

Thomas S. Justiss Elementary School

Campus Improvement Plan 2021-2022



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: _____

Planning and Decision Making Committee

Name	Position
Renee Elmore	Principal
Kendra Beshirs	Asst. Principal (non – teaching professional)
Andrea Irwin	Counselor (non – teaching professional)
Shelby Marshall	Kindergarten (teacher)
Ashlyn Jones	1st grade (teacher)
Lisa Pihoda	2nd grade (teacher)
Lisa Brandenburgh	3rd grade (teacher)
Michelle Draper	4th grade (teacher)
Allison Hanley	Technology (teacher)
Stephanie Connot	Special Pops (teacher)
Alicia Lester	Special Education (teacher)
Belinda Peeples	Paraprofessional
Derek Jones	Parent Rep
Pamela Furtch	Parent Rep
Tracy Attebury	Business Rep
John Bratcher	Business Rep
Noemi Plata	Community Rep
Cristi Garst	Community Rep

District Statement and Goals

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 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 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

Program/Funding Source	Allocation Amount	FTE(s)
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
State Programs/Funding Source		
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	
Local Programs/Funding Source		
Bilingual/ESL	Bilingual/ESL teachers locally funded	
Dyslexia	Dyslexia teachers locally funded	

Comprehensive Needs Assessment Statement of Findings:

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	26.6%	35.2%	29.1%	9.1%	92.0%	27.2%	63.6%	11.2%	20.1%
State	12.6%	52.8%	27.0%	7.7%	60.2%	20.6%	50.5%	10.7%	15.3%

*Source: Texas Academic Performance Report for School Year 2019-2020

Through continued efforts we did lower our at-risk numbers by 1% and will continue, through major efforts to seek out and hire highly effective teachers, especially those minority teachers, such as African American and Hispanic, to continue to lower this number. We have had a consistent increase in enrollment with a decrease in our economically disadvantaged pop which is a positive for our campus.

Priorities this year will be to address the student/teacher ratio which is high for the amount of at-risk students we have at Justiss along with eco-dis pop percentage, increase and evaluate testing for GT in order to identify more GT students, and recruit teachers at local colleges.

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	6.4%	8.5%	85.2%	0%	15.7%	12.8
State	10.8%	28.1%	57.7%	3.4%	15.9%	11.1

*Source: Texas Academic Performance Report for School Year 2019-2020

Staff, Quality, Recruitment, and Retention: (continued) The campus is dedicated to the support and continued development of its highly qualified staff through continuing professional development opportunities. 46 of 50 teachers are highly qualified. 3 teachers are continuing to work on completion of their bilingual certification. 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. This year we worked to *improve the quality of professional learning and improvement through administrative supportive and frequent professional feedback for teachers and staff by meeting with our first year teachers as well as teachers in their first 3 years of teaching for PLC meetings. For this next year with a number of new paraprofessionals on the campus a plan for beginning this support for first year paras as well will be implemented.* Campus administrators continue to attend grade level PLC meetings weekly.

The teacher turnover rate this year was 6% which was down 4% from last year which was 10%. Staff and administrators are surveyed on professional development needs, along with assessments results, which all drive campus professional development. We will use the STAAR assessment scores and local benchmarking assessment information data to drive our professional development.

Again this year, we found faculty and staff absences were high, a lot though due to the Covid pandemic, but we will still set this as a priority with initiatives being taken to encourage better attendance. As always we will continue to recruit diverse teachers for our diverse population of students.

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. Teachers utilized the TEKS resource system to ensure the rigor and alignment for math is in their curriculum after finding Saxon Math was not. Throughout the year, benchmarking is used to inform instruction and differentiating 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. Grade Levels "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. Gradelevel PLC time gives the teachers the opportunity to look at specific SEs and TEKS that are strong as well as ones that are weak and may need to be retaught or reviewed.

This year, due to Covid-19 and school being shut down for a full 9 weeks, state assessment scores will not be available for use as in past years. We will go ahead though with the goal for an increase in higher level instruction for all students. We will also work to reach the rigor needed as set by the state assessment. We will also work to continue to add as much small group and one-on-one intervention and additional instructional time in both reading and math.

An area of concern found through our CNA was the need for professional development for our teacher, some of the technology programs provided and how to best use all of the features the programs provide.

Student Achievement: Student achievement data comes from reports in Academic Performance Reports, Star Math and Reading, Guiding Reading Levels, Read Naturally Data, TAPR, Mclass data, STAAR, 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.

Strengths would be our intervention programs that are built into our daily schedule for all grade levels. The Read Naturally program was also built into the schedule for an intervention time this school year and we saw the following results: 29% of these students passed STAAR with 71% of the students ranging 2nd - 4th grades growing 1+ year. Data meetings were held and facilitated by academic coaches after each Unit Test and Benchmark that was given this year. Sub pops were reviewed as well as growth where applicable. Teachers looked at the numbers of students at the MEETS level instead of just looking at students who passed. Teachers also completed a Lowest SE Data Analysis form to determine where an area of reteach needed to be, how they were going to reteach the skill, and how the skill was going to be reassessed.

We have received our state assessment information to target due to Covid-19. **Previously** 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) **We will continue** to focus on these students for the 21-22 these same areas of improvement.

School Culture and Climate: Through the continuation of Capturing Kids' Hearts that promotes staff and student relationships, which contributes to a positive culture and climate of the campus, Justiss will strive to maintain the welcoming climate it has established. 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, and safe environment for their children. The 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 which was especially positive during this past year of a pandemic.

A priority for our campus this year to focus on classroom management, procedures and consistency. In particular continued implementation of CKH strategies and philosophy and more support, modeling, and training for Tier 1,2,3, behavioral issues in the classroom. There is also a need for implementation of a campus wide Social Emotional Program to address all deficits found on our campus. Last, a campus wide initiative to declutter the chaos from rooms and provide orderly routines that promote structure, predictability, and a more comfortable environment for all students.

School Context and Organization: The district/school supports the teachers via many services at PISD. One example is the Reading and Math Coach for intervention support and the appropriate materials in their respective areas. New Teacher Survival training for new teachers and mentors throughout the school year is provided and a great asset for new employees to PISD. 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 as well as the campus administrators and academic coaches weekly 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. Through this confidence we have gained with our campus stakeholders and community we have developed community partnerships that have benefited our students and campus greatly. Having high expectations and holding all students to these high levels of excellence in achievement have led our students in knowing they can excel and grow!

Areas to focus on for the upcoming year after a year of changes due to Covid, returning to normal. First, focus on less interruptions to the day due to absences and pulling staff to cover for those having to leave because of being quarantined. Return to announcements first thing in the morning as to not interrupt classroom learning time.

Technology: The Justiss campus has a solid network and a very skilled and proficient tech support system starting with our own campus technology specialist. Some of our strengths in the area of technology are through our communication such as, Justiss online calendar, Justiss Lab (for students and teachers to access for online activities), Google drive, social media outreach, ScreenCastify, Smore, Google Suite, Microsoft Office, and our Justiss tech. The campus technology resources include classroom computers, laptops, ipads, Osmos, computer labs, Chromebooks, document cameras, smart boards. Recently updated phones and online phone system provide a better phone system across the campus.

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.

A priority for the year is training for newly purchased interactive tv's purchased for all classrooms for the 21-22 school year and continuing to update technology equipment.

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 Fall/Spring we will have a content night. Also in the Fall we have a Meet the Teacher and Open House where in the past we have welcomed over 300 parents. For Meet the Teacher/Big Bash and our Content Nights, local businesses provide donations for free t-shirts and food. Our annual Veteran’s Day Program will continue as will this year which usually has more than 25 local family and friends that are veterans in attendance as honored guests. The Hispanic Heritage Program is a celebration of our bilingual students heritage that usually welcomes over 100 guests!

