

# Thomas S. Justiss Elementary School

## Campus Improvement Plan 2019-2020



### **MISSION STATEMENT:**

The mission of Justiss Elementary School is to prepare students with the academic skills and character traits needed for them to perform on or above grade level while successfully creating outstanding citizens.

### **VISION:**

Justiss Elementary School joins parents and community to assist all students in becoming life-long learners and to discover the value of their potential.

**Board Approved:** October 21, 2019

# Planning and Decision Making Committee

Name	Position
Renee Elmore	Principal
Kendra Beshirs	Asst. Principal (non – teaching professional)
Andrea Irwin	Counselor (non – teaching professional)
Marilyn Smith	Kindergarten (teacher)
Nelisa Kelley	1st grade (teacher)
Amy Hooten	2 <sup>nd</sup> grade (teacher)
Lisa Prihoda	3rd grade (teacher)
Maranda Mahon	4 <sup>th</sup> grade (teacher)
Allison Hanley	Technology (teacher)
Jennifer Hamm	Special Pops (teacher)
Janita Martinez	Special Education (teacher)
Suzann Esch	Paraprofessional
Stephanie Montesdeoca	Parent Rep
Amanda Little	Parent Rep
Tracy Attebury	Business Rep
John Bratcher	Business Rep
Noemi Plata	Community Rep
Keon Furtch	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 and Superintendent Goals:**

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

PISD will be financially stable.

PISD 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 5<sup>th</sup> 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 paraprofessionals 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 School Wide Program Requirements:**

Element 1 – SWP Comprehensive Needs Assessment

Element 2 – SWP Campus Improvement Plan Requirements

Element 3 – SWP Parent and Family Engagement Requirements

**TEA Strategic Priorities:**

1. Recruit, support, retain teachers and principals
2. Build a foundation of ready 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 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

<b>Program/Funding Source</b>	<b>Allocation Amount</b>	<b>FTE(s)</b>
Title I, Part A (Including Title I Carryover & Title IV Transfer)	\$378,131	6.206
Title I, Part C (Migrant)	Region 8 SSA	0
Title II, Part A (TPTR)	\$16,135	0
Title III, Part A (LEP)	Region 8 SSA	0
<b>State Programs/Funding Source</b>		
State Compensatory Education (Supports Title I School wide Program funds)	\$364,730	8.387
Gifted Education	District wide as needed	
Special Education	District wide as needed	
ESL Program (supplementary)	District wide as needed	
<b>Local Programs/Funding Source</b>		
Bilingual/ESL	Bilingual/ESL teachers locally funded	
Dyslexia	Dyslexia teachers locally funded	

## Comprehensive Needs Assessment Statement of Findings:

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

### Demographics:

Justiss Elementary is a T1 campus in NE Texas with a student population average of 560 students. Enrollment has continued to rise the past few years according to state reports. Demographic percentages are still almost the same where they are currently, which are:

Table 1—Student Demographics

Category	African American	Hispanic	White	Other	Economically Disadvantaged	BIL/ELL	At-Risk	Special Education	Mobility
Justiss Elementary	30.8%	34.7%	25.7%	8.7%	91.4%	29.7%	65.3%	6.9%	18.6%
State	12.6%	52.4%	27.8%	7.2%	58.8%	18.8%	50.8%	9.1%	16.0%

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

We will continue our efforts to lower the at risk numbers through major efforts to seek out and hire highly effective teachers, especially those minority teachers, such as African American and Hispanic.

### Staff, Quality, Recruitment, and Retention:

Justiss Elementary is the bilingual campus for the district and instruction is delivered through a specifically developed Spanish to English flip program. Our professional staff is made up of the following teachers:

Table 2—Teacher Demographics

Category	African American	Hispanic	White	Other	Over 20 Years of Experience	Average Years of Experience
Justiss Elementary	9.5%	9.1%	81.4%	0%	18.5%	11.9
State	10.2%	26.6%	59.8%	3.4%	15.5%	10.9

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

The campus is dedicated to the support and continued development of it's highly qualified staff through continuing professional development opportunities. 46 of 50 teachers are highly qualified. 3 teachers working on completion of their bilingual certification. Teachers overall did very well scoring proficient or better on their appraisals. The staff attends high quality professional development at Region 8 and other places including state conferences to build their skills and knowledge. New teachers are assigned mentors and grade level teams meet regularly in PLC's to plan together. The teacher turnover rate this year was 14% which was up from 17-18. Staff and administrators are surveyed on professional development needs which, along with assessments results, drives professional development.

### **Curriculum, Instruction, and Assessment:**

Paris ISD utilizes the TEKS Resource System and its Instructional Focus Document and the Year-at-a-Glance. Saxon Phonics and Saxon Math as well as HMH Language are also part of our core curriculum. Throughout the year, benchmarking is used to inform instruction and differentiated strategies, along with, unit assessments. Time is provided for vertical and grade level planning and alignment discussions. Benchmark and assessment revisions are updated annually and linked to the TEKS. Gradeleveks “unpack the TEKS” when planning, as they discuss the lessons and instruction for the week. Benchmarks are disaggregated to inform teaching and planning decisions for instruction. Performance data is studied by class and student for areas of weakness. State assessment scores show the need for an increase in higher level instruction, for all students, to reach the rigor needed as set by the state assessment. It also shows all students need more one-on-one intervention and additional instructional time in both reading and math. Extended day tutorials and outside tutors to work with students will be with these students.

### **Student Achievement:**

Student achievement data comes from reports in Academic Performance Reports, Peims, PBMAS, and State Accountability, with the help of DMAC, we disaggregate our data by passing rates in subjects, grades, by teachers, and by each sub pop. The state assessment data indicated that all pops met their targets in the area of Growth. The 4th grade team worked hard ensuring students did not go backwards and all students grew. The achievement gap between *Whites* and *African Americans* from 2017 to 2019 decreased in 3rd grade in both reading and math with *African Americans* scoring higher in 2019. But for 4th grade, from 2017-2019, *Whites* have steadily outscored *African Americans* in math and reading. In 2017 and 2018 the *African American* sub pop steadily began to close the gap within 10 points in writing and then in 2019 the gap grew again to a 20 point difference. The *Limited English Proficient* sub pop scored higher in both 3rd and 4th grade in all testing areas as compared to *All Students*, with more of a significant gap in 4th grade.

Identified for targeted support and improvement through state assessments are:

Academic Achievement in: reading, All Students, White, and Economically Disadvantaged; math, All Students, African American and White Student Success in: Areas of All Students, African American, White, 2 or more races, SPED current (student achievement)

Extended year programs are planned for our students at risk of failing state assessments and for those we hope to move to meets and masters. Students reading below grade level in upper grades brought about concerns and a need for interventions. A plan for these students to be placed on an online intervention reading program is set in place. Small group rti support by reading and math interventionist. These students will be continuously monitored throughout the year.

