



Paris ISD

Justiss Elementary Campus Improvement Plan

2014-2015

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 Strategic Goals

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

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

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

Goal 4: Resources to provide an exemplary educational program

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

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

No Child Left Behind Performance Goals

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

Justiss Vision

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

Justiss Mission

Inspire our students to become lifelong learners committed to excellence, integrity, responsible citizenship, and community service.

Adopted by Paris ISD School Board

Justiss Elementary Campus Improvement Plan

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Justiss Elementary Campus Improvement Plan

Resources

Resources	Source	Fund Amount	FTEs
IDEA Special Education	Federal		
Migrant	Federal	(dependent on enrolled Migrant students) Region 8 SSA	0
Title I	Federal	508,071	8.75
Title IIA Principal/Teacher Improvement	Federal	18,693	.0125
Title III Bilingual/ESL	Federal	District-wide	As needed
Local Funds	State		
State Compensatory	State	212,879	5.74
Bilingual/ESL	State	District-wide	As needed

Comprehensive Needs Assessment

Introduction:

The campus site-based decision-making committee met on May 21, 2014 to develop a comprehensive needs assessment of the Justiss Elementary School in anticipation of developing the Campus Improvement Plan for school year 2014-2015. During the meeting members discussed the strengths and needs of the school focusing on five areas: students, staff, parental involvement, community involvement, and plant facilities. The committee considered results of local assessments, experience in the school and community, and professional opinions to arrive at the strengths and needs discussed in this report.

Students:

Schools in Texas are judged primarily by the performance of their student on the State of Texas Assessments of Academics Readiness (STAAR), attendance, and graduation rates. These are the areas considered in determining whether or not a school has made adequate yearly progress (AYP) as required under the No Child Left Behind Act of 2001, Public Law 107-110, enacted into law by the U.S. Congress on January 8, 2002. Other data was also considered when determining the strengths and needs of the students enrolled in the Justiss Elementary School including, but not limited to, the Star Reading, Star EL, Star Math, ITBS, other commercially developed instruments, locally developed teacher-made tests, and the professional opinion of the staff.

The demographics of students attending Justiss Elementary school as compared to the State of Texas are depicted in the following table:

Table 1 – Student Demographics*

Category	African American	Hispanic	White	Other	Low Income	LEP	At-Risk
Justiss Elem.	35.4%	32.3%	27.2%	1.2%	93.8%	27.0%	54.7%
State	12.7%	51.3%	30.0%	0.4%	60.4%	7.9%	44.7%
Difference	+22.7%	-19.0%	-2.8%	0.8%	33.4%	19.1%	+10.0%

The school does not parallel the State of Texas demographics inasmuch as ethnicity is concerned as well as the other categories included in the Texas Academic Performance Report (TAPR) for the school year 2012-2013, the most recent data available at the time this report was developed. African American students exceed by a large percentage the state average as do the percentages of children from low income families and students in at-risk situations. The latter two categories present special challenges for the staff at Justiss as these students typically bring with them special needs that require supplemental programs and accelerated services, although, the past year the category of whites has presented a challenge as well.

The school had an accountability rating of “Met Standard” by the Texas Education Agency for the school year 2012-2013 and 2013-2014. This rating is based on the school’s students’ performance on the STAAR as well as attendance.

Student Strengths

The school has continued to be successful in closing the achievement gap between all students and economically disadvantaged students. Performance in Student Achievement Index 1, Justiss’ students scored 64% with a target score of 55%. Index 2, Student Progress, they scored 40% with a target score of 33%. In Index 3, Closing the Performance Gaps, again they scored with a 39% beating the target score of 28%. Last in Index 4, Postsecondary Readiness, Justiss’ students scored 21% with a target score of 12%. The campus met 15 out of 16 performance rate safeguards (94%) and 12 out of 12 participation rate safeguard. Sub-pop white in math being the group not meeting the indicator.

The campus committee agrees the discipline policy in place is effective and has been adjusted to meet the new 9-week semesters. This plan still requires staff to contact the offender's parent for every infraction of the rules which has made the school/home communication much more effective. The addition of the crisis interventionist is continuing to be a positive and proactive addition to the discipline routines on the campus.

Accelerated programs continue to be designed and implemented to improve student performance in all subject areas with the goal of better performance on the STAAR tests. The programs include, but are not limited to, homework tutorials, Easy Tech from learning.com Intervention and Enrichment Time, I Station Lab, Achieve Lab, Study Island, and Virtual Science Lab. All of these programs are designed to help struggling students become successful.