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. Teachers keep parents informed as well through their own weekly newsletters, Facebook pages, and Remind text.

One of the most important events we have that involves parent’s attendance is our weekly Rise Up Assembly on Friday Mornings which we look forward to continuing “live” and in person this year! This and our weekly Wednesday Night Family Reading are well attended and bring parents out to the school.

As always, we will focus on PTO attendance and involvement this year as well as overall parent involvement. We would also like to see more mentors in our mentoring program, which will start up again this year following the pandemic. We have about 50 but with our high risk numbers we need many more.

One area priority this year is to provide training for parents in areas of specific need.

Component	Strengths	Needs	Action Plan: Priorities for addressing needs
Demographics	<ul style="list-style-type: none"> • 42% of teachers have between 11-20 years of experience • Consistent increase of enrollment • Diverse student population 	<ul style="list-style-type: none"> • Ethnicity of teachers does not reflect the diverse population of the students. • Number of GT students remained the same as previous year • Number of SPED students remained the same as previous year 	<ul style="list-style-type: none"> • Recruitment for teachers at local colleges (Texas A&M Commerce) Do we advertise (Title 1 Campus, Loan Forgiveness Program)? • Increase and or evaluate/modify testing for GT; educate teachers on what that means. • Increase testing for SPED/educate professionals on what to look for
Staff Quality, Recruitment, & Retention	<ul style="list-style-type: none"> • Mentor teaching partner for new faculty • District Pays for trainings • Average year teaching experience is above state level and higher than previous year 	<ul style="list-style-type: none"> • Faculty and staff attendance severely affected by Covid 19 • Diverse teach staff • Para professionals need training on expectations in the classrooms 	<ul style="list-style-type: none"> • Small monthly /quarterly recognition rewards for attendance of faculty and staff • Continue to recruit and hire highly qualified diverse staff members • Develop mentoring program for paraprofessional

<p>Curriculum, Instruction, & Assessment</p>	<ul style="list-style-type: none"> • Provide SpEd support for students who are identified for this service by 2 highly qualified SpEd certified teachers and two assistants • Provides interventionists in reading, dyslexia, and math to support student growth • Provides interventionists to support students who are identified as RTI Tier 2 that are performing below grade level in reading and math 	<ul style="list-style-type: none"> • Based on 20-21 Mock data and 2018-2019 STAAR, our SPED passing rate dropped. In 17-18 Justiss had 38 students served by 2 SpEd teachers . By 19-20 our SpEd numbers have increased to 66 and based on Spring RTI recommendations for SpEd testing, there will be more identified. • Reading intervention has 2 coaches, 2 interventionists, and 2 dyslexia teachers. Math has 1 coach and 1 interventionist • Using a solid curriculum in both reading and math that targets specific skills and has built in progress measures will better help to close learning gaps 	<ul style="list-style-type: none"> • Additional SpEd teacher needed to serve the growing number of identified SpEd students on campus • We would like to add a second interventionist to help with primary grade levels so that students’ math performance will be on target above • Provide a solid RTI curriculum in both reading and math with progress measures. We will utilize the RTI curriculum.
<p>Student Achievement</p>	<ul style="list-style-type: none"> • Teacher and staff collaboration • PLC’s and Data Meetings • Intervention support systems and programs 	<ul style="list-style-type: none"> • Explicit and systematic interventions to fill the gaps in reading and math because of lost school time • Renewed focus on data celebrations • Identify essential standards in math 	<ul style="list-style-type: none"> • Find or create a strong Tier 2 and Tier 3 intervention program in MATH and Reading • Focus on data celebrations, excellence plans for each student, data walls, etc. • Time allotted for teacher collaboration to determine essential standards in math.
<p>School Culture & Climate</p>	<ul style="list-style-type: none"> • Loving staff that goes above and beyond to meet the physical, social, emotional, and academic needs of our student body,as well as supporting one another in good and bad times. • We are a tenacious and hard working staff that pulls together across all departments, grade levels and roles, to meet challenges that arise and 	<ul style="list-style-type: none"> • Classroom management and consistent procedures. Laxed CKH strategies; along with void of needed support for PBIS (positive behavior intervention supports) for (strategies for the most severe behavioral issues) and Tier I, II, and III targeted interventions. 	<ul style="list-style-type: none"> • Focus on classroom management, procedures and consistency. Implement with fidelity CKH strategies and it’s philosophy. In addition, more support,modeling, training for Tier 1,2, and 3 behavioral issues in the classroom. (PBIS)

	<p>accomplish our daily responsibilities. This pandemic has been a true testament, as we have embraced new ways of delivering services, educating our students, supporting and partnering with parents and growing our skill sets in the meantime. It has truly taken a village and we are stronger because of it.</p> <ul style="list-style-type: none"> Administrators presence and contact, with all students, each day in the morning, lunch, and the end of the day. Our students know our administrators and our administrators know our students. Each day our students receive a friendly greeting by many staff members and are sent home with a warm goodbye. 	<ul style="list-style-type: none"> Poor communications skills, conflict resolution, poor self management and decision making as well as self awareness and relationship skills. Cluttered classrooms interfere with an environment that promotes an orderly, structured and comfortable environment for learning and safety and security. Also attention to the evening cleanings in grade level hallways. concern of bathrooms and classrooms not being cleaned well each day. 	<ul style="list-style-type: none"> Implement a Campus Wide SEL (Social and Emotional Learning) Program to address all deficits listed in our top 3 “Needs” column. This will be facilitated by Counselors, but will be supported and reinforced throughout the campus. A goal for all classrooms to reduce clutter and chaos of things in their rooms and provide orderly routines that promote structure, predictability and a comfortable environment for all students to learn. Custodial staff will be encouraged to improve cleaning routines that ensure nice and clean classrooms for our students to enjoy learning each day.
<p>School Context & Organization</p>	<ul style="list-style-type: none"> Justiss staff excel in positive, open, and effective communication with parents using many different ways to connect with them. Justiss staff are great at motivating our students for success, we stop at nothing to promote and celebrate students growth and achievements. Justiss administrators are exceptional at nurturing an environment where staff, students, and parents feel respected and supported. 	<ul style="list-style-type: none"> Due to Covid-19 we were unable to have parents on campus. We need to find ways we can create opportunities to bring back parent involvement. Covid-19 caused long staff absences due to quarantines, no subs, & being short staffed. This caused paraprofessionals & interventionists to be pulled from their regular assignments. We need another math interventionist and/or paraprofessionals. Due to scheduling conflicts this year, announcements were changed to a later time, mid-morning. This does interrupt instructional time. 	<ul style="list-style-type: none"> Until parents can come on campus we could involve them by using Google meets to have them read books to classes, watch their child present research, or stream live music programs etc. Consider hiring more interventionists and/or paraprofessionals to help support classroom teachers. Go back to having announcements first thing in the morning.