### **School Culture and Climate:**

Using surveys conducted by the campus and district, our students, parents, and all stakeholders are happy with the overall operations of the campus. They believe the Justiss faculty and staff are a team, working together, to create a positive, caring, loving, and welcoming environment for not only the students, but for all who enter the doors of Justiss. Parents felt the school was very safe and our school SRO officer did a good job watching over and securing the school. Parents also thought that their students were respected as were they.

Attendance is at 96% which is about the same as last year. The addition of a campus care closet, along with the benevolence fund, community volunteering, home visits, and positive phone calls, the teachers and staff support and create a positive community image.

The vision, mission, and goals of Justiss and the district all point toward high expectations for everyone and our students and staff are aligned to this concept.

### **School Context and Organization:**

Teachers serve on district decision making committees and they also provide input on creating assessments and benchmarks as well curriculum adoption. Professional learning communities are part of teacher schedules A large part of our campus growth comes from the number of transfers accepted. This number of transfer requests speaks of the reputation and confidence in our school our community now has gained. Most of our transfers begin in Kindergarten and continue at Justiss through 4th grade. We have a high expectation that we hold on all students that they all can learn and we all work to help each student believe they can!

### **Technology:**

The campus technology resources include classroom computer, laptops, ipads, Osmos, computer labs, Chromebooks, document cameras, smart boards. According to the Texas Star Chart most teachers and students on our campus are at the *Advanced Tech* level of proficiency in most categories and a few are still at the *Developing Tech* level in some. Our teachers utilize the current technology to its maximum, often requesting the newest items out on the market to better serve their students. Teachers are provided and receive training as required in the state Technology Application Standards. Additional opportunities for training are provided on campus at monthly Tech”knowledge” after school Professional Development sessions provided by our Campus Technology Specialist.

### **Family and Community Involvement:**

Parent and community involvement has improved greatly the past few years with parents of at-risk students becoming more involved as well. All teachers are required to have two positive weekly parent contacts a week and a face to face conference at the end of the first 9 weeks. Parents and community members serve on our decision making committees that drive change on our campus. For our Fall/Spring content night we had over 270 parents in attendance. For our Meet the Teacher and Open house we welcomed over 350 parents. For Meet the Teacher/Beg Bash and our Content Nights, local businesses provide donations for free t-shirts and food. For our annual Veteran’s Day Program we had more than 25 local family and friends that were veteran’s attend as honored guests. Our Hispanic Heritage Program was a success with over 100 parents in attendance.

The online gradebook keeps parents informed of their child’s grades and attendance. Our campus utilizes the “Messenger” online notification systems, school website, and the school facebook and instagram pages are also avenues for parents to receive information about school events. Surveys for parents indicate that we do a good job of informing of news and information on going on at Justiss. Another priority is that all documents are translated to Spanish for our bilingual community that are sent home from Justiss.

Component	Strengths	Needs	Action Plan: Priorities for addressing needs
<b>Demographics</b>	<ul style="list-style-type: none"> <li>• Bilingual program</li> <li>• Food 4 Kids</li> <li>• Care Closet</li> </ul>	<ul style="list-style-type: none"> <li>• Addition bilingual staff</li> <li>• Expansion for student growth</li> <li>• More parent accountability for student attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Hire highly effective bilingual personnel in positions across the campus when open positions become available</li> <li>• Add on to our building or purchase a portable to accommodate our ever increasing enrollment</li> <li>• Develop a reward system for parents by 9-weeks if child has perfect attendance.</li> </ul>
<b>Staff Quality, Recruitment, &amp; Retention</b>	<ul style="list-style-type: none"> <li>• Paid Staff Development opportunities</li> <li>• Paid ESL &amp; SPED certifications</li> <li>• Dedicated to the support and continued development of their highly qualified staff including the highly qualified paraprofessionals</li> </ul>	<ul style="list-style-type: none"> <li>• Improve faculty and staff attendance</li> <li>• Focused staff development in the following areas: teaching at risk, ELL, and children of poverty.</li> <li>• Male role models</li> </ul>	<ul style="list-style-type: none"> <li>• Offer attendance incentives monthly or by the 9 weeks for 100% attendance.</li> <li>• Provide staff development in working with at risk and ELL learners and students in poverty.</li> <li>• Continue to recruit male teachers</li> <li>• Continue to investigate creative ways to provide opportunities for Justiss dads to volunteer on the campus</li> </ul>
<b>Curriculum, Instruction, &amp; Assessment</b>	<ul style="list-style-type: none"> <li>• Effective bilingual program</li> <li>• Effective data analysis that guides the curriculum and instruction</li> <li>• Campus and district support such as academic coaches, interventionist, Curriculum, Sped, Federal Programs and Admin departments.</li> </ul>	<ul style="list-style-type: none"> <li>• More interventionist for help with our at risk population</li> <li>• More emphasis on RTI plan of action</li> <li>• Math assessment alignment and rigor</li> </ul>	<ul style="list-style-type: none"> <li>• Add 2-3 more reading interventionists to work with K-2 students to focus on getting them on grade level by 3<sup>rd</sup> grade.</li> <li>• Provide ongoing PD to help teachers understand how the RTI process works and each person's role.</li> <li>• Analyze and revise math assessments to more accurately align to the TEKS</li> </ul>
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>• RTI process which allows teachers and committee to cohesively plan for students interventions</li> <li>• Math and reading interventionists who successfully improve student achievement as well as assist teachers with classroom activities</li> <li>• Designated “data talk” times to meet with teachers after each benchmark to complete data analysis forms as a grade level discussing strengths and weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>• Activities to assist with the speaking portion on TELPAS</li> <li>• Closing the gap in Math and Reading between at risk students and those performing on grade level.</li> <li>• Focus on all students to meet the rigor of the state standards in turn increasing student performance form meets to master in 3rd grade math and reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of Read Naturally with criteria specific selected groups in 3rd and 4th</li> <li>• Encourage more rigorous research based activities for all students in reading and math.</li> <li>• Purchase additional chromebooks for 3rd and 4th</li> </ul>



