

**Thomas Justiss S.
Elementary School
Campus Improvement Plan
2018-2019**



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.

Date of School Board Approval: October 15, 2018

Planning and Decision Making Committee

Name	Position
Renee Elmore	Principal
Kendra Beshirs	Asst. Principal
Dustin Smyers	Asst. Principal
Andrea Irwin	Counselor
Marilyn Smith	Kindergarten
Nelisa Kelley	1st grade
Amy Hooten	2 nd grade
Renee Keeling	3rd grade
Noemi Peralta	4 th grade
Suzann Esch	Assistant
Allison Hanley	Technology
Jennifer Hamm	Special Pops
April Horton	Parent Rep
Tracy Attebury	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

ESSA Schoolwide Program Requirements

Element 1 - SWP Comprehensive Needs Assessment

Element 2 - SWP Campus Improvement Plan Requirements

Element 3 - Parent and Family Engagement Requirements

TEA Strategic Priorities

1. Recruit, support and retain teachers and principals.

2. Build a foundation of reading and math.

3. Connect high school to career and college.

4. Improve low-performing schools.

Federal, State, and Local Funding Sources

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

☒ Title I, Part A School wide Program Campus

☐ Non-Title I, Part A Campus

Federal Programs Funding Source	Allocation Amount	FTE(s)
Title I, Part A	\$322,699.00	5.966
Title I, Part C (Migrant)	Reg. 8 SSA	0
Title II, Part A (TPTR)	\$17,510	0
Title III, Part A (LEP)	Reg. 8 SSA	0
State Programs/Funding Source		
State Compensatory Education (Supports Title I School wide Program funds)	\$380,155	9.723
Gifted Education	District wide as needed	
Special Education	District wide as needed	
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 2018-2019:

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

School Profile:

Justiss Elementary School is a Title 1 campus in Northeast Texas with a student population average of 550 students. Of these students 36.2% are AA, 36.3% are Hispanic, 26.7% White, and 8% other. The eco-dis average is 93% with a mobility rate of 18.2%. Our at risk percentage is up from 55% to 65%. We will continue to work on lowering this number through our continued efforts to recruit highly effective teachers, focusing on African American and Hispanic teachers when they are among the possibilities.

Table 1—Student Demographics

Category	African American	Hispanic	White	Other	Economically Disadvantaged	BIL/ELL	At-Risk	Special Education	Mobility
Justiss Elementary	35.1%	33.2%	24.5%	6.7%	92.4%	27.5%	68.5%	8.7%	21.8%
State	12.6%	52.4%	28.1%	6.9%	59.0%	18.8%	50.3%	8.8%	16.2%

**Source: Texas Academic Performance Report for School Year 2016-2017*

Table 2—Teacher Demographics

Category	African American	Hispanic	White	Other	Over 20 Years of Experience	Average Years of Experience
Justiss Elementary	14.2%	11.1%	74.7%	0%	18.3%	11.4
State	10.2%	26.6%	59.8%	3.4%	15.5%	11.9

**Source: Texas Academic Performance Report for School Year 2016-2017*

Climate:

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

Professional Development:

In conjunction with the analysis of the student performance data, our professional development will focus on continuing to align with the specificity and rigor of the TEKS and STAAR to improve our Reading and Math scores, specifically in 3rd grade: 3rd grade math 58% 3rd grade reading 60%. We will continue to implement “Capturing Kids Hearts” on our campus, continuing to build strong relationships and applying consistent rules of conduct across the school. It will be essential to plan and participate in PD for 3rd grade, focusing on rigor in the area of instruction, to help increase our STAAR scores. We will also have a campus wide focus on a new PLC implementation.

Partner Development:

Justiss Elementary School has good partnerships with parents and community members.

Facilities:

Justiss Elementary School provides students with a clean, safe, and orderly learning environment. Updates are continued to be made to the campus, inside and out with the school being painted on the outside giving it a beautiful fresh update. The gymnasium was also updated this summer with new paint, new floor, and 3 new garage doors.

****Additional Targeted Support:** Two or more Races Reading and Math, Special Education Reading and Math

Component	Strengths	Needs	Action Plan: Priorities for addressing needs
Demographics	<ul style="list-style-type: none"> • Rated “Met Standard” by the Texas Education Agency for the 2017-2018 school year. The school received four Distinctions Designations: Student Progress, Closing the Performance Gap, Academic Achievement in Math and Academic Achievement in ELAR Reading • Bilingual Program • Guidance Classes • Food 4 Kids Program • Bilingual assistants • Increase in Family Involvement • Community Eligibility Provision of the National School Lunch and School Breakfast Program/Share Tables • Capturing Kids Hearts National Showcase Campus • Rising enrollment with increasing number of transfer students • Family Reading Nights, Books and Braids, Books and Buddies, Wildcat Cave/Homework help • Social media presence 	<ul style="list-style-type: none"> • Attendance – parent accountability • Bilingual diagnosticians • Bilingual translator/office clerk • Reduce number of At-Risk students by having more students pass State and Federal test. • Continue awareness and professional development in area of teaching students of poverty. • Increased support and training for teachers of ESL students in General Ed Classes. • Telephones in each classroom in place of old out of date intercom system • Addition of rooms or a portable for ISS or possible Art to provide more classroom space 	<ul style="list-style-type: none"> • Work toward recruiting and retaining of a more ethnically diverse staff • Reduce number of At-Risk students by having more students pass State tests through support and effective interventions. • Continue to help meet the needs of students who are living in poverty through professional development. • Investigate options for accommodating increase in enrollment and transfers. • Parent accountability for attendance issues • Investigate hiring a full time bilingual office clerk to translate
Staff Quality, Recruitment & Retention	<ul style="list-style-type: none"> • Certification fees paid • Quality staff development & support for staff • Instructional Coaches, Teaming & Department meetings create a strong Professional Learning Committee • Mentor programs for student teachers, new teachers • Staff of the week spotlight • Affirmation bags, brag boards • Staff attendance incentives • GROWL award • Campus teacher/staff appreciation through the year! • Monthly staff birthday celebrations • Sunshine activities • Staff appreciate gifts, notes, food, recognitions, etc. 	<ul style="list-style-type: none"> • Focused Staff Development in: at-risk learners, ELL, and children in poverty • Continue to recruit minority staff • Continue to improve staff attendance 	<p>Staff Development in working with at-risk learners and students in poverty</p> <ul style="list-style-type: none"> • Continue to investigate creative ways to provide incentives and to encourage the staff to improve attendance. • Continue recruitment and retention of a more ethnically diverse staff
Curriculum, Instruction & Assessment	<ul style="list-style-type: none"> • Strong support at district level, w/campus academic coaches and interventionist. • Highly effective teachers with positive student/teacher relationships • District and Federal Resources provide teachers with instructional materials they need • Technology/multi-media teaching stations • District calendar allows district-wide curriculum and unit planning days for each nine weeks • Strong professional learning/planning teams along with vertical planning • Meeting the needs of our Gifted and Talented students through a strong program and later college courses • Campus where kids from poverty have basic needs met • Writing Lab • Culturally Rich Population • Welcoming Campus 	<ul style="list-style-type: none"> • Additional support and interventions for students 2 or more grade levels behind in reading/math • Collaboration when purchasing supplemental materials between teachers, coaches, and administration • More focused, collaborative, data driven professional learning communities • <i>Address the needs of our students in the sub population of “2 or more races” for “additional targeted support”.</i> • <i>Address the needs of our students in the sub population of “sped” for “additional targeted support”.</i> 	<ul style="list-style-type: none"> • Insure supplemental materials are purchased collaboratively between teachers, coaches, and administration • Use computer assisted instruction for math facts and early reading instruction for identified students • Continue to use benchmark testing to monitor student progress • Use assessments given to provide immediate intervention • Provide ongoing professional development for teachers during the year • Implement with fidelity the components of the Professional Learning Communities by DuFour • <i>Implement Xtreme Tutorials every Tuesday and Wednesday morning from 7:30 – 8:00 a.m. to be held in the technology lab to address the needs of the students who are need of “additional targeted support”.</i> 3.1.24 3.2.17 • <i>Effective, uninterrupted quality time for “sped” students to receive at least 30 minutes of pull time each Friday for small group instruction ensuring “additional targeted support” is being met.</i> 3.5.17