Technology	<ul style="list-style-type: none"> • 1-1 Devices • Updated/NEW equipment • Solid District support: Network, Wifi, Google Suite, Tech Support 	<ul style="list-style-type: none"> • Training on Interactive TVs • No Kindergarten Math Screener • Outdated P.E. technology and lab computer 	<ul style="list-style-type: none"> • Training on how to use TVs • Find a Kindergarten Math Screener • Continue to update tech equipment (P.E., labs, wifi access points, etc.)
Family & Community Involvement	<ul style="list-style-type: none"> • Communication • Adaptivity to Covid protocols and providing at home support and instructional activities and support • Strong parent involvement and community support during pandemic (increase in PTO, parents attending virtual meetings, increase in fundraising, parents helping deliver student yard signs, etc.) 	<ul style="list-style-type: none"> • Reinstate and rejuvenate previous programs • Increase training for parents targeting specific needs. • Overall parent involvement to continue 	<ul style="list-style-type: none"> • Ramp up mentor programs so we have enough mentors for students in need. Recruit male mentors. • Provide training for parents in areas of specified need. These needs can be identified by issuing a parent survey. • Find ways to increase parent involvement, including keeping online options for parents to attend meetings. This will address timing and transportation issues.

Campus Improvement Plan

1.1 Justiss Elementary Campus Improvement Plan

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

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

Activity/Strategy	Person(s)Responsible	Timeline	Resources	Evaluation
<p>1.1.1 Based on the CNA, parents will be notified by mail and through the Justiss Monday Folder regarding excessive absences and potential truancy issues.</p>	<p>Campus Admin Attend. Clerk Teachers</p>	<p>monthly</p>	<p>(S)Local Funds</p>	<p>Formative – Attendance Reports Summative - Attendance at 97% or above.</p>
<p>1.1.2 Provide incentives and recognition for staff and students monthly and each 9-weeks for perfect attendance during Rise Up Assembly.</p>	<p>Campus Admin Counselors Teachers</p>	<p>quarterly</p>	<p>(S)Local Funds Principal Fund PTO</p>	<p>Formative – Attendance Reports Summative - Attendance at 97% or above</p>
<p>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.</p>	<p>Campus Admin Counselors Teachers</p>	<p>each semester</p>	<p>(F)IDEA Special Education, (F)Title I (S)Local Funds</p>	<p>Formative – Counselor Logs Summative - 3% decrease in office referrals</p>
<p>1.1.4 Ensure facility, campus, and environment are safe for all stakeholders.</p>	<p>Campus Admin Faculty/Staff SRO Officer</p>	<p>quarterly</p>	<p>(S)Local Funds (F)Title 4</p>	<p>Formative - Drill Logs, School Check in System Summative – Parent and staff surveys</p>
<p>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.</p>	<p>Campus Admin Counselors Teachers</p>	<p>each semester</p>	<p>(S)Local Funds</p>	<p>Formative – 9 Weeks Discipline Referral Reports Summative - 3% decrease in office referrals</p>
<p>1.1.6 Implement positive student behavior program, guidance lessons K-4th, 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.</p>	<p>Campus Admin Counselors Teachers</p>	<p>each semester</p>	<p>(S)Local Funds</p>	<p>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</p>

<p>1.1.7 Continue small group behavior management counseling sessions with the addition this year of a campus wide Social Emotional Learning Program to address all deficits as outlined in the needs assessment.</p>	Counselors	annually	(F)Title I (S)Local Funds	<p>Formative –Counselor logs Summative - 3% decrease in office referrals</p>
<p>1.1.8 The school will maintain a positive relationship with local agency “Paris City Square” continuing the mentoring program on campus with a focus on recruiting more male mentors based on findings in our CNA.</p>	Campus Admin Counselor Coaches Mentors City Square	annually	(S)Local Funds	<p>Formative – Volunteer logs and sign in sheets Summative - 3% increase in student attendance and 3% decrease in office referrals</p>
<p>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.</p>	Campus Admin Counselor Teachers SET Team	each semester	(O)Principal Fund (S)Local Funds (F) Title I, Part A (F)Bilingual/ESL	<p>Formative - Agendas, Performance Programs, Newsletters Summative - 3% increase in student attendance and 3% decrease in office referrals</p>
<p>1.1.10 Continue our Friday “Rise Up” Assemblies recognizing:</p> <ul style="list-style-type: none"> ● Celebrate the week with campus songs and dances. ● 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. ● Reinforce the monthly character trait by counselor ● Teacher time; celebration of teachers. ● Special guest for focus topics. ● Partner with other campuses for student role models. ● Monthly Safety Tip and celebrate attendance ● Implement data celebrations 	Campus Admin Counselor Teachers	each semester	(S)Local Funds	<p>Formative –Newsletters Summative - 3% increase in student attendance and 3% decrease in office referrals</p>

1.1.11 Students will be recognized for outstanding attendance each 9-weeks and semester.	Campus Admin Counselor	each semester ending	(S)Local Funds	Formative - Attendance Reports Summative - 3% increase in student attendance
1.1.12 Follow and file according to PISD truancy policy and state truancy guidelines.	Asst. Principal Attend. Clerk	each 9-weeks	(S)Local Funds	Formative - Attendance Reports Summative - 3% increase in student attendance
1.1.13 Conduct Thursday Attendance Detention as needed for students with excessive tardiness and absences.	Asst. Principal Attend. Clerk Teachers	2 x a semester	(S)Local Funds	Formative - Attendance Reports Summative - 3% increase in student attendance
1.1.14 Facilitate an effective transition to Justiss for upcoming kindergarten students and to Crockett Intermediate School for 4 th grade students.	Campus Admin 4 th grade team Kinder team	May	(S)Local Funds (F)Title I, Part A	Formative - Schedule for Crockett Visit; Newsletters Summative - Successful transition to 5 th grade for students
1.1.15 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 grades above to ensure consistency in Response to Intervention, Provide Pre-K visits to campus to prepare for transition to K.	Campus Admin Kinder and Pre-K teachers Elem Curric Dir. Coaches	August May	(S)Local Funds (F)Title I, Part A	Formative – Planning schedules/logs Summative - Successful transition of students entering Kindergarten/public school
1.1.16 Continue “Capturing Kids’ Hearts” school-wide program with training refresher for entire Staff; Continue social skills and focus on common school expectations and terminology.	Campus Admin Staff Fed Prog Director	Each 9-weeks	(F)Title II, Part A	Formative – Sign in sheets/social contracts posted /TTESS observations Summative – 3% increase in student attendance and 3% decrease in office referrals

2.1 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
<p>2.1.1 Inform parents of 9-weeks grades through the parent portal, progress reports every 3 weeks, and a report card conference w/ distribution of Title I Part A Parent Compacts at the end of the first 9-weeks.</p>	<p>Campus Admin Teachers</p>	<p>Annually</p>	<p>(F)Title I, Part A (S)Local Funds</p>	<p>Formative - Report Card/conference logs Summative –Increase parent involvement by 3%</p>
<p>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, Academic and Staar Content Nights, Jammer/Choir Performances, Bilingual Hispanic Heritage Day Celebration, Donut Literacy Date,Justiss Talent Show, Summer Reading Program and Family Reading Nights. (Virtual Events may be necessary)</p>	<p>Campus Admin Coaches Librarian PTO Teachers</p>	<p>each semester</p>	<p>(F)Title I, Part A (S)Local Funds</p>	<p>Formative - Parent sign in logs/participation surveys Summative - Increase parent involvement by 3%</p>
<p>2.1.3 Maintain local partnership with Lamar County Coalition of Education, Business to provide volunteers to read to 2nd grade classes in its “Read to the Future” program.</p>	<p>Reading Coach Comm Reps Teachers</p>	<p>each semester</p>	<p>(O)Lamar County Coalition Funds</p>	<p>Formative - Volunteer sign in logs Summative – 10% increase in reader’s participation.</p>
<p>2.1.4 Create and disseminate a campus newsletter and calendar to provide parents with information and increase parent and family engagement.</p>	<p>Campus Admin Campus Tech</p>	<p>each semester</p>	<p>(F)Title I, Part A (S)Local Funds</p>	<p>Formative - Parent sign in logs/ participation surveys Summative - Increase parent involvement by3%</p>
<p>2.1.5 Provide parent workshops to educate parents on grade level needs of their students working with them to create games, manipulatives, and teaching strategies parents can use at home or while volunteering at school.</p>	<p>Fed Prog Dir Parent Volunteers Teachers Campus Admin</p>	<p>each semester</p>	<p>(F)Title I, Part A (F)Title III Bil/ESL (S) Local funds</p>	<p>Formative - Parent sign in logs/agendas Summative - Increase parent involvement by 3%</p>