<b>School Culture &amp; Climate</b>	<ul style="list-style-type: none"> <li>• CKH Showcase Campus</li> <li>• Friday Assemblies celebrating campus, student, teacher and classroom achievements</li> <li>• Parent/Teacher relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Expansion for student growth</li> <li>• Water fountains outside and update inside fountains</li> <li>• Staff bathroom at the North end of the building</li> </ul>	<ul style="list-style-type: none"> <li>• Add on to our building or purchase a portable to accommodate our ever increasing enrollment</li> <li>• List on budget needs: update water fountain inside the building and the addition of possible fountains added outside.</li> <li>• List on budget needs: addition of a restroom added/redone in the gym where the old janitor's closet is located.</li> </ul>
<b>School Context &amp; Organization</b>	<ul style="list-style-type: none"> <li>• PLC's</li> <li>• Highest priority: School Safety/Safe Campus</li> <li>• Campus Focus: Student academic growth!</li> </ul>	<ul style="list-style-type: none"> <li>• Dyslexia schedule/students missing reading instruction</li> <li>• Teaming time/PLC schedule – flexibility for planning</li> <li>• Support staff/paras schedules and the time they are pulled from classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate a more effective schedule for dyslexia students that will enable them to be present for their core reading classes.</li> <li>• Incorporate a new teaming and PLC schedule for grade levels allowing 1 day every 4 weeks for PLC's.</li> <li>• Investigate a schedule system that would keep teachers aware of certain days that their para or support staff assistance would be pulled.</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Social Media Presence</li> <li>• Justiss Technology and online materials</li> <li>• TechKNOWLEDGEy Time PD</li> </ul>	<ul style="list-style-type: none"> <li>• More Devices</li> <li>• Authentic Training and Exploration</li> <li>• STEM/STEAM</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to add more technology devices</li> <li>• Increase PD opportunities for authentic hands on tech training and exploration</li> <li>• Investigate ways to add more allocations toward the addition of STEM/STEAM materials for STEM/STEAM bins, centers, and lessons.</li> </ul>
<b>Family &amp; Community Involvement</b>	<ul style="list-style-type: none"> <li>• Community Support through mentoring programs, donations, and other venues</li> <li>• Parent participation at all academic nights, programs, Friday Assemblies, and other Justiss events</li> <li>• Translation of all documents to Spanish for our bilingual community</li> </ul>	<ul style="list-style-type: none"> <li>• Parent online resource tool</li> <li>• Parent involvement particularly dads</li> <li>• Assist parents on how to help their students with homework; understand anchor charts being used, and how to share books with their students.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an online parent resource tool specific to grade levels</li> <li>• Incorporate a “Donuts with Dudes”, “Muffins with Me”, and investigate other ideas for more parent involvement.</li> <li>• Investigate a way to incorporate into the new parent resource tool, how to power points and videos on helping with specific homework skills, understanding anchor charts and how to use them to help, and how to read and share a book with their students.</li> </ul>

## 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	<b>Formative</b> – Attendance Reports <b>Summative</b> - 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	<b>Formative</b> – Attendance Reports <b>Summative</b> - Attendance at 97% or above
1.1.3 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	<b>Formative</b> – Counselor Logs <b>Summative</b> - 3% decrease in office referrals
1.1.4 Ensure facility, campus, and environment are safe for all stakeholders.	Campus Administrators Faculty/Staff SRO Officer	2 x semester	(S)Local Funds (F)Title 4	<b>Formative</b> - Drill Logs, School Check in System <b>Summative</b> – Parent and staff surveys
1.1.5 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	<b>Formative</b> – 9 Weeks Discipline Referral Reports <b>Summative</b> - 3% decrease in office referrals
1.1.6 Implement positive student behavior program, guidance lessons K-4 <sup>th</sup> , CORE Essential Character Ed, produced via program relationship with 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	<b>Formative</b> – 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 <b>Summative</b> - 3% decrease in office referrals
1.1.7 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	<b>Formative</b> –Counselor logs <b>Summative</b> - 3% decrease in office referrals
1.1.8 The school will maintain a positive relationship with local agency “Paris City Square” continuing the mentoring program on campus. (SP#4)	Campus Administrators Counselor/Coaches Mentors	daily	(S)Local Funds	<b>Formative</b> – Volunteer logs and sign in sheets <b>Summative</b> - 3% increase in student attendance and 3% decrease in office referrals
1.1.9 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	<b>Formative</b> - Agendas, Performance Programs, Newsletters <b>Summative</b> - 3% increase in student attendance and 3% decrease in office referrals
1.1.10 Continue our Friday “Rise Up” Assemblies recognizing: <ul style="list-style-type: none"> <li>Celebrate week with campus songs and dances.</li> <li>Hall of Fame Students, in local partnership with Popeye’s, receive a coupon, a special Hall of Fame lunch table, highlight star students on bulletin board, and recognized as student role models for the week.</li> <li>Reinforce the monthly character trait by counselor</li> <li>Teacher time; celebration of teachers.</li> <li>Special guest for focus topics.</li> <li>Partner with other campuses for student role models.</li> <li>Monthly Safety Tip and celebrate attendance (SP#4)</li> </ul>	Campus Administrators Counselor Teachers	every Friday	(S)Local Funds	<b>Formative</b> –Newsletters <b>Summative</b> - 3% increase in student attendance and 3% decrease in office referrals