Component	Strengths	Needs	Action Plan: Priorities for addressing needs
Student Achievement	<ul style="list-style-type: none"> • Think Through Math increased student excitement in Math • RTI process is successful in monitoring struggling students • Friday Rise Up Assemblies increased student motivation • Students who took STAAR A were well prepared • Fall Computer Assisted Instruction Extended Day Tutorials • Spring Extended Day tutorials • Increase academic vocabulary instruction through campus vocabulary words of the day • Full time math and reading Academic Coaches • Schedule RtI time for grade levels with reading and math interventionists • Mentoring Program with at-risk students • Reading Recovery one to one instruction with 1st grade and small group literacy with K-2nd. • 81% of 4th graders passed the STAAR math which is up from this group having a passing rate of 71% in 3rd grade • 73% of 4th grade passed the STAAR reading which is up from this group having a passing rate of 67% in 3rd grade. • Teacher Learning Walks • Teachers observing other teachers on district campuses 	<ul style="list-style-type: none"> • Focus on improving 3rd grade STAAR reading and Math scores and 4th grade writing which dropped this year. • More Fact Fluency across the campus • Full implementation of Saxon Phonics and Math • Increase ability of teachers to understand and use data • Curriculum training for SPED teachers to help prepare students for STAAR • Continue to show growth between 3rd and 4th grade on reading and math STAAR • More 3rd and 4th grade students meeting the Masters and Meets level on the STAAR • More GT students meeting Masters level on STAAR 	<ul style="list-style-type: none"> • Workshops provided by coaches and teachers, to provide learning activities for parents to use at home • Math and reading interventionist will provide small group instruction based on current data. • Math leaders from each grade level will work together to provide a campus wide problem solving method. • Investigate ways to implement new ideas and activities for fact fluency • During PLC's, purposefully planning in STAAR grades 3rd and 4th, disaggregating data, breaking it down by sub pops, and being mindful of moving students left to right on the Quintile chart through • Continue teacher Learning Walks
School Culture & Climate	<ul style="list-style-type: none"> • Great Community/school rapport • Cohesive Staff that creates a family atmosphere • Safe Campus/SRO Officer • Fine Arts Program • Unified school theme/mission • Rise UP Friday Assemblies • One plus One Mentoring through Methodist church • Common School-Wide Expectations for behavior • Student Council, Choir, Art Club, Jammers Drummers • Field Days, Special Events, Field Trips • Capturing Kids' Hearts Showcase Campus • Homework time offered before school, extended day tutorials • Positive home contacts weekly by staff • Tiered Instruction 	<ul style="list-style-type: none"> • Professional development in instructional strategies working with at risk students, student's • Update lighting in rooms • Improve student attendance • Update water fountains in building • Outside of school building updated with painting to match rest of PISD campus' • Gym improvements • Mount water fountains outside • Increase safety within classrooms 	<ul style="list-style-type: none"> • Continue with Capturing Kids Hearts implementation • Increase positive communication with parents • Justiss admin. will work with academic coaches, the Paris ISD Elementary Curriculum and the Special Services Department to provide support and staff development in strategies for working with at-risk students. • Continue student attendance incentives • List on budget needs for campus: new gym floor, paint, and new garage doors. • List on budge needs for campus: paint outside of Justiss building, new updated water fountains, outdoor fountains • Request additional safety locking measures for classrooms • Request additional/updated lighting for classrooms
School Context & Organization	<ul style="list-style-type: none"> • One Plus One Mentoring Program • Weekly PLC/teaming and bi-annual vertical teaming • Common School-Wide Expectations for behavior are in place • Safe and welcoming environment for parents, students, and staff with an open door policy • Student data drives student placement • SRO officer • Highly effective teachers • Capturing Kids Hearts Showcase Campus • Highly effective academic coaches, interventionists, and counselor. • On-site training for staff • Growl Awards for Staff and Students • Rise Up Assembly • Additional Assistant Principal 	<ul style="list-style-type: none"> • Implement the Watch Dogs program on campus again • Would like to increase the number of One Plus One mentors so that we could reach more children • Continue on-site staff development • Implement team teaching in 1st grade 	<ul style="list-style-type: none"> • SRO implement the Watch Dogs program again • Increase the number of One Plus One mentors to reach more students • Continue to update, refresh, and maintain our campus inside and out. • Continue to offer more staff development opportunities at the campus level • Implement a teaming schedule in our 1st grade

Component	Strengths	Needs	Action Plan: Priorities for addressing needs
Technology	<ul style="list-style-type: none"> • Addition of more devices this year: iPad, chrome books, merge cubes • 4 computer labs • iPad checkout system • Increase of iPad and Osmos • Teacher technology: laptop, desktop, document camera, iPads • Interactive whiteboard • Mounted data projectors • Improved and updated computers • Gradebook/Parent portal • Google Suite: docs, drives, etc. • Justiss Social Media: School Messenger, Facebook, Instagram, website, teacher webpages • Computerized Interventions • Tech Night • On-campus training for staff • Updated wireless network • Implemented keyboard/typing curriculum 	<ul style="list-style-type: none"> • Continue to add Chromebooks along with Chromebook training • Continue to add iPads • Google classroom training • Additional training in best practices for classroom technology • Continue upgrading technology for all classrooms • Updated website training • Mimio projector/ clicker training • Windows 10 training (for future upgrades) • Continue to update Justiss labs • STEM/STEAM Lab • Ways to motivate teachers to utilize technology 	<ul style="list-style-type: none"> • Provide staff development for new programs purchased • Increase in technology staff development plus time for exploration and practice • Provide Google Classroom training • Continue to upgrade/add devices, computers, etc. • Investigate ways to motivate teachers to utilize technology. • Investigate the implementation of a Justiss STEM/STEAM Lab for the 19-20 school year
Family & Community Involvement	<ul style="list-style-type: none"> • One Plus One and City Square Mentoring Program • Uplifting and encouraging RISE UP Assemblies every Friday • PTO • Attendance Incentives: students and staff • Encouraging and motivating guest at Rise Up Assembly • Overwhelming attendances at Family Content Night, Grade Level Musicals, STAAR Family Night, Back to School Bash, Open House/Report Card Pick Up. Awards Assemblies, PTO Fall Festival, Veteran's Day Program, Read Across America Night, Hispanic Heritage Program, and Choir/Jammer Concerts, Family Reading Nights, Field Day, STAAR Picnic/Pep Rally, Talent Show, Red Ribbon Week Activities, Thanksgiving Dessert Days for Parents, Socrates Colonial Days, FPS, • Student Contest: Computer Coding, Choir Competition, Soil Conservation Poster, Lamar County Sewer & Water Poster, • Student Clubs: Choir, Jammers, Art Club, Student Council • Food 4 Kids Outreach Program • Campus Care Closet • CKH Showcase Campus • Community Outreach: Sonic, (donations for Cool Cats), Taco Delite (Donations for Teacher Time), Rotary Club (dental screenings and dictionary's), Brookshire's (Mother's Day activity), Fire Department (fire safety), Masonic Lodge (toothbrushes), Local Doctors (4th grade hygiene), Kiwanis Pancake Days, PJC and PHS student guest and speakers • Numerous parents that enjoy breakfast and lunch on campus • Justiss' Facebook, Instagram, and website pages provide positive communication and updates to Justiss families and community. • Edviate and Eduhero PD Opportunities 	<ul style="list-style-type: none"> • Expand Mentoring Program to reach more students • Reinstitute Watch Dogs • Revisit possibility of Kermes Festival • Possibility of FB page per grade level • Incorporate a potential parent night by grade level to address classroom expectations with the first 3 weeks of school • Incorporate character trait awards at EOY Assembly ensuring all students receive an award. • Consistent classroom management procedures across the campus • Need to have the hygiene awareness program earlier in the year • More parent involvement in PTO • More safety in the mornings during drop off 	<ul style="list-style-type: none"> • More emphasis on bringing professional African Americans into our school as speakers and positive role models • Invite doctors for hygiene awareness program earlier in the year • Continue to grow and supply our campus Care Closet • Encourage teachers to participate in more local Field Trips, local businesses and important places in our community • Encourage teachers to use the Remind 101 with their classes for better communication with their parents • Continue to grow upon our One Plus One program • Incorporate Donuts with Dads and Muffins with Mom, Parent Picnics type activities to encourage more parental involvement • Increase the use of the school messenger system to inform parents of school activities • Increase communication about PTO activities • Increase PTO participation • Continue successful family night activities • Schedule formal parent night 2/3 weeks into school to address classroom and grade level expectations with parents • Create FB pages by grade levels: administrated by the grade level and the campus tech