Student Needs:

The attendance rate for school year increased from the previous year.

The high percentage of students from low-income families (93.8%) who reside in the Justiss attendance area continue to intensify the problem of students not being adequately prepared when begin public schools. This past year we found many did not begin school until they started with us in Kindergarten. The Head Start and Pre K program help: however there is a waiting list to get in to the Head Start Program therefor many are unable to participate.

STAFF:

The organizational culture of any educational organization is critical to the success of the students it serves. The atmosphere must foster collegiality and be able to maintain a high level of staff morale. Among the most important elements of organizational culture is the ability of the administration to create an atmosphere of trust through open, two- way communication and a monitoring of staff attitudes and opinions. Success in todays complex workplace also dictates that schools have qualified staff and offer a diverse curriculum, rich in technology, math, science, foreign languages, and the arts. The No Child Left Behind Act of 2001 mandate that all teachers teaching the core academic subjects meet the law's "highly qualified" criteria. According to the law to be highly qualified, a teacher must have at least a bachelor's degree, be appropriately certified to teach in the area(s) to which he/she is assigned and demonstrate competency in the subject area(s) he/she teaches.

The demographics of the teachers at Justiss Elementary School are reflected in the following table:

Category	African American	Hispanic	White	Other	Over 20 Years Experience	Exp. In the District
Justiss Elementary	16.2%	7.1%	74.3%	2.4%	28.5%	11.9%
State	9.4%	24.9%	62.8%	2.0%	17.3%	8.0%
Difference	+6.8%	-17.8%	+11.5%	+0.4%	+11.2%	+3.9%

Staff Strengths:

Justiss continues to enjoy a staff of experienced teachers. During school year 2012-2013, teachers in the over 20 year category made 28.5% of the teaching staff at the school. This compared with the state average of 17.3%. The average years of experience of teachers on the Justiss campus is 14.4% compared to a state average of 11.5% of teachers on home campuses. Average years experience of teachers with the PISD district is 11.9% compared with the state at 8.0%. These statistics are indicative of favorable working conditions that tend to draw and retain teachers.

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. 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%.
3. All visitors to campus will be required to sign in at office and wear visitor sticker. (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 visitors stickers.
4. Present Character Education lessons, Why Try curriculum, and Anti Bullying Assemblies during counselor/teaming sessions. (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%.
5. 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.
6. All staff will utilize the Justiss discipline management plan (4 Strikes Referral System) and work 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%.
7. Continue positive student behavior program, "Bring Your A Game" recognizing random acts of kindness and making the Justiss A Team.(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%.
7. Implement positive student behavior program "7 Happy Habits of a Successful Student". Recognizing students in one of the habits by giving them a Rock Star Ticket. .(Target Group: All) (NCLB: 4)	Principal, Teacher(s) Assistant Principal(s), Counselor(s),	Aug - June	(S)Local Funds	Formative – Rock Star Ticket Catching Students Involved in a Happy Habit. daily tally, Weekly campus winner, Recognition in Campus Newsletter Summative-Discipline referrals will be decreased by 3%.
8. 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.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Continue small group behavior management counseling sessions. (self esteem, school success, social success) (Target Group: All) (NCLB: 4)	Counselor	Aug - June	(F)Title I, (S)Local Funds SCE	Formative –Counselor logs Summative – 3% decrease in office referrals
10. Implement new theme "Justiss Elementary, Where the Magic Happens!" and new theme song "Shake It Off". (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
11. Support and enhance mentoring programs. (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor, Principal	Aug - June	(S)Local Funds	Formative – Volunteer logs and sign in sheets Summative – 3% increase in student attendance and 3% decrease in office referrals
12. 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. (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
13. 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.
14. 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.
15. Continue to follow and file according to PISD truancy policy. (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.
16. 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.
17. Campus Crisis Team will meet once each semester to review procedures. . (Target Group: All) (NCLB: 4)	Principal, Assistant Principal, Crisis Team, Security Officer	Aug - June	(S)Local Funds	Formative: Crisis team minute meetings/School Calendar Summative: Team's met
18. Implement new safety pocket for each classroom in case of building or site evacuation. (Target Group: All) (NCLB: 4)	Principal, Assistant Principal, Crisis Team, Teachers, Security Officer	Aug - June	(S)Local Funds	Formative – safety checklist Summative – Increased campus safety and security during crisis situations.