<p>2.1.6 Promote PTO involvement by utilizing numerous media tools available to inform parents of meeting dates/times, as well as incorporating the use of Google Meets/Zoom to allow parents to meet from home.</p>	<p>Campus Admin Teachers PTO</p>	<p>each semester</p>	<p>(S)Local funds</p>	<p>Formative - PTO membership/meeting minutes Summative - Increase parent involvement by3%</p>
<p>2.1.7 Conduct field trips that provide students with experiences outside the classroom and which link to the curriculum and community. (Virtual field trips may be necessary)</p>	<p>Campus Admin Teachers PTO</p>	<p>each semester</p>	<p>(S)Local Funds (O)PTO</p>	<p>Formative – Parent sign in; activities linked to field trips Summative- Increase positive parent responses to field trips on parent survey 5%</p>
<p>2.1.8 Provide communication to parents in their home language as often as possible.</p>	<p>Bil/ESL Coord Principal</p>	<p>each semester</p>	<p>(F)Title I, Part A (F)Title III BilESL</p>	<p>Formative – Translation request Summative – Copies of translated documents increased10%</p>
<p>2.1.9 Based on the CNA and the need for more overall parent involvement, incentives for participation, snacks and drinks, for parents in attendance.</p>	<p>Campus Admin Teachers PTO</p>	<p>each semester</p>	<p>(F)Title I, Part A (F)Title III BilESL (S) Local funds</p>	<p>Formative - Parent sign in logs/agendas Summative - Increase parent involvement by 3%</p>

3.1 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
<p>3.1.1 A comprehensive needs assessment will be conducted by the Campus Site-Based Committee (which includes parents, business representatives, community members, and school staff) to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology.</p>	SET Comm	Each semester	(L) Local	<p>Formative- Strengths/Needs Reports Summative- Comprehensive Needs Assessment Summary</p>
<p>3.1.2 Administer reading universal screeners, STAR Reading(3-4th) and Dibels/Idel (K-2), to determine students in need of reading interventions at the beginning, middle, and end of the school year.</p>	Campus Admin Reading Coach Teachers	each semester	(F)Title I, Part A (S) Local Funds	<p>Formative - Universal screening data Summative - Increased proficiency in reading and 10% increase on state assessment</p>
<p>3.1.3 Supplement reading instruction with the use of computer programs Amplify Reading (K-2), Raz Plus (K-3), Istation (bilingual K-2),and Read Naturally to provide opportunities for all children to meet challenging state academic standards .</p>	Campus Admin Coaches Teachers Campus Tech	each semester	(F)Title I, Part A (S) Early Ed Allotment (S)Local Funds	<p>Formative - Universal screening data Summative - Increased proficiency in reading and 10% increase on state assessment</p>
<p>3.1.4 Utilize the explicit and systematic interventions provided in Amplify Reading (K-2), Raz Plus (K-3), Istation (bilingual K-2),and Read Naturally for targeted students in Reading.</p>	Campus Admin Coaches Teachers Campus Tech	each semester	(F)Title I, Part A (S) Early Ed Allotment (S)Local Funds	<p>Formative - Universal screening data Summative - Increased proficiency in reading and 10% increase on state assessment</p>
<p>3.1.5 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.</p>	Campus Admin Reading Coach Teachers	each semester	(F)Title I, Part A (S) Local Funds	<p>Formative – Class observations/walk through/lesson plans Summative - Increased proficiency in reading and 10% increase on state assessment</p>

<p>3.1.6 Continue guided reading, small group instruction, learning/literacy centers while providing assistance by literacy specialists, paraprofessionals, and the necessary tools and materials to be effective.</p>	<p>Campus Admin Reading Coach Teachers Paras</p>	<p>each semester</p>	<p>(F)Title I (S)Local Funds (S) SCE (S) Early Ed Allotment</p>	<p>Formative - Class observations/walk through/lesson plans Summative - Increased proficiency in reading and 10% increase on state assessment</p>
<p>3.1.7 The Dyslexia program will continue to support students at risk of not meeting the challenging state academic standards.</p>	<p>Campus Admin Reading Coach Dyslexia Spec.</p>	<p>each semester</p>	<p>(F)Title I (S) State Dyslexia Allotment (S)Local Funds</p>	<p>Formative - Dyslexia assessments, assessments reports, report cards Summative - Increased proficiency in reading and 10% increase on state assessment</p>
<p>3.1.8 Utilize research based materials for differentiation in the 5 components of reading. (phonemic awareness, phonics, fluency, vocabulary, and comprehension)</p>	<p>Campus Admin Reading Coach Teachers Paras</p>	<p>each semester</p>	<p>(F)Title I (S)Local Funds (F)Title II, Part A</p>	<p>Formative - Lesson plans, staff development, sign in and agendas, coach's logs, budget request Summative - Increased proficiency in reading and 10% increase on state assessment</p>
<p>3.1.9 Renaissance Place will be used for AR, to supplement guided reading instruction, while also continuing the certifications and celebrations of the program.</p>	<p>Reading Coach Teachers Librarian</p>	<p>each semester</p>	<p>(F)Title I (S)Local Funds</p>	<p>Formative – Renaissance program reports Summative - Increased proficiency in reading and 10% increase on state assessment</p>
<p>3.1.10 Continue to provide Summer Library and Wednesday Night Family Reading Programs.</p>	<p>Campus Admin Librarian</p>	<p>each semester</p>	<p>(F)Title I (S)Local Funds,</p>	<p>Formative - Library circulation report, summer library log, family reading logs Summative - Increased proficiency in reading and 10% increase on state assessment</p>
<p>3.1.11 Continue to build our library collection that supports all curriculum areas and reading interest as well as our bilingual population.</p>	<p>Campus Admin Librarian</p>	<p>each semester</p>	<p>(F)Title I (S)Local Funds,</p>	<p>Formative - Library circulation report, summer library log, Summative - Increased proficiency in reading and 10% increase on state assessment</p>
<p>3.1.12 Encourage students and family reading through supplemental reading materials in the school and classroom libraries to address learning loss, increase reading fluency and comprehension, and build foundational skills for all students.</p>	<p>Campus Admin Librarian Teachers</p>	<p>Quarterly</p>	<p>(S) SCE (\$29,750)</p>	<p>Formative - Library circulation report, classroom reading centers Summative - Increased proficiency in reading and 10% increase on state assessment</p>