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
1.1.1 Parents will be notified by mail and through the Justiss Monday Folder regarding excessive absences and potential truancy issues. (SP#2,4)	Campus Administrators Teachers	1 x 9-weeks	(S)Local Funds	Formative – Attendance Reports Summative - Attendance at 97% or above.
1.1.2 Provide incentives and recognition for staff and students each 9-weeks for perfect attendance during Rise Up Assembly. (SP#1,4)	Campus Administrators Counselor Teachers	1 x 9-weeks	(S)Local Funds Principal Fund PTO	Formative – Attendance Reports Summative - Attendance at 97% or above
1.1.3 Recognize student achievements by conducting semester awards assemblies. (SP#4)	Campus Administrators Counselor Teachers	each semester ending	(S)Local Funds	Formative - Award sheet rosters Summative - Increase in student's making A/B Honor Roll by 10%.
1.1.4 All visitors to campus will be required report in through the School Check in System.	Campus Administrators Attendance Clerk Secretaries	daily	(S)Local Funds	Formative - Visitor log Summative - 100% of all Justiss visitors are admitted through office and wearing visitor's stickers.
1.1.5 Present Character Education Lessons K-4th, Why Try curriculum 4th, and Anti Bullying Prevention during counselor/teaming sessions and Rise Up Assemblies. (SW#2, SP#4)	Campus Administrators Counselor Teachers	weekly	(F)IDEA Special Education, (F)Title I (S)Local Funds	Formative – Counselor Logs Summative - 3% decrease in office referrals
1.1.6 Conduct fire drills, lock down drill, and storm/crisis drills twice each semester.	Campus Administrators Faculty/Staff SRO Officer	2 x semester	(S)Local Funds	Formative - Drill Logs Summative – Conduct drills twice each semester.
1.1.7 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. (SP#4)	Campus Administrators Counselor Teachers	daily	(S)Local Funds	Formative – 9 Weeks Discipline Referral Reports Summative - 3% decrease in office referrals
1.1.8 Implement positive student behavior program, guidance lessons K-4 th , CORE Essential Character Ed, produced via Chick Fil A. The traits are reinforced campus wide with Caught in the Act Tickets and weekly recognition at the Rise Up Assemblies. (SP#4)	Campus Administrators Counselor Teachers	daily	(S)Local Funds	Formative – Weekly recognition of classroom "Super Kids", Recognizing students caught carrying out the monthly character trait daily tally, weekly campus winners at Friday assembly, recognition in Campus Newsletter Summative - 3% decrease in office referrals
1.1.9 Continue Justiss Pledge: Today I will do more than I have to do, I will treat others as I want to be treated, And I will try to become a better person! (SP#4)	Campus Administrators Faculty/Staff	Daily	(S)Local Funds	Formative – Recite pledge daily Summative - Every Justiss student memorizes pledge.
1.1.10 Continue small group behavior management counseling sessions. (self-esteem, school success, social skills, life skills, grief, divorce, etc.) (SW#2 SP#4)	Counselor	weekly schedule	(F)Title I (S)Local Funds	Formative –Counselor logs Summative - 3% decrease in office referrals
1.1.11 Implement new theme "We Are Justiss...Justiss: It's About You, It's About Me, It's About Us" and continue school song "PISD/Justiss Alma Mater"! (SP#4)	Campus Administrators Faculty/Staff	daily	(O)Principal Fund	Formative –Newsletters and Rise Up Assembly Summative - 3% increase in student attendance and 3% decrease in office referrals
1.1.12 Support and enhance "Paris City Square" mentoring program. (SP#4)	Campus Administrators Counselor/Coaches Mentors	daily	(S)Local Funds	Formative – Volunteer logs and sign in sheets Summative - 3% increase in student attendance and 3% decrease in office referrals

1.1.13 School wide activities to promote school pride and positive self-concepts: Rise Up Assemblies, PTO Grade Level Musicals, Jammer/Choir Performances, Back to School Bash, TPSW Assembly, Award Assemblies, End of Year Assembly, Field Day, Grade Level Picnics, STAAR Pep Rally/Picnic, Red Ribbon Week, Hispanic Heritage Day Program, Veteran's Day Program, Kermes Festival. (SW#1,2 SP#4)	Campus Administrators Counselor Teachers SET Team	conducted throughout the year	(O)Principal Fund (S)Local Funds (F) Title I, Part A (F)Bilingual/ESL	Formative - Agendas, Performance Programs, Newsletters Summative - 3% increase in student attendance and 3% decrease in office referrals
1.1.14 Continue our Friday "Rise Up" Assemblies recognizing: <ul style="list-style-type: none"> Weekly classroom attendance Hall of Fame Students which is partnered with Popeye's, receive a free corn dog, a special Hall of Fame lunch table on the stage, 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. Monthly Safety Tips (SP#4) 	Campus Administrators Counselor Teachers	every Friday	(S)Local Funds	Formative –Newsletters Summative - 3% increase in student attendance and 3% decrease in office referrals
1.1.15 Students will be recognized for outstanding attendance each 9-weeks and semester. (SP#4)	Campus Administrators Counselor	each semester ending	(S)Local Funds	Formative - Attendance Reports Summative - 3% increase in student attendance
1.1.16 Classrooms will be rewarded for being "fight free" each semester. (SP#4)	Campus Administrators	each semester ending	(S)Local Funds	Formative - Attendance Reports Summative – Campus will be 100% Fight Free for year.
1.1.17 Continue to follow and file according to PISD truancy policy and state truancy guidelines. (SP#4)	Asst. Principal Attendance Clerk	each 9-weeks	(S)Local Funds	Formative - Attendance Reports Summative - 3% increase in student attendance
1.1.18 Conduct Saturday School and a Thursday Attendance Detention as needed for students with excessive tardiness and absences. (SP#4)	Assistant Principal Attendance Clerk Teachers	2 x a semester	(S)Local Funds	Formative - Attendance Reports Summative - 3% increase in student attendance
1.1.19 Campus Crisis Team will meet once each semester to review procedures. (SP#4)	Campus Administrators Crisis Team SRO Officer	each semester	(S)Local Funds	Formative - Crisis team minute meetings/ school calendar Summative - Team's met
1.1.20 Provide transition to Crockett Intermediate School for 4 th grade students. (SW#2 SP#4)	Campus Administrators 4 th grade team	May	(S)Local Funds (F)Title I, Part A	Formative - Schedule for Crockett Visit; Newsletters Summative - Successful transition to 5 th grade for Justiss students
1.1.21 Pre-K and Kindergarten teachers will collaborate to ensure alignment of curriculum and expectations in a transition from readiness to formal curriculum. Teachers will share data with grade above to ensure consistency in Response to Intervention, Provide Pre-K visit to campus to prepare for transition to K. (SW#2 SP#4)	Campus Administrators Kinder and Pre-K teachers Curriculum Director Coaches	August May	(S)Local Funds (F)Title I, Part A	Formative – Planning schedules/logs Summative - Successful transition of students entering Kindergarten/public school
1.1.22 Continue implementation "Capturing Kids' Hearts" school-wide program with training refresher for entire Staff; Continue social skills and focus on common school expectations and terminology. (SP#4)	Campus Administrators Staff Federal Programs Director	weekly	(F)Title II, Part A	Formative – Sign in sheets/social contracts posted /PDAS observations Summative – 3% increase in student attendance and 3% decrease in office referrals