19. Purchase campus security car for Justiss Campus Security Officer to help enhance Justiss safety and security. (Target Group: All) (NCLB: 4)	Principal, Assistant Principal, Crisis Team, Teachers, Security Officer	Aug - June	(S)Local Funds PTO Funds	Formative – safety checklist Summative – Increased campus safety and security during crisis situations.
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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 at the end of the first grading period will all parents/guardians. (Title I SW:6) (Target Group: All)	Assistant Principal, Principal, Teacher(s)	October	Local funds	Formative - Report Card conference logs Summative - Parent involvement will increase by 5%.
2. Progress reports will be sent home with all students every three weeks. (Target Group: All) (NCLB: 5)	Teacher(s)	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 Night, Fall Festival, Jammer/Choir Performances, Bilingual Hispanic Heritage Day Celebration, 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. 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. (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.

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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
7. 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%.
8. Provide a parent support group entitled "No Parent Left Behind" to help inform families of current issues in education at PISD and the state level. (Title I SW: 1,6) (Target Group: All) (NCLB: 5)	Principal, Teacher(s), Crisis Interventionist	quarterly	(F)Title I, (S)State Compensatory Local funds	Formative - Hand outs, Meeting Agendas Summative - Parent involvement will increase by 5%.
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)	Federal/State Programs Director, Parent Volunteers, Principal, Teacher(s),Asst. Principal	Each 6 - weeks	(F)Title I, (F)Title III Bilingual / ESL, (S)State Compensatory, Local funds	Formative - Parent sign in logs, agendas Summative - Parent involvement will increase by 5%.
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.	Federal/State Programs Director, Parent Volunteers, Principal, Teacher(s),Asst. Principal	Aug - June	(F)Title I, (F)Title III Bilingual / ESL, (S)State Compensatory, Local funds	Formative - Parent sign in logs, agendas Summative - Parent involvement will increase by 5%.
11.Promote PTO involvement by utilizing numerous media tools available to inform parents of meeting dates/times. Title I SW: 5)	PTO Principal, Asst. Principal	Aug - June	Local funds	Formative - PTO membership/meeting minutes Summative - Parent involvement will increase by 5% in the Justiss PTO.

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, TAPR, 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 and small group instruction and learning/literacy centers. (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.

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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
6. The campus reading committee will develop and 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), Campus Instructional Technologist, Dyslexia specialist, Reading Recovery Teacher, Teacher(s)	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.
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.

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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
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 log 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)	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)	2014-2015	(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 of Human Resources, Federal/State Programs Director, Principal, Reading Coach	2014-2015	(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%.

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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
16. Supplement reading curriculum with Achieve 3000 in grade 3 & 4 to provide web-based accelerated reading instruction. Achieve 3000 - non-fiction reading, interaction with technology and teacher. (Title I SW: 2) (Target Group: At Risk) (NCLB: 1)	Campus Instructional Technologist, Core Subject Teachers, Federal/State Programs Director, Principal, Reading Coach, Teacher(s)	Aug - June	(F)Title I, (S)State Compensatory	Formative - Achieve 3000 schedule, log in counts, report cards, weekly progress monitoring Summative - Increased proficiency in reading skills and improved scores on state assessment by 10%.
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 3 & 4 to prepare for STAAR test. (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%.

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
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%.
24. Continue I&E, Intervention and Enrichment time for all students. Students will be provided 30 minutes 4x 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.
23. Begin implementation of IStation Reading intervention software to provide individualized interventions for at risk students in grades K-4 in an extended day program. 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.

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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)	Aug - 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%.

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
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), Curriculum Director Elementary, Federal/State Programs Director, Instructional Coach, Curriculum Director,	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 progress monitoring tool. (Title I SW: 9) (Target Group: All) (NCLB: 1)	Principal, Assistant Principal(s), Campus Instructional Technologist, Instructional Coach, Teacher(s)	Sept - June	(F)Title I, (S)State Compensatory, Local funds	Formative - STAR Math reports Summative - Increased proficiency in math skills and improved scores on state assessment by 10%.
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 ,Assistant Superintendent of Human Resources, Federal/State Programs Director, Instructional Coach,	2014-2015	(S)Local Funds	Formative - District Staffing, Professional Development Sign in Sheets Summative – Increased proficiency in math 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 2. Obtain 92% or better student performance on the math portion of the state assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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,	2014-2015	(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 CScope 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. Teachers will use Renaissance Place Accelerated Math to supplement their math instruction. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Principal, Instructional Coach, Teacher(s)	Aug - June	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Renaissance program reports Summative - Increased proficiency in math skills and improved scores on state assessment by 10%.
14. 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%.
15. Students identified as in at-risk situations and all students in 2nd, 3rd, and 4th grade 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%.
16. Continue benchmarking for grades 3 & 4 to prepare for STAAR test. (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%.