3.1.13 Continue to provide instructional aide for Reading Renaissance.	Campus Admin Librarian Teachers	each semester	(F)Title I (S)Local Funds	Formative - Certification reports and library circulation reports Summative - Increased proficiency in reading and 10% increase on state assessment
3.1.14 Based on the comprehensive needs assessment, faculty and staff will attend any relevant staff development needed in the area of reading.	Campus Admin Coaches Teachers Elem Curric Dir	quarterly	(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 state assessment
3.1.15 Retain 2nd - 4th academic coach position and K-1 Reading literacy specialist to provide staff development and assistance with the implementation of the reading curriculum	Assistant Supt of Hum Res Fed Prog Dir Campus Admin	each semester	(F)Title I (S) SCE (S) Early Ed Allotment (F) Title II, Part A	Formative - District staffing/PD sign in sheets Summative - Increased proficiency in reading and 10% increase on state assessment
3.1.16 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.	Campus Admin Coaches	each semester	(F)Title II, Part A (S)Local Funds (S)SCE	Formative - Extended Day lesson plans/attendance/ report cards Summative - Summative - Increased proficiency in reading and 10% increase on state assessment
3.1.17 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.	Campus Admin Coaches Elem Curric Dir	each semester	(S)Local Funds	Formative - Benchmark scores Summative - Increased proficiency in reading and 10% increase on state assessment
3.1.18 “Intervention and Enrichment” time will be used for all students, providing 30 minutes 4X 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 in reading.	Campus Admin Coaches Teachers Paras	each semester	(F)Title I, Part A (S)Local Funds	Formative - Benchmark results Summative - Increased proficiency in reading and 10% increase on state assessment
3.1.19 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.	Campus Admin Coaches Teachers	each semester	(F)Title I, Part A (S)Local Funds	Formative – RTI Logs Summative - Increased proficiency in reading and 10% increase on state assessment

<p>3.1.20 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.</p>	<p>Campus Admin Coaches Teachers</p>	<p>each semester</p>	<p>(F)Title I, Part A (S)Local Funds</p>	<p>Formative - STAR EL /STAR Reading reports Summative - Increased proficiency in reading and 10% increase on state assessment</p>
<p>3.1.21 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 at risk of not meeting the challenging state academic standards.</p>	<p>Campus Admin Interventionist</p>	<p>each semester</p>	<p>(S)Local Funds (S) SCE</p>	<p>Formative –Benchmark data, report cards, assessments/reports Summative - Increased proficiency in reading and 10% increase on state assessment</p>

3.2 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 i-Ready Math as Universal Screening and Progress monitoring tool in grades K-4	Campus Admin Coaches Teachers Campus Tech	each semester	(F)Title I, Part A (S)Local Funds	Formative - Universal screener data Summative – Increased proficiency in math and 10% increase on state assessments
3.2.2 Utilize the explicit and systematic interventions provided in i-Ready Math for targeted students in Math.	Campus Admin Coaches Teachers	each semester	(F)Title I, Part A (S)Local Funds	Formative - Universal screener data Summative – Increased proficiency in math and 10% increase on state assessments
3.2.3 Utilizing targeted groups and differentiated instruction, provide opportunities for all children to meet challenging state academic standards, along with the increased use of math stations, to allow small group teaching time. Paraprofessionals will provide assistance to students who are at risk of not meeting the state’s challenging academic standards.	Campus Admin Coaches Teachers	each semester	(F)Title I, Part A (S)Local Funds (S) SCE (S) Early Ed Allotment	Formative - Classroom observations/walk through/lesson plans Summative – Increased proficiency in math and 10% increase on state assessments
3.2.4 Utilize high quality/research based materials for differentiation in math and TEKS Resource for the rigor and alignment. Provide staff development in best practices for purchased materials.	Fed Prog Dir Campus Admin Coaches Teachers Elem Curric Dir.	each semester	(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 state assessments
3.2.5 Utilize data from i-Ready math and PISD assessments to individualize math instruction. (SW#2 SP#2,4)	Campus Admin Coaches Teachers Campus Tech Coord	each semester	(F)Title I, Part A (S)Local Funds	Formative – Data/assessment reports/lesson plans Summative – Increased proficiency in math and 10% increase on state assessments
3.2.6 Continue benchmark/mock testing in grades 2-4 to prepare for the STAAR test.	Coaches Teachers	each semester	(S)Local Funds	Formative – Testing results and data Summative – Increased proficiency in math and 10% increase on state assessments

3.2.7 “Intervention and Enrichment” time will be used for all students, providing 30 minutes 4X 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 in math.	Campus Admin Coaches Teachers Paras	each semester	(F)Title I, Part A (S)Local Funds	Formative - Benchmark results Summative – Increased proficiency in math and 10% increase on 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.	Campus Admin Coaches Teachers	each semester	(F)Title I, Part A (S)Local Funds (S)SCE	Formative - Extended dayl plans/ attendance/report cards Summative – Increased proficiency in math and 10% increase on state assessments
3.2.9 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.	Campus Admin Coaches Teachers	each semester	(F)Title I, Part A (S)Local Funds	Formative –RTI Logs Summative – Increased proficiency in math and 10% increase on state assessments
3.2.10 Retain academic coach position to provide staff development and assistance with the implementation of the math curriculum.	Assistant Supt of Hum Res Fed Prog Dir Campus Admin	each semester	(F)Title I	Formative –District staffing/PD logs/sign in Summative – Increased proficiency in math and 10% increase on state assessments
3.2.11 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.	Campus Admin Interventionist	each semester	(S)Local Funds (S) SCE	Formative –Benchmark data, report cards, assessments/reports Summative – Increased proficiency in math and 10% increase on state assessments
3.2.12 Based on the comprehensive needs assessment, faculty and staff will attend any relevant staff development needed in the area of math.	Campus Admin Coaches TeachersElem Curric Dir.	each semester	(S)Local Funds (F)Title II, Part A	Formative –Benchmark data, report cards, assessments/reports Summative – Increased proficiency in math and 10% increase on state assessments
3.2.13 Add a math K-1 specialist to provide staff development and assistance with the implementation of the math curriculum.	Asst Supt of Human Res. Fed Prog Dir	each semester	(F)Title I	Formative –District staffing/PD logs/sign in Summative – Increased proficiency in math and 10% increase on state assessments
3.1.14 Incorporate Saxon Math in daily instruction in grades K-2 and align lessons to TEKS.	Campus Admin Coaches Teachers	each semester	(F)Title I, Part A (S)Local Funds	Formative –District staffing/PD logs/sign in Summative – Increased proficiency in math and 10% increase on state assessments

3.3 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
<p>3.3.1 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.</p>	<p>Campus Tech Teachers Librarian</p>	<p>each semester</p>	<p>(F)Title I, Part A (S)Local Funds</p>	<p>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 tests in 5th grade.</p>
<p>3.3.2 Continue to add chromebooks, classroom computers, laptops, Ipads, charging carts, flat panel/interactive TVs, and other technology to engage students and address the needs of all learners in meeting the challenging state academic standards.</p>	<p>Campus Admin Fed Prog Director Campus Tech Technology Dir.</p>	<p>quarterly</p>	<p>(F)Title I, Part A (S)Local Funds (S)Bilingual/ESL</p>	<p>Formative - Inventory list of computers/repair records/tech portfolios Summative – Increase in class computers by 1 per room.</p>
<p>3.3.3 Provide staff development on new and/or 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 technology standards.</p>	<p>Campus Tech Teachers Coaches</p>	<p>quarterly</p>	<p>(F)Title II, Part A (S)Local Funds</p>	<p>Formative - Sign in sheets, agendas Summative – 10% increase use of technology in content areas on end of year teacher survey.</p>
<p>3.3.4 Implement digital delivery of instructional material through platforms and tools such as Google Classroom, Smore, Screencastify, SeeSaw, and other related applications.</p>	<p>Campus Tech Teachers Coaches</p>	<p>quarterly</p>	<p>(F)Title II, Part A (F) Title IV (S)Local Funds</p>	<p>Formative – Class observ/walk through/lesson plans Summative –Increased proficiency in math and reading skills and improved scores on benchmark and state assessment by 10%.</p>
<p>3.3.5 Integrate technology into the core instruction in order to provide opportunities for all children to meet the challenging state technology standards, with programs including:)** Brain Pop **Read Naturally **Flocabulary **Starfall **PebbleGo</p>	<p>Campus Admin Fed Prog Dir Campus Tech Coord Teachers</p>	<p>each semester</p>	<p>(F)Title I, Part A</p>	<p>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%.</p>

