary, Federal/State Programs Director, GT Coordinator, Instructional Coach, Principal, Teacher(s)	2015-2016	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds, (S)State Compensatory, (F)Title II	Formative - Purchase orders, requisitions, My Learning Plan Summative - 100% of teachers will participate in high quality, ongoing staff development
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)	Principals Coaches Teachers	2015-2016	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds, (S)State Compensatory, (F)Title II	Formative - Purchase orders, requisitions, My Learning Plan, sign in logs Summative - 100% of teachers will participate in high quality, ongoing staff development
4. Provide professional development resources/opportunities to teachers based upon individual teacher improvement goals.	Principal Asst. Principal	September - May	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds, (S)State Compensatory, (F)Title II	Formative - Purchase orders, requisitions, My Learning Plan, sign in logs Summative - Teachers will participate in specific, high quality, staff development
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)	Principal Asst. Principal	September - May	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds, (S)State Compensatory, (F)Title II	Formative - Purchase orders, requisitions, My Learning Plan, sign in logs Summative - Teachers will participate in specific, high quality, staff development

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>1. The school will only recruit and hire core academic subject area teachers who meet the highly qualified teacher requirements as set forth in the NCLB, P. L. 107-110, Sec. 1119, and the Texas Education Agency Guidelines. • Instruction in core academic subject area classes will only be provided by teachers who are highly qualified. • The school will provide high-quality, on-going professional development activities to retain highly qualified teachers. Teachers will be involved in selecting professional development activities.</p> <p>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) (NCLB: 3</p>	<p>Federal/State Programs Director, Principal, SET Member</p>	<p>Aug - June</p>	<p>(F)Title I, (S)Local Funds, (F)Title II</p>	<p>Formative - Interviews conducted Summative - New personnel hired are 100% HQ as well as paraprofessionals meeting NCLB requirements.</p>
<p>2. Actively recruit highly qualified minority teachers, professional, and paraprofessionals with advertisements and university job fairs. (Title I SW: 3) (Target Group: All) (NCLB: 3)</p>	<p>Assistant Superintendent of Human Resources, Principal, SET Member</p>	<p>As needed</p>	<p>(F)Title I, (S)Local Funds, (S)State Compensatory, (F)Title II</p>	<p>Formative - Job fairs, Region 8, University liaisons Summative - New personnel hired are 100% HQ as well as paraprofessionals meeting NCLB requirements.</p>
<p>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>Federal/State Programs Director, Principal, SET Member</p>	<p>Spring</p>	<p>(F)Title I, (S)Local Funds, (S)State Compensatory</p>	<p>Formative - Agenda, survey/survey results, AEIS, AYP, test, TELPAS, Program assessment reports, discipline/attendance reports Summative – Completion of needs assessment report and improved scores on state assessment by 10%.</p>
<p>4. Disseminate the Campus Report Card at the end of the first reporting period. (Title I SW: 6) (Target Group: All)</p>	<p>Federal/State Programs Director, Parent Involvement Coordinator, Principal</p>	<p>September</p>	<p>(F)Title I, (S)Local Funds, (S)State Compensatory</p>	<p>Formative - Report Summative - 100% of parents receive campus report card.</p>

Justiss Elementary Campus Improvement Plan

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

Objective 1. Staff will participate in professional growth opportunities to ensure academic excellence and quality decision making.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide New Teacher Orientation with emphasis on classroom management and brain based learning strategies. (Target Group: All)	Assistant Superintendent of Human Resources, Deputy Superintendent for Curriculum/Stud. Service, Curriculum Director	Aug	(S)Local Funds	Formative - Agenda, roster Summative - 100% attendance by Justiss new teachers
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)	Curriculum Director, Instructional Coaches	September	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Formative - roster of attendance Summative - 100% of teachers trained on DMAC
3. Continue Professional Learning Communities with each grade level during teaming time. (Title I SW: 4) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	weekly	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Teaming/PLC 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.

Attachment B: Paris Independent School District Local At- Risk Student Eligibility Criteria as Adopted by the Board of Trustees

1. students identified as dyslexic
2. students in grade 9-12 who have failed one core course and/or will not graduate in four years
3. students in grade 8 who have failed math at the end of the three weeks and/or the six weeks reporting period
4. students in grades 6-8 who fail the mock state assessment in reading and/or math
5. students who are assigned to the Disciplinary Alternative Program and the Alternative Education Program
6. students in grades 6-10 who were served the previous school year in an intervention program and no longer meet state at-risk criteria, but have a Lexile reading level that is below their enrolled grade level
7. students in grade 6 who fail two core content subjects or fail reading or math

NOTE: *The number of students served under the local criteria is limited to 10% of the number of PEIMS identified at-risk students served the previous year. In order to assign a student to an SCE program/service under the local criteria, the student must first be approved by the state/federal programs office. This will ensure that the number of students being served under local criteria will not exceed the allowable number.*