1.1.11 Students will be recognized for outstanding attendance each 9-weeks and semester. (SP#4)	Campus Administrators Counselor	each semester ending	(S)Local Funds	<b>Formative</b> - Attendance Reports <b>Summative</b> - 3% increase in student attendance
1.1.12 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	<b>Formative</b> - Attendance Reports <b>Summative</b> - 3% increase in student attendance
1.1.13 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	<b>Formative</b> - Attendance Reports <b>Summative</b> - 3% increase in student attendance
1.1.14 Campus Crisis Team will meet once each semester to review procedures. (SP#4)	Campus Administrators Crisis Team SRO Officer	each semester	(S)Local Funds	<b>Formative</b> - Crisis team minute meetings/ school calendar <b>Summative</b> - Team's met
1.1.15 Facilitate an effective transition to Crockett Intermediate School for 4 <sup>th</sup> grade students. (SW#2 SP#4)	Campus Administrators 4 <sup>th</sup> grade team	May	(S)Local Funds (F)Title I, Part A	<b>Formative</b> - Schedule for Crockett Visit; Newsletters <b>Summative</b> - Successful transition to 5 <sup>th</sup> grade for Justiss students
1.116 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	<b>Formative</b> – Planning schedules/logs <b>Summative</b> - Successful transition of students entering Kindergarten/public school
1.1.17 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	<b>Formative</b> – Sign in sheets/social contracts posted /PDAS observations <b>Summative</b> – 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 Continue to inform parents of child's grades through the parent portal, progress reports every 3 weeks, and a report card conferences w/ distribution of Title I Part A Parent Compacts at the end of the first grading period, and (SW#3 SP#4)	Campus Administrators teachers	October	(F)Title I, Part A (S)Local Funds	<b>Formative</b> - Report Card/conference logs <b>Summative</b> –Increase parent involvement by 5%
2.1.2 Schedule school wide parent/community activities which will include Back to School Bash, PTO/Grade level Musical Programs, Grandparents Lunches, Open House, Meet the Teacher Night, Veteran's Day Assembly, Family STAAR Night, Literacy/Math Night, 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	weekly	(F)Title I, Part A (S)Local Funds	<b>Formative</b> - Parent sign in logs/participation surveys <b>Summative</b> - Increase parent involvement by 5%
2.1.3 The school will maintain our local 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. (SP#4)	Campus Administrators Reading Coach Community Reps Teachers	weekly	(O)Lamar County Coalition Funds	<b>Formative</b> - Volunteer sign in logs <b>Summative</b> – 10% increase in reader's participation.
2.1.4 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	quarterly	(F)Title I, Part A (S)Local Funds	<b>Formative</b> - Parent sign in logs/ participation surveys <b>Summative</b> - Increase parent involvement by 5%
2.1.5 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 a semester	(F)Title I, Part A (F)Title II, Part A (S)Local Funds	<b>Formative</b> – Committee reports/agendas <b>Summative</b> – Committee meetings and evaluation scheduled monthly throughout the school year.
2.1.6 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	quarterly	(F)Title I, Part A (F)Title III Bilingual /ESL (S) Local funds	<b>Formative</b> - Parent sign in logs/agendas <b>Summative</b> - Increase parent involvement by 5%
2.1.7 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	<b>Formative</b> - PTO membership/meeting minutes <b>Summative</b> - Increase parent involvement by 5%
2.1.8 Conduct field trips that provide students with experiences outside the classroom and which link to the curriculum and community. (SP#4)	Campus Administrators Teachers PTO	weekly	(S)Local Funds (O)PTO	<b>Formative</b> – Activity/instruction development; Parental involvement; classroom activities linked to field trips <b>Summative</b> - Increase parent responses to field trips on parent survey 5%
2.1.9 Provide communication to parents in home language as often as possible.	Bilingual ESL Coordinator Principal	weekly	(F)Title I, Part A (F)Title III Bilingual /ESL	<b>Formative</b> – Translation request <b>Summative</b> – Copies of translated documents increased 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.** 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 the school year. (SW#1,2 SP#2,4)	Campus Administrators Reading Coach Teachers	3 x weekly	(F) Title I, Part A (S) Local Funds	<b>Formative</b> - Universal screening data <b>Summative</b> - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.2 Supplement reading instruction with the use of computer programs IRead and Read Naturally to provide opportunities for all children to meet challenging state academic standards. (SW#2 SP#2,4)	Campus Administrators Coaches Teachers Campus Tech Coordinator	daily	(F) Title I, Part A (S) Local Funds	<b>Formative</b> - Universal screening data <b>Summative</b> - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.3 Continue balanced literacy instruction program, to provide opportunities for all children to meet challenging state academic standards (including reading, writing, research, listening/speaking, oral/written conventions daily) 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	<b>Formative</b> - Classroom observations/walk through/lesson plans <b>Summative</b> - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.4 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	<b>Formative</b> - Classroom observations/walk through/lesson plans <b>Summative</b> - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.5 Dyslexia program will continue to support students at risk of not meeting the challenging state academic standards. (SW#2 SP#2,4)	Campus Administrators Reading Coach Dyslexia Specialist	daily	(F) Title I (S) Local Funds (S) SCE 3 FTE \$150,750	<b>Formative</b> - Dyslexia assessments, report cards, assessments reports <b>Summative</b> - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.6 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	quarterly	(F) Title I (S) Local Funds (F) Title II, Part A	<b>Formative</b> - Lesson plans, staff development, sign in and agendas, coach's logs, budget request <b>Summative</b> - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.7 Renaissance Place will be used for AR, STAR Reading, and STAR Early Literacy to supplement guided reading instruction to provide opportunities for all children to meet challenging state academic standards. (SW#2 SP#2,4)	Campus Administrators Reading Coach Teachers Librarian	weekly	(F) Title I (S) Local Funds	<b>Formative</b> - Renaissance program reports <b>Summative</b> - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.8 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,	<b>Formative</b> - Library circulation report, summer library log, family reading logs <b>Summative</b> - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.9 Continue to build our library collection that supports all curriculum areas and reading interest as well as our bilingual population. (SW#2 SP#2,4)	Campus Administrators Librarian	quarterly	(F) Title I (S) Local Funds,	<b>Formative</b> - Library circulation report, summer library log, <b>Summative</b> - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.10 Continue Reading Renaissance certifications and celebrations. (SW#2 SP#2,4)	Campus Administrators Librarian, Teachers	weekly	(F) Title I (S) Local Funds	<b>Formative</b> - Certification reports and library circulation reports <b>Summative</b> - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.11 Continue to provide instructional aide for Reading Renaissance. (SW#2 SP#2,4)	Campus Administrators Librarian Teachers	weekly	(F) Title I (S) Local Funds	<b>Formative</b> - Certification reports and library circulation reports <b>Summative</b> - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.12 Based on the comprehensive needs assessment, faculty and staff, will attend any relevant staff development needed in the area of reading. (SP#1,2,4)	Campus Administrators Coaches, Teachers Curriculum Director	4 x annually	(S) Local Funds (F) Title II, Part A	<b>Formative</b> - Sign in sheets and agendas of trainings <b>Summative</b> - 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#2,4)	Assistant Supt of Human Resources Federal Programs Director Campus Administrators Coaches	4 x annually	(F)Title I	<b>Formative</b> - District staffing/PD sign in sheets <b>Summative</b> - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.14 Extended day services will be offered to meet the needs of at risk students in reading providing opportunities for all children to meet challenging state academic standards. . (SP#2)	Campus Administrators Coaches	2 x weekly Spring Semester	(F)Title II, Part A (S)Local Funds (S)SCE 2.333 FTE: \$69,702	<b>Formative</b> - Extended Day lesson plans/attendance/ report cards <b>Summative</b> - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.15 Continue benchmarking in grades 2 - 4 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 annually	(S)Local Funds	<b>Formative</b> - Benchmark scores <b>Summative</b> - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.16 Intervention and Enrichment time will be used for all students, providing 30 minutes 5X a week of small group intense intervention or enrichment based on weekly classroom data to provide opportunities for all children to meet challenging state academic standards. (SW#2 SP#2,4)	Campus Administrators Coaches Teachers Assistants	daily	(F)Title I, Part A (S)Local Funds	<b>Formative</b> - Benchmark results <b>Summative</b> - Increased proficiency in reading skills and improved scores on benchmarks and state assessment by 10%.
3.1.17 Follow campus RTI expectations to provide interventions for students whose performance is below grade level and are at risk of not meeting the challenging state academic standards. (SW#1,2 SP#2,4)	Campus Administrators Coaches Teachers	daily	(F)Title I, Part A (S)Local Funds	<b>Formative</b> – RTI Logs <b>Summative</b> - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.18 Continue using Istation Reading to provide individualized interventions for bilingual students in K-2nd.. (SW#2 SP#2,4)	Campus Administrators Coaches Bilingual Teachers Bilingual Coordinator	4 x a year	(F) Title III Bilingual	<b>Formative</b> - Istation data/report cards/benchmark data/assessment reports <b>Summative</b> - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.19 Saxon Phonics and Spelling will be used as Language Arts instruction for grade K – 3 to provide opportunities for all children to meet the challenging state academic standards. . (SW#2 SP#2,4)	Campus Administrators Coaches Teachers	daily	(F)Title I, Part A (S)Local Funds	<b>Formative</b> - STAR EL /STAR Reading reports <b>Summative</b> - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.20 Retain reading intervention teacher for grades K-4 for small group intense intervention to provide interventions for students whose performance is below grade level and are at risk of not meeting the challenging state academic standards. (SW#2 SP#2,4)	Campus Administrators Interventionist	4 x annually	(S)Local Funds	<b>Formative</b> –Benchmark data, report cards, assessments/reports <b>Summative</b> - Increased proficiency in math and 10% increase on benchmark and state assessments
3.1.21 Thinking Maps will be used in reading instruction, 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,	<b>Formative</b> – lesson plans, observations, walkthroughs, objective boards <b>Summative</b> – Increased proficiency in reading and 10% increase on benchmark and state assessments