<p>3.3.6 Continue technology lab classes during rotation schedule for all grade levels.</p>	<p>Campus Tech Campus Admin Fed Prog Dir</p>	<p>each semester</p>	<p>(S)Local Funds (F)Title I, Part A</p>	<p>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%.</p>
<p>3.3.7 Teachers will provide students with opportunities to conduct research, provide distance learning opportunities. and utilize technology to enhance their learning.</p>	<p>Campus Admin Campus Tech Coaches Teacher</p>	<p>each semester</p>	<p>(F)Title I, Part A (S)Local Funds</p>	<p>Formative - Class obser/walk through/lesson plans/report cards Summative - Increased proficiency in technology skills and improved scores on tech assessments by 5%.</p>
<p>3.3.8 Use of Chromebooks to provide Google Classroom activities and lessons necessary for a well-rounded education.</p>	<p>Coaches Campus Tech Teachers</p>	<p>each semester</p>	<p>(F)Title II, Part A (S)Local Funds</p>	<p>Formative – Inventory list, lesson plans Summative – Increase in teacher participation in use of technology in their instruction</p>

3.4 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
<p>3.4.1 All teachers will utilize Writer’s Workshop and 4 Boxes Writing Graphic Organizer including components: mini-lesson, editing and revising, teacher conferencing, and writer’s sharing time.</p>	<p>Campus Admin Elem Curric Dir Teachers</p>	<p>each semester</p>	<p>(S)Local Funds</p>	<p>Formative - Lesson plans/ rubric scores/ writing portfolios Summative -10% increase in raw scores on state writing test.</p>
<p>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.</p>	<p>Campus Admin Coaches Teachers</p>	<p>each semester</p>	<p>(F)Title I, Part A (S)Local Funds</p>	<p>Formative - Lesson plans/ rubric scores/ writing portfolios Summative - 10% increase in raw scores on state writing test.</p>
<p>3.4.3 Benchmark in grades 2- 4 to prepare for the STAAR test.</p>	<p>Campus Admin Coaches Teachers</p>	<p>each semester</p>	<p>Local funds</p>	<p>Formative - report cards/assessments/ benchmarks Summative - 10% increase in raw scores on state writing test.</p>
<p>3.4.4 Continue campus wide vocabulary focus with a “Wise Owl Vocabulary Word” of the week. Daily announcements using the word in definitions, sentences, usage, synonyms, and antonyms will be used each morning.</p>	<p>Campus Admin Coaches Teachers</p>	<p>each semester</p>	<p>Local funds</p>	<p>Formative - Lesson plans/ rubric scores/ writing portfolios Summative - 10% increase in raw scores on state writing test.</p>
<p>3.4.5 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.</p>	<p>Campus Admin Coaches Writing Lab Teacher</p>	<p>each semester</p>	<p>(F)Title I, Part A (S)Local Funds</p>	<p>Formative - report cards/assessments/ benchmarks Summative - 10% increase in raw scores on state writing test.</p>
<p>3.4.6 Continue Paris ISD’s formal handwriting instruction at all grade levels and assess handwriting on the report card.</p>	<p>Campus Admin Writing Lab Teacher</p>	<p>each semester</p>	<p>(S)Local Funds</p>	<p>Formative - handwriting samples Summative - improved handwriting</p>

3.5 Justiss Elementary Campus Improvement Plan

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>3.5.1 All mainstream special education students will be supported by the special education teacher or an assistant in core academic classrooms, and the special education teacher will plan, align, and coordinate instruction with the math and reading teachers.</p>	<p>Campus Admin Sp Serv. Dir</p>	<p>Quarterly</p>	<p>(F) IDEA Special Education (S) Local</p>	<p>Formative - Universal screener data, RTI logs Summative -Students in special population programs will meet or exceed IEP goals and 10% increase in raw scores on appropriate state tests taken by special education students.</p>
<p>3.5.2 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.</p>	<p>Campus Admin Coaches Teachers</p>	<p>quarterly</p>	<p>(F)Title I, Part A (S)Local Funds (S)SCE</p>	<p>Formative - Universal screener data, RTI logs Summative -Students in special population programs will meet or exceed IEP goals and 10% increase in raw scores on appropriate state tests taken by special education students.</p>
<p>3.5.3 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.</p>	<p>Campus Admin Sp Serv. Teachers</p>	<p>annually</p>	<p>(F)IDEA Special Education (S)Local Funds</p>	<p>Formative - IEP's, grades, benchmarks Summative -Students in special population programs will meet or exceed IEP goals and 10% increase in raw scores on appropriate state tests taken by special education students.</p>
<p>3.5.4 Provide inclusion services for special education students , particularly to address the needs not meeting the challenging state academic standards.</p>	<p>Campus Admin Sp Serv. Teachers Teachers</p>	<p>quarterly</p>	<p>(F)IDEA Special Education (S)Local Funds</p>	<p>Formative - IEP's, grades, benchmarks Summative -Students in special population programs will meet or exceed IEP goals and 10% increase in raw scores on appropriate state tests taken by special education students.</p>
<p>3.5.5 Students 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.</p>	<p>Campus Admin Sp Serv. Dir Sp Serv. Teachers Teacher</p>	<p>quarterly</p>	<p>(F)IDEA Special Education (S)Local Funds</p>	<p>Formative - IEP's/ ARD notes/lesson plans Summative -Students in special population programs will meet or exceed IEP goals and 10% increase in raw scores on appropriate state tests taken by special education students.</p>

<p>3.5.6 Students identified under 504 will receive appropriate accommodations as specified in each student's plan assisting them in meeting the challenging state standards.</p>	<p>Campus Admin Coaches Teachers</p>	<p>quarterly</p>	<p>(S)Local Funds (S)SCE</p>	<p>Formative - IEP's/ AEIS Summative -Students in special population programs will meet or exceed IEP goals and 10% increase in raw scores on appropriate state tests taken by special education students.</p>
<p>3.5.7 Identify and serve ELL students with certified Bilingual or ESL teachers and materials.</p>	<p>Campus Admin ESL Teachers</p>	<p>annually</p>	<p>(F)Title I, Part A (S)Local Funds (S)Bilingual/ESL</p>	<p>Formative - Attendance records/LPAC records/ PEIMS,/ESL annual review Summative -Students in special population programs will meet or exceed state standards on assessments by 10%.</p>
<p>3.5.8 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.</p>	<p>Campus Admin TP Teachers GT Coordinator Elem Curric Dir.</p>	<p>annually</p>	<p>(S)Local Funds</p>	<p>Formative - GT Staff Development certificates/agendas Summative - Students in special population programs will meet or exceed state standards on assessments by 10%.</p>
<p>3.5.9 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.</p>	<p>Campus Admin Socrates Teacher GT Coordinator Elem Curric Dir.</p>	<p>annually</p>	<p>(S)Local Funds</p>	<p>Formative - GT newsletter/lesson plans Summative -Students in special population programs will meet or exceed state standards on assessments by 10%.</p>
<p>3.5.10 Students identified as TP, in grades 2 – 4 will be provided additional targeted instruction. This will be done through weekly enrichment pullout classes in order to provide an enriched and accelerated curriculum with an end goal of testing into the GT program of Socrates.</p>	<p>Campus Admin TP Teacher GT Coordinator Elem Curric Dir.</p>	<p>annually</p>	<p>(S)Local Funds</p>	<p>Formative - GT newsletter/lesson plans Summative -Students in special population programs will meet or exceed state standards on assessments by 10%.</p>
<p>3.5.11 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.</p>	<p>Fed Prog Dir Campus Admin Coaches Teachers Bil/ESL Coord</p>	<p>annually</p>	<p>(F)Title II, Part A (S)Local Funds (S)Bilingual/ESL (F) Title III Bilingual</p>	<p>Formative - TELPAS reports/report cards/training logs Summative - Students in special population programs will meet or exceed state standards on assessments by 10%/TELPAS scores by 10%.</p>