Justiss Elementary Campus Improvement Plan

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2.1.1 Teachers will conduct report card conferences and distribute Title I Part A Parent Compacts at the end of the first grading period with all parents/guardians. (SW#3 SP#4)	Campus Administrators teachers	October	(F)Title I, Part A (S)Local Funds	Formative - Report Card/conference logs Summative –Increase parent involvement by 5%
2.1.2 Progress reports will be sent home with students every three weeks for all students. (SP#4)	Teachers Attendance Secretary	every 3- weeks	(S)Local funds	Formative - Progress reports Summative - Parent involvement will increase by 5%.
2.1.3 Schedule school wide parent/community activities which will include Back to School Bash, PTO/Grade level Musical Programs, Open House, Meet the Teacher Night, Veteran's Day Assembly, Family STAAR Night, Literacy/Math Night, Fall Festival, Jammer/Choir Performances, Bilingual Hispanic Heritage Day Celebration, Kermes Festival, Justiss Talent Show, Summer Reading Program and Family Reading Nights. (SW#1,3 SP#4)	Campus Administrators Coaches Librarians, PTO Teachers	throughout the year	(F)Title I, Part A (S)Local Funds	Formative - Parent sign in logs/participation surveys Summative - Increase parent involvement by 5%
2.1.4 Continue partnership with The Lamar County Coalition of Education, Business, and Industry to provide volunteers to read to 2nd grade classes in conjunction with its "Read to the Future" program. Read to the Future is open to individuals or groups of people to adopt a classroom and read aloud to them each week. (SP#4)	Campus Administrators Reading Coach Community Reps Teachers	weekly	(O)Lamar County Coalition Funds	Formative - Volunteer sign in logs Summative – 10% increase in reader's participation.
2.1.5 Make available the parent portal for Paris ISD curriculum lessons on the district and Justiss websites as well as all Justiss teacher lesson plans. (SP#4)	Curriculum Director Campus Administrators Teacher	24 hours a day	(S)Local Funds	Formative - Updated teacher lesson plans Summative – 10% increase in favorable response to items concerning parent communication on survey.
2.1.6 Create and disseminate a campus newsletter and calendar to provide parents with information on campus happenings and increase parent and family engagement. (SW#3 SP#4)	Campus Administrators Tech Coordinator	monthly	(F)Title I, Part A (S)Local Funds	Formative - Parent sign in logs/ participation surveys Summative - Increase parent involvement by 5%
2.1.7 The campus site-based decision making committee will meet regularly to monitor and evaluate benchmarks on the campus improvement plan and subject area committees will meet quarterly to evaluate the campus plan and to create the campus needs assessment at years' end. (SW#2 SP#4)	Campus Administrators SET Team Teacher	2 x semester	(F)Title I, Part A (F)Title II, Part A (S)Local Funds	Formative – Committee reports/agendas Summative – Committee meetings and evaluation will be scheduled monthly throughout the school year.
2.1.8 Conferences will be held with parents as often as needed to keep them informed of student difficulties and successes. (SP#4)	Campus Administrators Teachers	as needed	(S)Local funds	Formative - Parent Communication Log Summative - Increase parent involvement by 5%
2.1.9 Provide parent workshops to educate parents on grade level needs of their students working with them to create games, manipulatives, and other teaching strategies that parents can use at home with their children. (SW#1,3 SP#4)	Federal Programs Director, Parent Volunteers Teachers Campus Administrators	each 6 - weeks	(F)Title I, Part A (F)Title III Bilingual /ESL (S) Local funds	Formative - Parent sign in logs/agendas Summative - Increase parent involvement by 5%
2.1.10 Promote PTO involvement by utilizing numerous media tools available to inform parents of meeting dates/times. (SP#4)	Campus Administrators Teachers PTO	weekly	(S)Local funds	Formative - PTO membership/meeting minutes Summative - Increase parent involvement by 5%
2.1.11 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. (SP#4)	Campus Administrators Teachers PTO	ongoing	(S)Local Funds (O)PTO	Formative – Activity/instruction development; Parental involvement; classroom activities linked to field trips Summative - Increase parent responses to field trips on parent survey 5%

Justiss Elementary Campus Improvement Plan

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3.1.1 Administer reading universal screeners to determine students in need of reading interventions at the beginning, middle, and end of school year. (SW#1,2 SP#2,4)	Campus Administrators Reading Coach Teachers	3 x a year	(F)Title I, Part A (S) Local Funds	Formative - Universal screening data Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.2 Supplement reading instruction with use of computer programs Istation and Newsela. (SW#2 SP#2,4)	Campus Administrators Coaches Teachers Campus Tech Coordinator	daily	(F)Title I, Part A (S)Local Funds	Formative - Universal screening data Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.3 Administer interventions to students identified as being at risk on universal screeners. (SW#2 SP#2,4)	Campus Administrators Reading Coach Teachers	daily	(F) Title I, Part A (S)Local funds	Formative - RTI logs, TAPR Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.4 Teachers will continue instruction of a balanced literacy program (including reading, writing, research, listening/speaking, oral/written conventions daily) in grades K-4 using literacy stations and guided reading groups. (SW#2 SP#2,4)	Campus Administrators Reading Coach Teachers	daily	(F)Title I, Part A (S) Local Funds	Formative - Classroom observations/walk through/lesson plans Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.5 Teachers will continue guided reading, small group instruction, learning/literacy centers while providing the necessary tools and materials to be effective. (SW#2 SP#2,4)	Campus Administrators Reading Coach Teachers Assistants	daily	(F)Title I (S)Local Funds	Formative - Classroom observations/walk through/lesson plans Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.6 Reading Recovery 1:1, Reading Recovery Literacy Groups, and Dyslexia program will continue to be utilized to support students who are at-risk of reading failure. (SW#2 SP#2,4)	Campus Administrators Reading Coach Teachers Reading Recovery teachers Dyslexia Specialist	daily	(F)Title I (S)Local Funds (S)SCE – 3 FTE \$150,750	Formative - Reading Recovery graduation report, Dyslexia assessments, report cards, assessments reports Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.7 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. (SW#2 SP#2,4)	Campus Administrators Reading Coach Teachers Assistants	monthly	(F)Title I (S)Local Funds (F)Title II, Part A	Formative - Lesson plans, staff development, sign in and agendas, coach's logs, budget request Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.8 Teachers will use Renaissance Place for AR, STAR Reading, and STAR Early Literacy to supplement the guided reading instruction. (SW#2 SP#2,4)	Campus Administrators Reading Coach Teachers Librarian	weekly	(F)Title I (S)Local Funds	Formative - Renaissance program reports Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.9 Continue to provide Summer Library and Wednesday Night Family Reading Programs. (SW#2 SP#2,4)	Campus Administrators Librarian	weekly	(F)Title I (S)Local Funds,	Formative - Library circulation report, summer library log, family reading logs Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.10 Continue to build our library collection that supports all curriculum areas and reading interest as well as our bilingual population. (SW#2 SP#2,4)	Campus Administrators Librarian	Monthly	(F)Title I (S)Local Funds,	Formative - Library circulation report, summer library log, Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.11 Continue Reading Renaissance certifications and celebrations. Continue to provide instructional aide for Reading Renaissance. (SW#2 SP#2,4)	Campus Administrators Librarian Teachers Assistants	weekly	(F)Title I (S)Local Funds	Formative - Certification reports and library circulation reports Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.12 Staff and faculty will attend any relevant staff development as determined by needs assessment in the area of reading. (SP#1,2,4)	Campus Administrators Coaches Curriculum Director Teachers	4 x a year	(S)Local Funds (F)Title II, Part A	Formative - Sign in sheets and agendas of trainings Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments

3.1.13 Retain academic coach position to provide staff development and assistance with the implementation of the reading curriculum (SW#2 SP#1,2,4)	Assistant Supt of Human Resources Federal Programs Director Campus Administrators Coaches	4 x a year	(F)Title I	Formative - District staffing/PD sign in sheets Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.14 Students identified as at-risk in reading will be provided with additional reading instruction, small group instruction, extended day tutorials, reading tutorials, and Books and Braids and/or Books and Buddies. (SP#2,4)	Campus Administrators Coaches Teachers	daily	(F)Title II, Part A (S)Local Funds (S)SCE 2.333 FTE: \$69,702	Formative - Tutorial lesson plans/attendance/ report cards Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.15 Small and whole group differentiated reading instruction will be utilized to help students succeed at their level. (SW#2 SP#2,4)	Campus Administrators Coaches Teachers	4 x a year	(F)Title I, Part A (F) Title IV, Part B (S)Local Funds	Formative - Report cards/progress monitoring Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.16 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. (SP#2,4)	Campus Administrators Coaches Curriculum Director	2 x a year	(S)Local Funds	Formative - Benchmark scores Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.17 Continue I&E, Intervention and Enrichment time for all students. Providing 30 minutes 5X a week of small group intense intervention or enrichment based on weekly classroom data. (SW#2 SP#2,4)	Campus Administrators Coaches Teachers Assistants	daily	(F)Title I, Part A (S)Local Funds	Formative - Benchmark results Summative - Increased proficiency in reading skills and improved scores on benchmarks and state assessment by 10%.
3.1.18 Follow campus RTI expectations to provide interventions for students whose performance is below grade level expectations. (SW#1,2 SP#2,4)	Campus Administrators Coaches Teachers	daily	(F)Title I, Part A (S)Local Funds	Formative – RTI Logs Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.19 Continue using Istation Reading to provide individualized interventions for at risk students in grades 3-4 in an extended day program Mondays. (SW#2 SP#2,4)	Campus Administrators Coaches Teachers Campus Tech Coordinator	4 x a year	(F)Title I, Part A (S)Local Funds	Formative - Istation data/report cards/benchmark data/assessment reports Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.21 Continue use of and enhance our implementation of Saxon Phonics and Spelling as Language Arts instruction for grade K – 3. (SW#2 SP#2,4)	Campus Administrators Coaches Teachers	daily	(F)Title I, Part A (S)Local Funds	Formative - STAR EL /STAR Reading reports Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.22 Retain reading intervention teacher for grades K-4 for small group intense intervention. (SP#1,2,4)	Campus Administrators Interventionist	4 x year	(S)Local Funds	Formative –Benchmark data, report cards, assessments/reports Summative - Increased proficiency in math and 10% increase on benchmark and state assessments
3.1.23 Continue use of Thinking Maps in reading, providing any professional development for new teachers or updates for teachers previously trained (SW#2 SP#2,4)	Campus Administrators Coaches Teachers	weekly	(F)Title I (S)Local Funds,	Formative – lesson plans, observations, walkthroughs, objective boards Summative – Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.24 Implement Xtreme Tutorials 2 X a week to be held in the technology lab to address the needs of the students who are in need of "additional targeted support" in reading. (SW#1,2 SP#2,4)	Campus Administrators Coaches Para - professionals	2 x a week	(F)Title I, Part A (S)Local Funds	Formative –observations, walkthroughs, progress monitoring Summative – Increased proficiency in reading and 10% increase on benchmark and state assessments moving targeted students from meets to mastered, approaches to meets, and maintaining masters level students. *Increase proficiency by targeted sub pop on state assessment.

Justiss Elementary Campus Improvement Plan

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3.2.1 Utilize STAR Math as Universal Screening and Progress Monitoring tool in grades 1-4 (SW#2 SP#2,4)	Campus Administrators Coaches Teachers Campus Tech Coordinator	3 x a year	(F)Title I, Part A (S)Local Funds	Formative - Universal screener data Summative – Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.2 Supplement math instruction with Prodigy, Mathseeds, Imagine Math, and Math Facts in a Flash computer programs. (SW#2 SP#2,4)	Coaches Teachers Campus Tech Coordinator	daily	(F)Title I, Part A (S)Local Funds	Formative - Universal screener data Summative – Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.3 Teachers will utilize the Paris ISD math curriculum to provide research-based instruction. (SP#2,4)	Campus Administrators Coaches Teachers	daily	(S)Local Funds	Formative - Classroom observations/walk through/lesson plans Summative – Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.4 Targeted group and differentiated instruction will be utilized along with the increase use of math stations to allow small group teaching time. (SW#2 SP#2,4)	Campus Administrators Coaches Teachers	daily	(F)Title I, Part A (S)Local Funds	Formative - Classroom observations/walk through/lesson plans Summative – Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.5 Utilize high quality/research based materials for differentiation in Math for Grades K-4. Provide staff development in best practices for math materials that are purchased. (SW#2 SP#2,4)	Federal Programs Director Campus Administrators Coaches Curriculum Director Teachers	daily	(F)Title I, Part A (S)Local Funds (F) Title II, Part A	Formative - Lesson plans/SD agendas and sign in sheets/coaches logs/budget req Summative – Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.6 Utilize data from STAR math and PISD assessments to individualize math instruction. (SW#2 SP#2,4)	Campus Administrators Coaches Teachers Campus Tech Coordinator	weekly planning	(F)Title I, Part A (S)Local Funds	Formative – Data/assessment reports/lesson plans Summative – Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.7 Continue benchmark/mock testing in grades 2- 4 to prepare for STAAR test. (SP#2,4)	Campus Administrators Coaches Curriculum Director Teachers	2 x a year	(S)Local Funds	Formative – Testing results and data Summative – Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.8 Continue I&E, Intervention and Enrichment time for all students. Providing 30 minutes 5X a week of small group intense intervention or enrichment based on weekly classroom data. (SW#2 SP#2,4)	Campus Administrators Coaches Assistants Teachers	daily	(F)Title I, Part A (S)Local Funds	Formative - Benchmark results Summative - Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.9 Students identified as at-risk in math will be provided with additional math instruction, small group instruction, extended day tutorials, math tutorials utilizing the Prodigy, Math Facts in a Flash, and Imagine Math programs in the labs. (SW#1,2 SP#2,4)	Campus Administrators Coaches Teachers	daily	(F)Title I, Part A (S)Local Funds (S)SCE – 1.824 FTE: \$61,044	Formative - Tutorial plans/ attendance/report cards Summative - Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.10 Follow campus RTI expectations to provide interventions for students whose performance is below grade level expectations. (SW#2 SP#2,4)	Campus Administrators Coaches Teachers	daily	(F)Title I, Part A (S)Local Funds	Formative –RTI Logs Summative - Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.11 Implement Prodigy Math and continue Imagine Math & Math Facts in a Flash computer programs to provide individualized interventions w/at risk students in grades 3 – 4 in extended day program Monday afternoons. (SW#1,2 SP#2,4)	Campus Administrators Coaches Teachers Campus Tech Coordinator	1 x week	(F)Title I, Part A (S)Local Funds	Formative –TTM data/report cards/benchmark and assessment data Summative - Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.12 Continue Parent Math Night to provide information and materials for parents. (SW#3 SP#2,4)	Campus Administrators Coaches Teachers	1 x Fall 1 x Spring	(F)Title I, Part A (S)Local Funds	Formative –Sign in sheets/newsletters Summative - Increased proficiency in math and 10% increase on benchmark and state assessments