## Justiss Elementary Campus Improvement Plan

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<b>3.2.1</b> 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 annually	(F)Title I, Part A (S)Local Funds	<b>Formative</b> - Universal screener data <b>Summative</b> – Increased proficiency in math and 10% increase on benchmark and state assessments
<b>3.2.2</b> Supplement math instruction with Prodigy, Mathseeds, and Imagine Math computer programs to provide opportunities for all children to meet challenging state academic standards . (SW#2 SP#2,4)	Coaches Teachers Campus Tech Coordinator	daily	(F)Title I, Part A (S)Local Funds	<b>Formative</b> - Universal screener data <b>Summative</b> – Increased proficiency in math and 10% increase on benchmark and state assessments
<b>3.2.3</b> Utilizing targeted group and differentiated instruction, provide opportunities for all children to meet challenging state academic standards, 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	<b>Formative</b> - Classroom observations/walk through/lesson plans <b>Summative</b> – Increased proficiency in math and 10% increase on benchmark and state assessments
<b>3.2.4</b> Utilize high quality/research based materials for differentiation in math. Provide staff development in best practices for purchased materials. (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	<b>Formative</b> - Lesson plans/SD agendas and sign in sheets/coaches logs/budget req <b>Summative</b> – Increased proficiency in math and 10% increase on benchmark and state assessments
<b>3.2.5</b> 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	<b>Formative</b> – Data/assessment reports/lesson plans <b>Summative</b> – Increased proficiency in math and 10% increase on benchmark and state assessments
<b>3.2.6</b> Continue benchmark/mock testing in grades 2- 4 to prepare for STAAR test. (SP#2,4)	Campus Administrators Coaches Teachers Curriculum Director	2 x annually	(S)Local Funds	<b>Formative</b> – Testing results and data <b>Summative</b> – Increased proficiency in math and 10% increase on benchmark and state assessments
<b>3.2.7</b> Intervention and Enrichment time will be used for all students, providing 30 minutes 5X a week of small group intense intervention or enrichment based on weekly data. (SW#2 SP#2,4)	Campus Administrators Coaches Teachers Assistants	daily	(F)Title I, Part A (S)Local Funds	<b>Formative</b> - Benchmark results <b>Summative</b> - Increased proficiency in math and 10% increase on benchmark and state assessments
<b>3.2.8</b> Extended day services will be offered to meet the needs of at risk students in math to provide opportunities for all children to meet challenging state academic standards . (SW#2 SP#2,4)	Campus Administrators Coaches Teachers	daily	(F)Title I, Part A (S)Local Funds (S)SCE – 1.824 FTE: \$61,044	<b>Formative</b> - Extended dayl plans/ attendance/report cards <b>Summative</b> - Increased proficiency in math and 10% increase on benchmark and state assessments
<b>3.2.9</b> Follow campus RTI expectations to provide interventions for students whose performance is below grade level and are at risk of not meeting the challenging state academic standards. (SW#2 SP#2,4)	Campus Administrators Coaches Teachers	daily	(F)Title I, Part A (S)Local Funds	<b>Formative</b> –RTI Logs <b>Summative</b> - Increased proficiency in math and 10% increase on benchmark and state assessments
<b>3.2.10</b> 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	<b>Formative</b> –Sign in sheets/newsletters <b>Summative</b> - Increased proficiency in math and 10% increase on benchmark and state assessments

<p><b>3.2.11</b> Retain academic coach position to provide staff development and assistance with the implementation of the math curriculum (SW#2 SP#1,2,4)</p>	<p>Assistant Supt of Human Resources Federal Programs Dir. Campus Administrators Coaches</p>	<p>4 x annually</p>	<p>(F)Title I</p>	<p><b>Formative</b> –District staffing/PD logs/sign in <b>Summative</b> - Increased proficiency in math and 10% increase on benchmark and state assessments</p>
<p><b>3.2.12</b> Retain math intervention teacher for grades K-4 for small group intense intervention to provide interventions for students whose performance is below grade level and are at risk of not meeting the challenging state academic standards. (SW#2 SP#2,4)</p>	<p>Campus Administrators Interventionist</p>	<p>4 x annually</p>	<p>(S)Local Funds</p>	<p><b>Formative</b> –Benchmark data, report cards, assessments/reports <b>Summative</b> - Increased proficiency in math and 10% increase on benchmark and state assessments</p>
<p><b>3.2.13</b> Thinking Maps will be used in math instruction, providing any professional development for new teachers or updates for teachers previously trained. (SW#2 SP#2,4)</p>	<p>Campus Administrators Coaches Teachers</p>	<p>weekly</p>	<p>(F)Title II, Part A (S)Local Funds</p>	<p><b>Formative</b> – lesson plans, observations, walkthroughs, objective boards <b>Summative</b> – Increased proficiency in math and 10% increase on benchmark and state assessments</p>
<p><b>3.2.14</b> Based on the comprehensive needs assessment, faculty and staff, will attend any relevant staff development needed in the area of math. (SP#1,2,4)</p>	<p>Campus Administrators Coaches Curriculum Director Teachers</p>	<p>4 x a year</p>	<p>(S)Local Funds (F)Title II, Part A</p>	<p><b>Formative</b> –Benchmark data, report cards, assessments/reports <b>Summative</b> - Increased proficiency in math and 10% increase on benchmark and state assessments</p>