<p>3.5.12 Students identified as being dyslexic will be provided services by dyslexia teachers in order to address the needs of those at risk of not meeting the challenging state academic standards.</p>	<p>Fed Prog Dir Campus Admin Dyslexia Specialist</p>	<p>Each semester</p>	<p>(F)Title I, Part A (S)Local Funds</p>	<p>Formative - Dyslexia screening data/RTI tier 2 logs Summative -Students in special population programs will meet or exceed state standards on assessments by 10%.</p>
<p>3.5.13 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 addressing the needs of those at risk of not meeting the challenging state academic standards.</p>	<p>Campus Admin Coaches Teachers</p>	<p>quarterly</p>	<p>(F)Title I, Part A (S)Local Funds</p>	<p>Formative - Universal screener data/RTI logs Summative - Students in special population programs will meet or exceed state standards on assessments by 10%.</p>
<p>3.5.14 Certified bilingual teachers will serve students identified as bilingual.</p>	<p>Campus Admin Paras Fed Prog Dir Teachers</p>	<p>annually</p>	<p>(S)Local Funds (S)Bilingual/ESL (F) Title III Bilingual (S)SCE</p>	<p>Formative - TELPAS reports/report cards Summative - Students in special population programs will meet or exceed state standards on assessments by 10%. Increase TelPas scores by 10%.</p>
<p>3.5.15 Teachers serving ELL students will obtain TELPAS certification.</p>	<p>Campus Admin Teachers Fed Prog Dir</p>	<p>annually</p>	<p>(S)Local Funds</p>	<p>Formative - Student records Summative - 100% of teachers of ELL students have TELPAS certification.</p>
<p>3.5.16 Identify and serve ELL students w/certified teachers while using appropriate materials and technology.</p>	<p>Fed Prog Dir Teachers Campus Admin Campus Tech</p>	<p>annually</p>	<p>(S)Local Funds (S)Bilingual/ESL (F) Title III Bilingual</p>	<p>Formative - TELPAS reports/report cards Summative - Students in special pops programs will meet or exceed state standards on assessments by 10%. Increase TelPas scores by 10%.</p>
<p>3.5.17 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.</p>	<p>Campus Admin Counselor Teachers Dyslexia Specialist Coaches</p>	<p>annually</p>	<p>(F)Title I (S)Local Funds</p>	<p>Formative - Dyslexia screener, student data collection Summative - Increased proficiency in reading and 10% increase on state assessments</p>

4.1 Justiss Elementary Campus Improvement Plan

Goal 4. RESOURCES PROVIDED TO PROVIDE AN EXEMPLARY EDUCATIONAL PROGRAM

Objective 1. Provide enrichment opportunities for all students.

Activity/Strategy	Person(s)Responsible	Timeline	Resources	Evaluation
<p>4.1.1 Provide physical education/fitness program to address childhood obesity and life-long fitness, ensuring all students participate in moderate or vigorous physical activity for at least 135 minutes during each school week.</p>	<p>Campus Admin Teacher</p>	<p>annually</p>	<p>(S)Local Funds</p>	<p>Formative - Fitness gram results, lesson plans Summative - Students meet/exceed state fitness guidelines with FitnessGram Program.</p>
<p>4.1.2 Provide character education and social skills along with bullying and hero education through counseling programs and weekly Bully Alert/The Beginnings of a Hero program through Character Education Network.</p>	<p>Campus Admin Counselor</p>	<p>annually</p>	<p>(S)Local Funds</p>	<p>Formative - Office/counselor referrals Summative – Decrease in student discipline referrals by 3% on eoy report.</p>
<p>4.1.3 Students will have the opportunity to try out and participate in the Choir, Justiss Jammers, Art Club, and Student Council.</p>	<p>Campus Admin Club Sponsors</p>	<p>annually</p>	<p>(S)Local Funds</p>	<p>Formative – Student participation/concert programs Summative -Increase in student extracurricular participation by 5%/ decrease in discipline referrals by 3% on eoy report.</p>
<p>4.1.4.Provide summer school for qualifying students with transportation provided.</p>	<p>Campus Admin Teachers</p>	<p>annually</p>	<p>(F)Title I, Part A (S) Local Funds (S)SCE-District Funds</p>	<p>Formative - Report cards/attendance sheets/lesson plans Summative - 85% of students attending summer school will be promoted.</p>
<p>4.1.5 Students identified as migrants, homeless, and/or living in foster care will receive appropriate resources and instructional services.</p>	<p>Campus Admin Counselor Fed Prog Dir Migrant, Homeless, and Foster Care Liaisons</p>	<p>quarterly</p>	<p>(F)Title I, Part A (F) Title I, Part C (S) Local Funds</p>	<p>Formative - Region 8 shared serves report Summative -10% increase in achievement in migrant student scores on state and local assessments.</p>

4.2 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 the state base.	Campus Admin Assistant Supt. Human Res Resources Elem Curric Dir. Fed Prog Dir	Quarterly	(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.	Campus Admin Assistant Supt. Human Res SET Team	Annually	(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.	Fed Prog Dir Campus Admin	Each Semester	(F)Title II, Part A	Formative – Professional development schedules Summative - 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.	Fed Prog Director Campus Admin	Quarterly	(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.	Campus Admin Assistant Supt. Human Res SET Team	Annually	(F)Title II, Part A: Principal Teacher Improvement (S)Local Funds	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 taught by unqualified, out-of-field, or inexperienced teachers.	Campus Admin SET Team	Annually	(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.

<p>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.</p>	<p>Fed Prog Director Campus Admin</p>	<p>Annually</p>	<p>(S) Local Funds (F) Title II, Part A</p>	<p>Formative - Faculty appropriately certified roster Summative - 100% of Justiss teachers are Appropriately Certified.</p>
<p>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.</p>	<p>Campus Admin Asst. Supt. of Instr</p>	<p>Annually</p>	<p>(S) Local Funds (F) Title I, Part A (F) Title II, Part A</p>	<p>Formative - Professional development certificates, logs, and sign in sheets Summative - 100% of PD attended by Justiss staff is aligned with the needs of the teacher and the CIP needs assessment.</p>
<p>4.2.9 Create and implement an on campus cohort for new teacher support that promotes teacher retention and student success.</p>	<p>Campus Admin Coaches</p>	<p>Each 9-weeks</p>	<p>(S)Local Funds</p>	<p>Formative - CoHort sign in sheets and agendas Summative - Retain 100% of new hires</p>

4.3 Justiss Elementary Campus Improvement Plan

Goal 4. RESOURCES PROVIDED TO PROVIDE AN EXEMPLARY EDUCATIONAL PROGRAM

Objective 3: Coordinate Federal, State, and Local programs and services and address Federal requirements