3.2.13 Retain academic coach position to provide staff development and assistance with the implementation of the math curriculum (SW#2 SP#1,2,4)	Assistant Supt of Human Resources Federal Programs Director Campus Administrators Coaches	4 x year	(F)Title I	Formative –District staffing/PD logs/sign in Summative - Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.14 Retain math intervention teacher for grades K-4 for small group intense intervention. (SP#1,2,4)	Campus Administrators Interventionist	4 x year	(S)Local Funds	Formative –Benchmark data, report cards, assessments/reports Summative - Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.15 Continue use of Thinking Maps in math, providing any professional development for new teachers or updates for teachers previously trained (SP#2,4)	Campus Administrators Coaches Teachers	weekly	(F)Title II, Part A (S)Local Funds	Formative – lesson plans, observations, walkthroughs, objective boards Summative – Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.16 Staff and faculty will attend any relevant staff development as determined by needs assessment in the area of math. (SP#1,2,4)	Campus Administrators Coaches Curriculum Director Teachers	4 x a year	(S)Local Funds (F)Title II, Part A	Formative –Benchmark data, report cards, assessments/reports Summative - Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.17 Implement Xtreme Tutorials 2 X a week to be held in the technology lab to address the needs of the students who are in need of "additional targeted support" in math. (SW#1,2 SP#2,4)	Campus Administrators Coaches Para Professionals	2 x a year	(F)Title II, Part A (S)Local Funds	Formative –observations, walkthroughs, progress monitoring Summative – Increased proficiency in math and 10% increase on benchmark and state assessments moving targeted students from meets to mastered, approaches to meets, and maintaining masters level students. *Increase proficiency by targeted sub pop on 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 **science** and current **technology** curriculum for all students as evidenced that each student group will have an acceptable raw score on the science state assessment when reaching 5th grade.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3.3.1 Utilize reading and audiovisual materials with a science focus. Supplement science curriculum with high quality materials to build a science vocabulary. (SW#2 SP#2,4)	Campus Tech Coordinator Teachers Librarian	weekly	(F)Title I, Part A (S)Local Funds	Formative – Classroom observations/walk through/lesson plans /budget requests Summative - Increased proficiency on science skills and meet and/or exceed state average on state science test in 5 th grade.
3.3.2 Teachers will utilize the PISD science curriculum to provide research-based instruction ensuring alignment to the TEKS and teaching the scientific process. (SP#4)	Campus Administrators Curriculum Director	weekly	(S)Local Funds	Formative - Classroom observations/walk through/lesson plans Summative - Increased proficiency on science skills and meet and/or exceed state average on state science test in 5 th grade.
3.3.3 Staff and faculty will attend any relevant staff development as determined by needs assessment in the area of science and/or technology. (SP#1,4)	Campus Administrators Coaches Curriculum Director Teachers	monthly	(F)Title II, Part A (S)Local Funds	Formative - Sing in sheets/agendas Summative - Increased proficiency on science skills and meet and/or exceed state average on state science test in 5 th grade.
3.3.4 Continue to add classroom computers to increase student access to technology and to replace computers that do not meet current district minimum specifications. Add multimedia teaching stations in classrooms. (SW#2 SP#3,4)	Campus Administrators Federal Programs Dir. Campus Tech Coordinator District Tech Dir.	monthly	(F)Title I, Part A (S)Local Funds (S)Bilingual/ESL	Formative - Inventory list of computers/repair records/tech portfolios Summative – Increase in class computers by 1 per room.
3.3.5 Provide staff development on using current technology to increase use of technology in content areas through best practices. (SP#3,4)	Campus Tech Coordinator, Teachers Coaches	monthly	(F)Title II, Part A (S)Local Funds	Formative - Sign in sheets, agendas Summative – 10% increase use of technology in content areas on end of year teacher survey.
3.3.6 Continue to integrate technology into the core instruction with programs including: <ul style="list-style-type: none"> • Learning A-Z • Flocabulary • Brain Pop (SW#1,2 SP#3,4)	Campus Administrators Federal Programs Dir. Campus Tech Coordinator, Teachers	daily	(F)Title I, Part A	Formative – Classroom observations/walk through/lesson plans Summative –Increased proficiency in math and reading skills and improved scores on benchmark and state assessment by 10%.
3.3.7 Purchase Istation, Newsela, Mathseeds, Imagine Math, Discovery Education, and TexGuide for integration into the core instruction and for intervention use in math, reading, language arts, writing, social studies and science. (SW#1,2 SP#3,4)	Campus Administrators Federal Programs Dir. Campus Tech Coordinator, Teachers Coaches	daily	(F)Title I, Part A	Formative – Classroom observations/walk through/lesson plans Summative –Increased proficiency in math and reading skills and improved scores on benchmark and state assessment by 10%.
3.3.8 Continue technology lab classes during rotation schedule for all grade levels. (SW#2 SP#3,4)	Campus Tech Coordinator Campus Administrators Federal Programs Dir.	daily	(S)Local Funds (F)Title I, Part A	Formative – Lab schedule, campus master schedule, Classroom observations/walk through/lesson plans Summative - Increased proficiency in technology skills and improved scores on tech assessments by 5%.
3.3.9 Teachers will provide students with opportunities to conduct research and utilize technology to enhance their learning. (SW#2 SP#3,4)	Campus Administrators Campus Tech Coordinator, Teachers Coaches	monthly	(F)Title I, Part A (S)Local Funds	Formative - Classroom observations/walk through/lesson plans/report cards Summative - Increased proficiency in technology skills and improved scores on tech assessments by 5%.
3.3.10 Provide distance learning opportunities. (SW#2 SP#3,4)	Campus Administrators Campus Tech Coordinator, Teachers	monthly	(F)Title I, Part A (S)Local Funds	Formative - Teacher lesson plans/ distant learning opportunities from District Tech Integration Specialist Summative - 10% Increase participation in distance learning.
3.3.11 Equip classrooms with updated equipment to increase use of technology in content areas through best practices. (SW#1,2 SP#3,4)	Campus Administrators Federal Programs Dir. Campus Tech Coordinator	monthly	(F)Title I, Part A	Formative – Inventory list, lesson plans Summative – Increase in teacher participation in use of technology in their instruction
3.3.12 Continue use of Thinking Maps in science/technology, providing any professional development for new teachers or updates for teachers previously trained (SP#3,4)	Campus Administrators Coaches Teachers	weekly	(F)Title II, Part A (S)Local Funds	Formative –lesson plans, rubric scores Summative - Increase in teacher participation in the use of TM in science and technology

Justiss Elementary Campus Improvement Plan

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

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

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

Justiss Elementary Campus Improvement Plan

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3.5.1 Justiss teachers and staff will ensure that all students will have access to high quality instruction and that struggling learners, including those with disabilities, are identified, supported, and served early, and effectively, through the RTI TIER process at each level. (SW#1,2 SP#2,4)	Campus Administrators Coaches Teachers	daily	(F)Title I, Part A (S)Local Funds (S)SCE	Formative - Universal screener data, RTI logs Summative -Students in special population programs will meet or exceed IEP goals and 10% increase in raw scores on appropriate benchmarks and state tests taken by special education students.
3.5.2 ARD meetings for special education students will be held at least once annually to target services to be provided to fulfill each student's IEP. (SP#4)	Campus Administrators Special Services Teachers	yearly	(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 10% increase in raw scores on appropriate benchmarks and state tests taken by special education students.
3.5.3 Continue to provide inclusion services for special education students. (SP#2,4)	Campus Administrators Special Services Teachers Teachers	daily	(F)IDEA Special Education (S)Local Funds	Formative - lesson plans/ inclusion schedule Summative - Students in special population programs will meet or exceed IEP goals and 10% increase in raw scores on appropriate benchmarks and state tests taken by special education students.
3.5.4 Student with disabilities will have access to the general curriculum and be educated in his/her least restrictive environment. (SP#2,4)	Campus Administrators Special Services Director Special Services Teachers, Teacher	daily	(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 10% increase in raw scores on appropriate benchmarks and state tests taken by special education students.
3.5.5 Students identified under 504 will receive appropriate accommodations as specified in each student's plan. SP#2,4)	Campus Administrators Coaches Teachers	daily	(S)Local Funds (S)SCE	Formative - IEP's/ AEIS Summative - Students in special population programs will meet or exceed IEP goals and 10% increase in raw scores on appropriate benchmarks and state tests taken by special education students.
3.5.6 Identify and serve ELL students with a certified ESL teacher. (SW#2 SP#2,4)	Campus Administrators ESL Teachers	daily	(F)Title I, Part A (S)Local Funds (S)Bilingual/ESL	Formative - Attendance records/LPAC records/ PEIMS,/ESL annual review Summative -Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%.
3.5.7 All GT teachers will receive an annual 6-hour update of GT training or the initial 30 hours if new. (SP#2,4)	Campus Administrators TP Teachers GT Coordinator Elementary Curriculum Director	daily	(S)Local Funds	Formative - GT Staff Development certificates/ agendas Summative - Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%.
3.5.8 Students identified as GT in grades 3 – 4 will be provided additional targeted instruction through weekly pullout Socrates classes. (SP#2,4)	Campus Administrators Socrates Teacher GT Coordinator Elementary Curriculum Director	once a week	(S)Local Funds	Formative - GT newsletter/lesson plans Summative -Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%.
3.5.9 Students identified as TP in grades 2 – 4 will be provided additional targeted instruction through weekly enrichment pullout classes. (SP#2,4)	Campus Administrators Enrichment Teacher GT Coordinator Elementary Curriculum Director	once a week	(S)Local Funds	Formative - GT newsletter/lesson plans Summative -Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%.
3.5.10 Continue following the Justiss Bilingual instructional model in our bilingual program along with any targeted instructional training through Luz Roth. (SP#2,4)	Federal Programs Director Campus Administrators Coaches Teachers Bilingual/ESL Coordinator	daily	(F)Title II, Part A (S)Local Funds (S)Bilingual/ESL (F) Title III Bilingual	Formative - TELPAS reports/report cards/training logs/lesson plans Summative - Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%/TELPAS scores by 10%.