## 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 **5<sup>th</sup> grade**.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<b>3.3.1</b> Utilize reading and audiovisual materials with a science focus supplementing the curriculum with high quality materials to build a science vocabulary in order to provide opportunities for all children to meet the challenging state academic standards. (SW#2 SP#2,4)	Campus Tech Coordinator Teachers Librarian	weekly	(F)Title I, Part A (S)Local Funds	<b>Formative</b> – Classroom observations/walk through/lesson plans /budget requests <b>Summative</b> - Increased proficiency on science skills and meet and/or exceed state average on state science test in 5 <sup>th</sup> grade.
<b>3.3.2</b> Based on the comprehensive needs assessment, faculty and staff, will attend any relevant staff development needed in the area of science and technology. (SP#1,2,4)	Campus Administrators Coaches Teachers Curriculum Director	quarterly	(F)Title II, Part A (S)Local Funds	<b>Formative</b> - Sign in sheets/agendas <b>Summative</b> - Increased proficiency on science skills and meet and/or exceed state average on state science test in 5 <sup>th</sup> grade.
<b>3.3.3</b> Add classroom computers and to increase student access to technology, replacing computers that do not meet current district minimum specifications, and adding multimedia teaching stations in classrooms in order to provide opportunities for all children to meet the challenging state academic standards.. (SW#2 SP#3,4)	Campus Administrators Federal Programs Dir. Campus Tech Coordinator District Tech Dir.	quarterly	(F)Title I, Part A (S)Local Funds (S)Bilingual/ESL	<b>Formative</b> - Inventory list of computers/repair records/tech portfolios <b>Summative</b> – Increase in class computers by 1 per room.
<b>3.3.4</b> Provide staff development on using current technology to increase the use of technology in content areas through best practices in order to provide opportunities for all children to meet the challenging state academic standards.. (SP#3,4)	Campus Tech Coordinator, Teachers Coaches	quarterly	(F)Title II, Part A (S)Local Funds	<b>Formative</b> - Sign in sheets, agendas <b>Summative</b> – 10% increase use of technology in content areas on end of year teacher survey.
<b>3.3.5</b> Integrate technology into the core instruction in order to provide opportunities for all children to meet the challenging state academic standards, with programs including: (SW#1,2 SP#3,4) ** Brain Pop **Read Naturally **Flocabulary **Starfall	Campus Administrators Federal Programs Dir. Campus Tech Coordinator, Teachers	daily	(F)Title I, Part A	<b>Formative</b> – Classroom observations/walk through/lesson plans <b>Summative</b> –Increased proficiency in math and reading skills and improved scores on benchmark and state assessment by 10%.
<b>3.3.6</b> Use 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 in order to provide opportunities for all children to meet the challenging state academic standards.. (SW#1,2 SP#3,4)	Campus Administrators Federal Programs Dir. Campus Tech Coordinator, Teachers Coaches	daily	(F)Title I, Part A	<b>Formative</b> – Classroom observations/walk through/lesson plans <b>Summative</b> –Increased proficiency in math and reading skills and improved scores on benchmark and state assessment by 10%.
<b>3.3.7</b> 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	<b>Formative</b> – Lab schedule, campus master schedule, Classroom observations/walk through/lesson plans <b>Summative</b> - Increased proficiency in technology skills and improved scores on tech assessments by 5%.
<b>3.3.8</b> Teachers will provide students with opportunities to conduct research,Provide distance learning opportunities. and utilize technology to enhance their learning. (SW#2 SP#3,4)	Campus Administrators Campus Tech Coordinator, Teachers Coaches	quarterly	(F)Title I, Part A (S)Local Funds	<b>Formative</b> - Classroom observations/walk through/lesson plans/report cards <b>Summative</b> - Increased proficiency in technology skills and improved scores on tech assessments by 5%.
<b>3.3.9</b> Equip classrooms with updated equipment to increase the use of technology in content areas through best practices. (SW#1,2 SP#3,4)	Campus Administrators Federal Programs Dir. Campus Tech Coordinator	quarterly	(F)Title I, Part A	<b>Formative</b> – Inventory list, lesson plans <b>Summative</b> – Increase in teacher participation in use of technology in their instruction
<b>3.3.10</b> Thinking Maps will be used in technology instruction, 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	<b>Formative</b> –lesson plans, rubric scores <b>Summative</b> - 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	<b>Formative</b> - Lesson plans/ rubric scores/ writing portfolios <b>Summative</b> -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	<b>Formative</b> - Lesson plans/ rubric scores/ writing portfolios <b>Summative</b> - 10% increase in raw scores on state writing test.
3.4.3 Thinking Maps will be used in writing instruction, 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	<b>Formative</b> - Lesson plans, Rubric scores, writing portfolios <b>Summative</b> - 10% increase in raw scores on state writing test.
3.4.4 Based on the comprehensive needs assessment, faculty and staff, will attend any relevant staff development needed in the area of writing. (SP#4)	Elementary Curriculum Director Federal Programs Director Campus Administrators Coaches	quarterly	(F)Title II, Part A (S)Local Funds	<b>Formative</b> - Training Schedules/sign-in sheets/evaluation/training agendas <b>Summative</b> - 10% increase in raw scores on state writing test.
3.4.5 Benchmark in grades 2- 4 to prepare for STAAR test. (SP#4)	Campus Administrators Coaches Teachers	3 x annually	Local funds	<b>Formative</b> - report cards/assessments/ benchmarks <b>Summative</b> - 10% increase in raw scores on state writing test.
3.4.6 Use the Writing Lab for grades K – 4 during Justiss rotation time to help students develop and enhance writing skills increasing the amount and quality of learning time in writing.. (SW#2 SP#4)	Campus Administrators Coaches Writing Lab Teacher	daily	(F)Title I, Part A (S)Local Funds	<b>Formative</b> - report cards/assessments/ benchmarks <b>Summative</b> - 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
<b>3.5.1</b> 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 ensuring the needs of those at risk learners are addressed.. (SW#1,2 SP#2,4)	Campus Administrators Coaches Teachers	daily	(F)Title I, Part A (S)Local Funds (S)SCE	<b>Formative</b> - Universal screener data, RTI logs <b>Summative</b> -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.
<b>3.5.2</b> 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	annually	(F)IDEA Special Education (S)Local Funds	<b>Formative</b> - IEP's, grades, benchmarks <b>Summative</b> - 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.
<b>3.5.3</b> Provide inclusion services for special education students , particularly to address the needs not meeting the challenging state academic standards. . (SP#2,4)	Campus Administrators Special Services Teachers Teachers	daily	(F)IDEA Special Education (S)Local Funds	<b>Formative</b> - IEP's, grades, benchmarks <b>Summative</b> - 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.
<b>3.5.4</b> Student with disabilities will have access to the general curriculum and will be educated in his/her least restrictive environment in order to address their needs and meet the challenging state standards. . (SP#2,4)	Campus Administrators Special Services Director Special Services Teachers, Teacher	daily	(F)IDEA Special Education (S)Local Funds	<b>Formative</b> - IEP's/ ARD notes/lesson plans <b>Summative</b> - 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.
<b>3.5.5</b> Students identified under 504 will receive appropriate accommodations as specified in each student's plan assisting them in meeting the challenging state standards. . SP#2,4)	Campus Administrators Coaches Teachers	daily	(S)Local Funds (S)SCE	<b>Formative</b> - IEP's/ AEIS <b>Summative</b> - 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.
<b>3.5.6</b> 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	<b>Formative</b> - Attendance records/LPAC records/ PEIMS,/ESL annual review <b>Summative</b> -Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%.
<b>3.5.7</b> All GT teachers will receive an annual 6-hour update of GT training or the initial 30 hours if new in order to provide an enriched and accelerated curriculum. (SP#2,4)	Campus Administrators TP Teachers GT Coordinator Elementary Curriculum Director	daily	(S)Local Funds	<b>Formative</b> - GT Staff Development certificates/agendas <b>Summative</b> - Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%.
<b>3.5.8</b> Students identified as GT, in grades 3 – 4, will be provided additional targeted instruction, through weekly pullout Socrates classes in order to provide an enriched and accelerated curriculum. ( SP#2,4)	Campus Administrators Socrates Teacher GT Coordinator Elementary Curriculum Director	weekly	(S)Local Funds	<b>Formative</b> - GT newsletter/lesson plans <b>Summative</b> -Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%.
<b>3.5.9</b> Students identified as TP, in grades 2– 4 will be provided additional targeted instruction, through weekly enrichment pullout classes in order to provide an enriched and accelerated curriculum. (SP#2,4)	Campus Administrators Enrichment Teacher GT Coordinator Elementary Curriculum Director	weekly	(S)Local Funds	<b>Formative</b> - GT newsletter/lesson plans <b>Summative</b> -Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%.
<b>3.5.10</b> Continue following the Justiss Bilingual instructional model in our bilingual program along with any targeted instructional training through Luz Roth in order to provide an enriched curriculum. (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	<b>Formative</b> - TELPAS reports/report cards/training logs/lesson plans <b>Summative</b> - Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%/TELPAS scores by 10%.