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>4.3.1 Disseminate a Campus Report Card to parents, individual student academic assessment results in a language that the parents can understand with interpretation of results, and communication to parents in a language parents can understand.</p>	<p>Fed Prog Director Campus Admin</p>	<p>Annually</p>	<p>(F) Title I, Part A (S) Local Funds</p>	<p>Informed and aware parents on school progress and student progress</p>
<p>4.3.2 Various State and Local Funds will be integrated and coordinated throughout the school to ensure their effective use and the elimination of duplication of effort. General operating funds will be used to provide the basic instructional program while other Federal and State funds, including but not limited to, Title 1, Part A; Title 11, Part A; and State Compensatory Education, will be used to implement the school wide program designed to upgrade the entire instruction program.</p>	<p>Fed Prog Director Campus Admin</p>	<p>Monthly</p>	<p>(S) Local Funds (F) Title I, Part A (F) Title II, Part A (F) Title III Bilingual/ESL (S) SCE (S) Local Funds</p>	<p>Federal Grant Applications</p>
<p>4.3.3 Continue to provide tutorials (before, during, and/or after school) and related materials for struggling students to meet the challenging State academic standards.</p>	<p>Principals Instructional Coaches</p>	<p>Each Nine Week Reporting Period</p>	<p>Title I, Part A Title V SCE ESSER III TCLAS Local</p>	<p>5% increase in state assessment results for tutorial students; 5% increase in early reading instrument /STAR math (K-2)</p>

5.1 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
<p>5.1.1 Provide staff development for existing programs/best practices during and after school. Including but not limited to: Best Practices for brain based learning, informal assessment, Reader’s Workshop, Writer’s Workshop, Thinking Maps, Response to Intervention, Poverty Training, Newline, Co-Teaching, and Chromebook training.</p>	<p>Elem Curric Dir Campus Admin Fed Prog Dir Coaches</p>	<p>Monthly</p>	<p>(F)Title III Bilingual (S)Local Funds (F)Title II, Part A</p>	<p>Formative - Record of staff development attendance Summative - 10% increase in raw scores on state mandated tests; meet ARD expectations</p>
<p>5.1.2 Staff development will be provided on DMAC including the use of DMAC for disaggregation of data to develop student intervention plans.</p>	<p>Elem Curric Dir Director Coaches</p>	<p>Annually</p>	<p>(F)Title II, Part A (S)Local Funds</p>	<p>Formative - Teacher observation/ STAAR test results /TEKS/DMAC Training Summative - 10% increase proficiency on all state assessments.</p>
<p>5.1.3 Provide campus planning time with PLC to ensure staff development plans meet current needs assessment.</p>	<p>Campus Admin Coaches Teachers</p>	<p>Annually</p>	<p>(S)Local Funds, (F)Title II, Part A</p>	<p>Formative - Passing rates STAAR test results/ Teacher observation Summative - 10% increase proficiency on all state assessments.</p>
<p>5.1.4 Provide professional development to recruit and 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. Continue staff development in increased rigor of state standards with study of TEKS, Supporting/Readiness Standards.</p>	<p>Campus Admin Fed Prog Dir Acad. Coaches Campus Admin Teachers Rdg Recovery</p>	<p>Each 9 weeks</p>	<p>(F)Title III Bilingual (S)Local Funds (F)Title II, Part A (F)IDEA Special Education</p>	<p>Formative - Passing rates STAAR test results/ Teacher observation Summative - 10% increase proficiency on all state assessments.</p>
<p>5.1.6 Administrators will participate in quality professional development in order to effectively assist the teachers in class instruction and student learning.</p>	<p>Campus Admin Federal Programs Director</p>	<p>Annually</p>	<p>(S)Local Funds (F)Title I, Part A (F)Title II, Part A (F)IDEA Special Education</p>	<p>Formative - Record of professional development attendance Summative - 10% increase in raw scores on state mandated tests; meet ARD expectations</p>

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%	

3.1.3 Supplement reading instruction with the use of computer programs Amplify Reading (K-2), Raz Plus (K-3), Istation (bilingual K-2), and Read Naturally to provide opportunities for all children to meet challenging state academic standards .	Campus Admin Coaches Teachers Campus Tech	each semester	(F)Title I, Part A (S) Early Ed Allotment (S)Local Funds	Formative - Universal screening data Summative - Increased proficiency in reading and 10% increase on state assessment
3.1.4 Utilize the explicit and systematic interventions provided in Amplify Reading (K-2), Raz Plus (K-3), Istation (bilingual K-2), and Read Naturally for targeted students in Reading.	Campus Admin Coaches Teachers Campus Tech	each semester	(F)Title I, Part A (S) Early Ed Allotment (S)Local Funds	Formative - Universal screening data Summative - Increased proficiency in reading and 10% increase on state assessment
3.1.16 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.	Campus Admin Coaches	each semester	(F)Title II, Part A (S)Local Funds (S)SCE	Formative - Extended Day lesson plans/attendance/ report cards Summative - Summative - Increased proficiency in reading and 10% increase on state assessment

<p>3.1.18 “Intervention and Enrichment” time will be used for all students, providing 30 minutes 4X 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 in reading.</p>	<p>Campus Admin Coaches Teachers Paras</p>	<p>each semester</p>	<p>(F)Title I, Part A (S)Local Funds</p>	<p>Formative - Benchmark results Summative - Increased proficiency in reading and 10% increase on state assessment</p>
<p>3.1.19 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.</p>	<p>Campus Admin Coaches Teachers</p>	<p>each semester</p>	<p>(F)Title I, Part A (S)Local Funds</p>	<p>Formative – RTI Logs Summative - Increased proficiency in reading and 10% increase on state assessment</p>
<p>3.1.21 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 at risk of not meeting the challenging state academic standards.</p>	<p>Campus Admin Interventionist</p>	<p>each semester</p>	<p>(S)Local Funds (S) SCE</p>	<p>Formative –Benchmark data, report cards, assessments/reports Summative - Increased proficiency in reading and 10% increase on state assessment</p>
<p>3.2.3 Utilizing targeted groups and differentiated instruction, provide opportunities for all children to meet challenging state academic standards, along with the increased use of math stations, to allow small group teaching time. Paraprofessionals will provide assistance to students who are at risk of not meeting the state’s challenging academic standards.</p>	<p>Campus Admin Coaches Teachers</p>	<p>each semester</p>	<p>(F)Title I, Part A (S)Local Funds (S) SCE (S) Early Ed Allotment</p>	<p>Formative - Classroom observations/walk through/lesson plans Summative – Increased proficiency in math and 10% increase on state assessments</p>
<p>3.2.11 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.</p>	<p>Campus Admin Interventionist</p>	<p>each semester</p>	<p>(S)Local Funds (S) SCE</p>	<p>Formative –Benchmark data, report cards, assessments/reports Summative – Increased proficiency in math and 10% increase on state assessments</p>
<p>3.2.7 “Intervention and Enrichment” time will be used for all students, providing 30 minutes 4X 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 in math.</p>	<p>Campus Admin Coaches Teachers Paras</p>	<p>each semester</p>	<p>(F)Title I, Part A (S)Local Funds</p>	<p>Formative - Benchmark results Summative – Increased proficiency in math and 10% increase on state assessments</p>

Justiss Elementary Campus Improvement Plan

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
5. 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;
6. is pregnant or is a parent;
7. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
8. has been expelled in accordance with Section 37.007 during the preceding or current school year;
9. is currently on parole, probation, deferred prosecution, or other conditional release;
10. was previously reported through the Public Education Information System (PEIMS) to have dropped out of school;
11. is a student of Limited English Proficiency, as defined by Section 29.052;
12. 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;
13. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or 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.
14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.