3.5.11 Students identified as being dyslexic will be provided services by dyslexia teacher. (SW#2 SP#2,4)	Federal Programs Director Campus Administrators Dyslexia Specialist	4 x week	(F)Title I, Part A (S)Local Funds	Formative - Dyslexia screening instruments/RTI tier 2 logs Summative -Students in special population programs will meet or exceed benchmark & state standards on assessments by 10%.
3.5.12 Students identified as meeting 2 of the academic criteria on the Justiss RTI eligibility list will enter the RTI process. The JSST (Justiss Student Success Team) will develop appropriate interventions to meet each student's individual academic & behavioral needs. (SW#1,2 SP#2,4)	Campus Administrators Coaches Teachers	monthly	(F)Title I, Part A (S)Local Funds	Formative - Universal screener data/RTI logs Summative - Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%.
3.5.13 Students identified as bilingual will be served by certified bilingual teachers. (SP#1)	Campus Administrators Assistant Federal Programs Director Teachers	daily	(S)Local Funds (S)Bilingual/ESL (F) Title III Bilingual (S)SCE- 1.145FTE,\$30,345	Formative - TELPAS reports/report cards Summative - Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%. Increase TelPas scores by 10%.
3.5.14 Teachers serving ELL students will obtain TELPAS certification. (SP#1)	Campus Administrators Counselor Federal Programs Director Teachers	yearly	(S)Local Funds	Formative - Student records Summative - 100% of teachers of ELL students have TELPAS certification.
3.5.15 Identify and serve ELL students w/certified teachers while using appropriate materials and technology. (SP#1)	Federal Programs Director Teachers Campus Administrators Campus Tech Coordinator,	daily	(S)Local Funds (S)Bilingual/ESL (F) Title III Bilingual	Formative - TELPAS reports/report cards Summative - Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%. Increase TelPas scores by 10%.
3.5.16 Students in grades K and 1 will be screened for dyslexia following the Justiss "Dyslexia Screening Procedures" outline. (SW#1,2 SP#2,4)	Campus Administrators Counselor Dyslexia Specialist Coaches Teachers	1 x a year	(F)Title I (S)Local Funds	Formative - Dyslexia screener, student data collection Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.5.17 Students identified SPED in 3 rd and 4 th grades will be provided uninterrupted, pull out, small group instruction, at least 1 X a week on Fridays ensuring "additional targeted support" is being met. (SW#1,2 SP#2,4)	Campus Administrators Special Services Director Special Services Teachers	1 X a week	(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 10% increase in raw scores on appropriate benchmarks and state tests taken by special education students. *Increase proficiency by targeted sub pop on state assessment.

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
4.1.1 Provide physical education/fitness program to address childhood obesity and life-long fitness, ensuring all students participate in moderate or vigorous physical activity for at least 135 minutes during each school week.	Campus Administrators Teacher	weekly	(S)Local Funds	Formative - Fitness gram results, lesson plans Summative - Students meet/exceed state fitness guidelines with Fitness Gram Program.
4.1.2 Provide character education and social skills along with bullying and hero education through counseling program and weekly Bully Alert/The Beginnings of a Hero program through Character Education Network.	Campus Administrators Counselor	weekly	(S)Local Funds	Formative - Office/counselor referrals Summative – Decrease in student discipline referrals by 3% on eoy report.
4.1.3 Students will have the opportunity to try out and participate in the Choir, Justiss Jammers, Art Club, and Student Council.	Campus Administrators Club Sponsors	September	(S)Local Funds	Formative – Student participation/concert programs Summative -Increase in student extracurricular participation by 5%/ decrease in discipline referrals by 3% on eoy report.
4.1.4 Continue SOI program for at-risk students in grades K-4. (SW#2 SP#4)	Campus Administrators Elementary Curriculum Director	2 x a week	(F)Title I, Part A (S)SCE-1 FTE,\$21,000	Formative - Report cards/assessment scores/SOI attendance records Summative - SOI students will demonstrate increased proficiency in reading and math by 3% on state and local assessments.
4.1.5 Provide an extended day program with transportation for identified students. (SW#2 SP#2,4)	Campus Administrators Campus Tech Coordinator Coaches Teaches Transportation Director	Mondays – October – May T/TH Jan - May	(F)Title I, Part A (S) Local Funds	Formative - Attendance sheets/extended day lesson plans/progress monitoring Summative - Increased proficiency in math and reading skills and improved scores on state and local assessment by 10%.
4.1.6. Provide summer school with transportation for qualifying students in grades K-4. (SW#2 SP#2,4)	Campus Administrators Federal Programs Director Teachers	July	(F)Title I, Part A (S) Local Funds (S)SCE-District Funds	Formative - Report cards/attendance sheets/lesson plans Summative - 85% of students attending summer school will be promoted to next grade level.
4.1.7 Students identified as migrant will receive appropriate resources and instructional services. (SW#2 SP#2,4)	Campus Administrators Counselor Federal Programs Director Migrant Liaison	daily	(F)Title I, Part A (F) Title I, Part C (S) Local Funds	Formative - Region 8 shared serves report Summative -10% increase in achievement in migrant student scores on state and local assessments.
4.1.8 Students identified as homeless will receive appropriate resources and instructional services. (SW#2 SP#2,4)	Campus Administrators Counselor Homeless Liaison, Federal Programs Director	daily	(F)Title I, Part A (S) Local Funds	Formative – Identification of homeless children. Summative - 10% increase in achievement in homeless student scores on state and local assessments.
4.1.9 Students identified as foster children will receive appropriate resources and instructional services. (SW#2 SP#2,4)	Federal Programs Director Campus Administrators Foster Care Liaison	daily	(F)Title I, Part A (S) Local Funds (S)Bilingual/ESL	Formative – Identification of foster children. Summative -10% increase in achievement in foster student scores on state and local assessments.

Justiss Elementary Campus Improvement Plan

Goal 4. RESOURCES PROVIDED TO PROVIDE AN EXEMPLARY EDUCATIONAL PROGRAM

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4.2.1 Provide a yearly stipend for bilingual teachers, pull out ESL teachers, and for bilingual paraprofessionals. Teachers will be paid above state base. (SP#1)	Campus Administrators Assistant Supt. Of Human Resources Elementary Curriculum Director Federal Programs Director	monthly	(S) Local Funds (S)Bilingual/ESL	Formative - District salary schedule Summative - 100% of staff will be appropriately certified and hold a special language endorsement, as required.
4.2.2 Recruit and hire core academic subject area Teachers who are Appropriately Certified as set forth by the Texas Education Agency. (SP#1)	Campus Administrators Assistant Supt. Of Human Resources SET Team	June	(F)Title II, Part A (S)Local Funds	Formative - Job fairs/regional center/university liaisons Summative - 100% of staff will be appropriately certified and hold a special language endorsement, as required.
4.2.3 Provide professional development for instructional aides to pass proficiency tests as funds are available. (SP#1)	Federal Programs Director Campus Administrators	September	(F)Title II, Part A	Formative – Professional development schedules Summative - 100% of Justiss assistants are appropriately certified.
4.2.4 Testing will be provided if needed to maintain appropriately certified teachers as funds are available. (SP#1)	Federal Programs Director Campus Administrators	monthly	(F)Title II, Part A (S)Local Funds	Formative - Applications for reimbursement Summative -100% of Justiss teachers are Appropriately Certified.
4.2.5 Actively recruit high quality minority teachers as vacancies occur. (SP#1)	Campus Administrators Assistant Supt. Of Human Resources SET Team	monthly	(F)Title II, Part A: Principal and Teacher Improvement (S)Local Funds (S)SCE	Formative - Job fairs/Region 8/Universities Summative -Balance between minority teachers to minority students achieved
4.2.6 Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. (SW#2 SP#1)	Campus Administrators SET Team	ongoing	(F)Title I, Part A (S)Local Funds (F) Title II, Part A	Formative – Teacher assignments, Staff roster Summative – 100% of low income and minority students are taught by appropriately certified teachers.
4.2.7 Plan, implement, and attend any relevant staff development needed by staff and faculty as determined by needs assessment to ensure Justiss teachers are Appropriately Certified. (SP#1)	Federal Programs Director Campus Administrators	monthly	(S) Local Funds (F) Title II, Part A	Formative - Faculty appropriately certified roster Summative - 100% of Justiss teachers are Appropriately Certified.