<p><b>3.5.11</b> Students identified as being dyslexic will be provided services by dyslexia teacher in order to address the needs of those at risk of not meeting the challenging state academic standards. (SW#2 SP#2,4)</p>	<p>Federal Programs Director Campus Administrators Dyslexia Specialist</p>	<p>4 x weely</p>	<p>(F)Title I, Part A (S)Local Funds</p>	<p>Formative - Dyslexia screening instruments/RTI tier 2 logs <b>Summative</b> -Students in special population programs will meet or exceed benchmark &amp; state standards on assessments by 10%.</p>
<p><b>3.5.12</b> 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 &amp; behavioral needs addressing the needs of those at risk of not meeting the challenging state academic standards. (SW#1,2 SP#2,4)</p>	<p>Campus Administrators Coaches Teachers</p>	<p>quarterly</p>	<p>(F)Title I, Part A (S)Local Funds</p>	<p><b>Formative</b> - Universal screener data/RTI logs <b>Summative</b> - Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%.</p>
<p><b>3.5.13</b> Certified bilingual teachers will serve students identified as bilingual. (SP#1)</p>	<p>Campus Administrators Assistant Federal Programs Director Teachers</p>	<p>daily</p>	<p>(S)Local Funds (S)Bilingual/ESL (F) Title III Bilingual (S)SCE-1.145FTE,\$30,345</p>	<p><b>Formative</b> - TELPAS reports/report cards <b>Summative</b> - Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%. Increase TelPas scores by 10%.</p>
<p><b>3.5.14</b> Teachers serving ELL students will obtain TELPAS certification. (SP#1)</p>	<p>Campus Administrators Counselor Teachers Federal Programs Director</p>	<p>annually</p>	<p>(S)Local Funds</p>	<p><b>Formative</b> - Student records <b>Summative</b> - 100% of teachers of ELL students have TELPAS certification.</p>
<p><b>3.5.15</b> Identify and serve ELL students w/certified teachers while using appropriate materials and technology. (SP#1)</p>	<p>Federal Programs Director Teachers Campus Administrators Campus Tech Coordinator,</p>	<p>daily</p>	<p>(S)Local Funds (S)Bilingual/ESL (F) Title III Bilingual</p>	<p><b>Formative</b> - TELPAS reports/report cards <b>Summative</b> - Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%. Increase TelPas scores by 10%.</p>
<p><b>3.5.16</b> Students in grades K and 1 will be screened for dyslexia following the Justiss "Dyslexia Screening Procedures" outline in order to address the needs of those at risk of not meeting the challenging state academic standards.. (SW#1,2 SP#2,4)</p>	<p>Campus Administrators Counselor Teachers Dyslexia Specialist Coaches</p>	<p>annually</p>	<p>(F)Title I (S)Local Funds</p>	<p><b>Formative</b> - Dyslexia screener, student data collection <b>Summative</b> - Increased proficiency in reading and 10% increase on benchmark and state assessments</p>