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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
17. 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%.
18. 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%.
19. Implement Think Through Math researched based intervention system. (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%.
20. Continue I&E, Intervention and Enrichment time for all students. Students will be provided 30 minutes 4x 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%.
21. 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%.
22. . 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 math skills on 9-weeks assessments.
23. Begin implementation of Study Island computer program to provide individualized interventions for at risk students in grades K-4 in an extended day program. Target group: At Risk) Title 1 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 math skills on campus and state assessment.
24. Implement Parent Math Night to provide information and materials for parents on the new Math TEKS. (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

				10%.
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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 to come of current technology; provide multimedia teaching stations in classrooms. (Title I SW: 2) (Target Group: All)	Principal , Campus Instructional Technologist,	2014-2015	(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.

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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
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,	2014-2015	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds, (S)State Compensatory	Formative - Sing 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)	2014-2015	(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. 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.
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.

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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 earn 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 earn 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. Utilize Thinking Maps and Write From the Beginning to enhance and align writing instruction. Provide staff development/training for Thinking Maps and Write from the Beginning so all staff has a common vocabulary in writing instruction. (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 earn 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%.

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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
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)	2014-2015	(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 earn 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%.

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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. 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.
2. 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.
3. 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.
4. 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%.
5. 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.
6. Students identified as talent pool/GT will be provided additional targeted instruction through weekly pullout classes. (Title I SW: 9) (Target Group: GT)	Principal, Curriculum Director Elementary, GT Coordinator, Teacher(s)	Aug - June	(S)Local Funds	Formative - GT newsletter, lesson plans Summative -Students in special population programs will meet or exceed state standards on assessments.

7. Students identified as GT will be served in the Socrates Program. Instructional units to be implemented this year are: 3rd Grade Inventors/Inventions Colonial America Lego Robotics Program(beginning this fall) Future Problem Solving (introduction) Community Service Projects Texas Performance Standards Units Building a Business-Games/Toys Mathematics in Nature 4th Grade The study of Mayan culture-"The Voyage of the Mimi" Lego Robotics Program (beginning this fall) Future Problem Solving (competition level) Community Service Projects Texas Performance Standards Units The Gift of Age-Retirement Center Visits We are Texans	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 being dyslexic or having dyslexic tendencies 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.
9. Students identified at risk on universal screeners will be provided RTI interventions. (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.
10. 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%.
11. Implement and train our bilingual teachers in the Gomez and Gomez instructional model. . (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%.
12. 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)	Aug - June	Local funds Bilingual/ESL funds	Formative - Student records Summative - 100% of teachers of ELL students have TELPAS certification
13. 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, 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 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 participate in the Choir, Justiss Jammers, Art Club, Student Council, Math Club, and Produce Pals.	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 2 extended day programs 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), Transportation Director	1 st semester 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%.

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
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)	July	(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	2014-2015	(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	2014-2015	(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	2014-2015	(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	2014-2015	(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	2014-2015	(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, Bilingual/ESL Coordinator, Instructional Coach, Principal, Teacher(s)	2014-2015	(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 I SW: 1, 10)	Principals Coaches Teachers	2014-2015	(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	2014-2015	(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 I: 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
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. 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)	Federal/State Programs Director, Principal, SET Member	Aug - June	(F)Title I, (S)Local Funds, (F)Title II	Formative - Interviews conducted Summative - New personnel hired are 100% HQ as well as paraprofessionals meeting NCLB requirements.
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)	Assistant Superintendent of Human Resources, Principal, SET Member	As needed	(F)Title I, (S)Local Funds, (S)State Compensatory, (F)Title II	Formative - Job fairs, Region 8, University liaisons Summative - New personnel hired are 100% HQ as well as paraprofessionals meeting NCLB requirements.
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)	Federal/State Programs Director, Principal, SET Member	Spring	(F)Title I, (S)Local Funds, (S)State Compensatory	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%.
4. Disseminate the Campus Report Card at the end of the first reporting period. (Title I SW: 6) (Target Group: All)	Federal/State Programs Director, Parent Involvement Coordinator, Principal	September	(F)Title I, (S)Local Funds, (S)State Compensatory	Formative - Report Summative - 100% of parents receive campus report card.

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.

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.