Justiss Elementary Campus Improvement Plan

Goal 4. RESOURCES PROVIDED TO PROVIDE AN EXEMPLARY EDUCATIONAL PROGRAM

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4.3.1 Provide contracted services and fees for supplemental programs. Provide staff development for supplemental programs. (SP#1)	Federal Programs Director Coaches Campus Administrators District Administrators	monthly	(F)Title II, Part A: Principal and Teacher Improvement Focus Grant	Formative – 9 weeks grades/benchmarks Summative - 100% of teachers will participate in high quality, ongoing staff development. 10% increase in raw scores on state mandated tests.
4.3.2 Provide professional development to recruit/retain teachers, assistants, and other staff through district, service center, and state sponsored workshops, conferences, and site visits in core academic subject areas to meet the needs of a diverse population. (SP#1)	Elementary Curriculum Director Federal Programs Director GT Coordinator Coaches Campus Administrators	monthly	(F)Title III Bilingual (S)Local Funds (F)Title II, Part A	Formative - Purchase orders/ Requisitions/My Learning Plan Summative - 100% of teachers will participate in high quality, ongoing staff development. 10% increase in raw scores on state mandated tests.
4.3.3 Provide resources and professional development for staff to increase student engagement, academic rigor, and technology integration. (SW#1,2 SP#1)	Campus Administrators Reading Coach Teachers	monthly	(F)Title I, Part A (F)Title III Bilingual (S)Local Funds (F)Title II, Part A	Formative - Purchase orders/ Requisitions/My Learning Plan/sign in logs Summative - 100% of teachers will participate in high quality, ongoing staff development. 10% increase in raw scores on state mandated tests.
4.3.4 Provide professional development resources and opportunities to teachers, counselors, and other certified personnel, based upon individual improvement goals and specific job duties and responsibilities. (SW#1,2 SP#1)	Campus Administrators Reading Coach	monthly	(F)Title I, Part A (F)Title III Bilingual (S)Local Funds (F)Title II, Part A	Formative - Purchase orders/ Requisitions/My Learning Plan/sign in logs Summative – Teachers will participate in specific, high quality, staff development
4.3.5 Staff performance and effectiveness will be monitored through TTESS bi-annual observations, walkthroughs, and follow up as needed for individual professional development planning. (SW#2 SP#1)	Campus Administrators Reading Coach	weekly	(F)Title I, Part A (F)Title III Bilingual (S)Local Funds (F)Title II, Part A	Formative - Purchase orders/ Requisitions/My Learning Plan/sign in logs Summative – Teachers will participate in specific, high quality, staff development.
4.3.6 Provide Capturing Kids' Heart training to all staff members with full implementation including Process Champions and follow-up visits.	Campus Administrators Staff Federal Programs Director	August, October, February	(F)Title II, Part A	Formative – Sign in sheets/social contracts posted /PDAS observations Summative – 100% implementation of program by eoy.

Justiss Elementary Campus Improvement Plan

Goal 4. RESOURCES PROVIDED TO PROVIDE AN EXEMPLARY EDUCATIONAL PROGRAM

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4.4.1 The school will only recruit and hire core academic subject area teachers who meet the Appropriately Certified teacher requirements by the Texas Education Agency Guidelines. • Instruction in core academic subject area classes will only be provided by teachers who are appropriately certified • The school will provide high-quality, on-going professional development activities to retain highly appropriately certified teachers. Teachers will be involved in selecting professional development activities. The school, in cooperation with the district, may require teachers to transfer from one campus to another in an effort to ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. (SW#1,2 SP#1)	Campus Administrators Federal Programs Director SET Team	Aug - June	(S)Local Funds (F)Title II, Part A (F)Title I, Part A	Formative – Interviews conducted Summative – New personnel hired are 100% appropriately certified as well as paraprofessionals
4.4.2 Actively recruit Appropriately Certified minority teachers, professional, and paraprofessionals with advertisements and university job fairs(SP#1)	Assistant Superintendent of Human Resources Campus Administrators SET Team	as needed	(S)Local Funds (F)Title II, Part A	Formative - Job fairs, Region 8, University liaisons Summative - New personnel hired are 100% appropriately certified as well as paraprofessionals
4.4.3 Conduct a comprehensive needs assessment including data from: parent staff survey, STAAR, ITBS, STAR EL, discipline, attendance, Title I/SCE programs.	Campus Administrators Federal Programs Director SET Team	May	(S)Local Funds	Formative - Agenda, survey results/TAPR/TELPAS, /Program Assessment reports/discipline and attendance reports Summative – Completion of needs assessment report and improved scores on state assessment by 10%.
4.4.4 Disseminate the Campus Report Card at the end of the first reporting period. (SW#2 SP#4)	Campus Administrators Federal Programs Director Parent Involvement Coordinator	October	(S)Local Funds (F)Title I, Part A	Formative – parent sign in logs Summative -100% of parents receive campus report card.
4.4.5 Reimburse teacher expenses for certification tests/fees for teachers to become appropriately certified, as funds are available. (SP#1)	Campus Administrators Federal Programs Director	Monthly	(F)Title II, Part A	Formative - Applications for reimbursement Summative – 100% of teachers are appropriately certified
4.4.6 Provide professional development for instructional aides to pass proficiency tests (SP#1)	Campus Administrators Federal Programs Director	September	(F)Title II, Part A	Formative – PD logs/sign in Summative - 100% of teachers are appropriately certified

Justiss Elementary Campus Improvement Plan

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5.1.1 Retain instructional coaches to provide professional development and curriculum support in core subject areas (SW#1,2 SP#1,2,3)	Campus Administrators	Monthly	(S)Local Funds (F)Title II, Part A (F)Title I, Part A	Formative - Training schedule/Sign-in log Summative - 10% increase proficiency on all state assessment.
5.1.2 Staff development will be provided on DMAC including the use of DMAC for disaggregation of data to develop student intervention plans.	Elementary Curriculum Director Coaches	September	(F)Title II, Part A (S)Local Funds	Formative - Teacher observation/ STAAR test results /TEKS/DMAC Training Summative - 10% increase proficiency on all state assessment.
5.1.3 Provide campus planning time with PLC to ensure staff development plans meet current needs assessment (SP#2)	Campus Administrators Coaches Teachers	Weekly	(S)Local Funds, (F)Title II, Part A	Formative - Passing rates STAAR test results/ Teacher observation Summative - 10% increase proficiency on all state assessment.
5.1.4 Staff development through Region 8 cooperative, state/national conferences, consultants and workshops designed to improve staff expertise, instruction, and student learning (SP#1,2)	Campus Administrators Federal Programs Director	Monthly	(F)Title III Bilingual (S)Local Funds (F)Title II, Part A (F)IDEA Special Education	Formative - Record of staff development attendance Summative - 10% increase in raw scores on state mandated tests; meet ARD expectations
5.1.5 Continue staff development for existing programs/best practices during teaming and after school. (SP#1,2)	Elementary Curriculum Director Campus Administrators Federal Programs Director Coaches	Weekly	(F)Title III Bilingual (S)Local Funds (F)Title II, Part A	Formative - Staff development schedule/Sign in sheets/team logs Summative - 10% increase proficiency on all state assessment.
5.1.6 Administrators will participate in quality professional development in order to effectively assist the teachers in class instruction and student learning. (SP#1,2)	Campus Administrators Federal Programs Director	Monthly	(S)Local Funds (F)Title II, Part A (F)IDEA Special Education	Formative - Record of professional development attendance Summative - 10% increase in raw scores on state mandated tests; meet ARD expectations

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.