## 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	<b>Formative</b> - Fitness gram results, lesson plans <b>Summative</b> - 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	<b>Formative</b> - Office/counselor referrals <b>Summative</b> – 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	<b>Formative</b> – Student participation/concert programs <b>Summative</b> -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 weekly	(F)Title I, Part A (S)SCE-1 FTE,\$21,000	<b>Formative</b> - Report cards/assessment scores/SOI attendance records <b>Summative</b> - SOI students will demonstrate increased proficiency in reading and math by 3% on state and local assessments.
4.1.5.Extended Year services will be offered to meet the needs of at risk students in reading with transportation provided. (SP#2)	Campus Administrators Teachers	July	(F)Title I, Part A (S) Local Funds (S)SCE-District Funds	<b>Formative</b> - Report cards/attendance sheets/lesson plans <b>Summative</b> - 85% of students attending summer school will be promoted.
4.1.6 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	<b>Formative</b> - Region 8 shared serves report <b>Summative</b> -10% increase in achievement in migrant student scores on state and local assessments.
4.1.7 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	<b>Formative</b> – Identification of homeless children. <b>Summative</b> - 10% increase in achievement in homeless student scores on state and local assessments.
4.1.8 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	<b>Formative</b> – Identification of foster children. <b>Summative</b> -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	Quarterly	(S) Local Funds (S)Bilingual/ESL	<b>Formative</b> - District salary schedule <b>Summative</b> - 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	<b>Formative</b> - Job fairs/regional center/university liaisons <b>Summative</b> - 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	<b>Formative</b> – Professional development schedules <b>Summative</b> - 100% of Justiss assistants are appropriately certified.
4.2.4 Testing will be provided as needed to maintain appropriately certified teachers, as funds are available. (SP#1)	Federal Programs Director Campus Administrators	Quarterly	(F)Title II, Part A (S)Local Funds	<b>Formative</b> - Applications for reimbursement <b>Summative</b> -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	Quarterly	(F)Title II, Part A: Principal Teacher Improvement (S)Local Funds (S)SCE	<b>Formative</b> - Job fairs/Region 8/Universities <b>Summative</b> -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 taught by unqualified, out-of-field, or inexperienced teachers. (SW#2 SP#1)	Campus Administrators SET Team	daily	(F)Title I, Part A (S)Local Funds (F) Title II, Part A	<b>Formative</b> – Teacher assignments, Staff roster <b>Summative</b> – 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 campus needs assessment, to ensure Justiss teachers are Appropriately Certified. (SP#1)	Federal Programs Director Campus Administrators	Quarterly	(S) Local Funds (F) Title II, Part A	<b>Formative</b> - Faculty appropriately certified roster <b>Summative</b> - 100% of Justiss teachers are Appropriately Certified.
4.2.8 All staff members will be given opportunities to improve their instruction and broaden their knowledge of the diverse needs of their students, especially the sub pops of white and sped through staff development attendance in all academic areas. Services are contracted through Region VIII Service Center. (SP#1) (SP#4)	Campus Administrators Asst. Supt. of Instruction	weekly	(S) Local Funds (F) Title I, Part A	<b>Formative</b> - Professional development certificates, logs, and sign in sheets <b>Summative</b> - !00% of PD attended by Justiss staff is aligned with the needs of the teacher and the CIP needs assessment.

**Justiss Elementary Campus Improvement Plan**  
**Actions to Address**  
**Missed Federal Targets- 2019 Accountability**

Academic Achievement - Meets and Above	All Students	African American	Hispanic	White	EcoDis
Reading	Target/44% 2019/27% Goal/44%		Target/37% 2019/25% Goal/37%%	Target/44% 2019/27% Goal/44%	Target/60% 2019/27% Goal/60%
Math	Target/46% 2019/33% Goal/46%	Target/31% 2019/22% Goal/31%		Target/59% 2019/27% Goal/59%	
Student Success - Students Passing	Target/47% 2019/36% Goal/47%	Target/36% 2019/27% Goal/36%		Target/58% 2019/36% Goal/58%	

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<b>3.1.2</b> Supplement reading instruction with the use of computer programs IRead and Read Naturally to provide opportunities for all children to meet challenging state academic standards ( SP4)	Campus Administrators Coaches Teachers Campus Tech Coordinator	daily	(F)Title I, Part A (S)Local Funds	<b>Formative</b> - Universal screening data <b>Summative</b> - Increased proficiency in reading and 10% increase on benchmark and state assessments
<b>3.1.14</b> Extended day services will be offered to meet the needs of at risk students in reading providing opportunities for all children to meet challenging state academic standards. (SP#2,4)	Campus Administrators Coaches	2 x weekly Spring Semester	(F)Title II, Part A (S)Local Funds (S)SCE 2.333 FTE: \$69,702	<b>Formative</b> - Extended Day lesson plans/attendance/ report cards <b>Summative</b> - Increased proficiency in reading and 10% increase on benchmark and state assessments
<b>3.1.16</b> Intervention and Enrichment time will be used for all students, providing 30 minutes 5X a week of small group intense intervention or enrichment based on weekly classroom data to provide opportunities for all children to meet challenging state academic standards. (SW#2 SP#2,4)	Campus Administrators Coaches Teachers Assistants	daily	(F)Title I, Part A (S)Local Funds	<b>Formative</b> - Benchmark results <b>Summative</b> - Increased proficiency in reading skills and improved scores on benchmarks and state assessment by 10%.
<b>3.1.20</b> Retain reading intervention teacher for grades K-4 for small group intense intervention to provide interventions for students whose performance is below grade level and are at risk of not meeting the challenging state academic standards. (SW#2 SP#2,4)	Campus Administrators Interventionist	4 x annually	(S)Local Funds	<b>Formative</b> –Benchmark data, report cards, assessments <b>Summative</b> - Increased proficiency in math and 10% increase on benchmark and state assessments
<b>3.2.9</b> Follow campus RTI expectations to provide interventions for students whose performance is below grade level and are at risk of not meeting the challenging state academic standards. (SW#2 SP#2,4)	Campus Administrators Coaches Teachers	daily	(F)Title I, Part A (S)Local Funds	<b>Formative</b> –RTI Logs <b>Summative</b> - Increased proficiency in math and 10% increase on benchmark and state assessments

3.2.2 Supplement math instruction with Prodigy, Mathseeds, and Imagine Math computer programs to provide opportunities for all children to meet challenging state academic standards . (SW#2 SP#2,4)	Coaches Teachers Campus Tech Coordinator	daily	(F)Title I, Part A (S)Local Funds	<b>Formative</b> - Universal screener data <b>Summative</b> – Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.3 Utilizing targeted group and differentiated instruction, provide opportunities for all children to meet challenging state academic standards, 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	<b>Formative</b> - Classroom observations/walk through/lesson plans <b>Summative</b> – Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.7 Intervention and Enrichment time will be used for all students, providing 30 minutes 5X a week of small group intense intervention or enrichment based on weekly data. (SW#2 SP#2,4)	Campus Administrators Coaches Teachers Assistants	daily	(F)Title I, Part A (S)Local Funds	<b>Formative</b> - Benchmark results <b>Summative</b> - Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.8 Extended day services will be offered to meet the needs of at risk students in math to provide opportunities for all children to meet challenging state academic standards . (SW#2 SP#2,4)	Campus Administrators Coaches Teachers	daily	(F)Title I, Part A (S)Local Funds (S)SCE – 1.824 FTE: \$61,044	<b>Formative</b> - Extended dayl plans/ attendance/report cards <b>Summative</b> - Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.12 Retain math intervention teacher for grades K-4 for small group intense intervention to provide interventions for students whose performance is below grade level and are at risk of not meeting the challenging state academic standards. (SW#2 SP#2,4)	Campus Administrators Interventionist	4 x annually	(S)Local Funds	<b>Formative</b> –Benchmark data, report cards, assessments/reports <b>Summative</b> - Increased proficiency in math and 10% increase on benchmark and state assessments

## 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-k, 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.