

Thomas S. Justiss Elementary School

Campus Improvement Plan 2020-2021



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:10-19-2020

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 Prihoda	2nd grade (teacher)
Lisa Brandenburgh	3rd grade (teacher)
Maranda Mahon	4th grade (teacher)
Allison Hanley	Technology (teacher)
Stephanie Connot	Special Pops (teacher)
Janita Martinez	Special Education (teacher)
Belinda Peeples	Paraprofessional
Stephanie Montesdeoca	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

Revised 3-22-21

TEA Strategic Priorities:

Recruit, support, retain teachers and principals

Build a foundation of ready and math

Connect high school to career and college

Improve low-performing schools

Element 3 – SWP Parent and Family Engagement Requirements

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	\$304,967	2.81
Title I, Part C (Migrant)	Region 8 SSA	0
Title II, Part A	\$25,107	0
Title III, Part A (LEP)	Region 8 SSA	0
State Programs/Funding Source		
Early Education Allotment	\$98,281	2.5
State Compensatory Education (Supports Title I School wide Program funds)	\$259,568	10.88
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	

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	26.5%	36.1%	28.4%	8.9%	92.5%	29.7%	64.6%	20.4%	16.5%
State	12.6%	52.6%	27.4%	7.5%	60.6%	19.5%	50.1%	42.4%	15.4%

*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. We have had a consistent increase in enrollment with a decrease in homelessness, which is a positive for our campus.

We would like to raise the number of Gifted and Talented students while lowering the number of at-risk students at Justiss. Another strain we would like to address is the student/teacher ratio, which is high for the amount of at-risk students.

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%	9%	82%	0%	20.1%	12.4
State	10.6%	27.7%	58.4%	3.3%	15.7%	11.1

*Source: Texas Academic Performance Report for School Year 2018-2019

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 continue 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. During the previous year a schedule was implemented where a principal or assistant principal was present during each PLC. The teacher turnover rate this year was 10% which was down 4% from last year. Staff and administrators are surveyed on professional development needs which, along with assessments results, drives professional development. This year with the Covid-19 pandemic we will not have state assessment information and will have to use local assessment data to drive our professional development.

Through the CNA we found faculty and staff absences were high so this will be set as a priority for this year with initiatives being taken to encourage better attendance. Other areas of focus will be updating technology for teachers and continuing to recruit diverse teachers for our diverse population.

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. Through our CNA we discovered Saxon Math is not rigorous enough to meet the grade level guidelines of the state TEKS and the state assessment. For 20-21, all teachers will utilize TEKS resource system to ensure the rigor and alignment for math is in their 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. 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.

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 on how to use the programs on the Chromebooks and the need for more Chromebooks. Eventually, one-to-one for students in 2nd-4th grades.

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.

We have no state assessment date 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 20-21 year.

Due to time loss this past year while out the last 9 weeks of school we will focus on interventions to fill the gaps in reading and learning loss in reading. We plan to implement Read Naturally to 2nd grade and to 3rd and 4th grade RTI students. We will be in need of a strong research based intervention math program for our students for the same reason and will be implementing this as well.

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, and welcoming environment 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. The faculty described Justiss as a family and students feel encouraged and supported. Attendance is at 97% which is up 1% from the previous year. 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 all contribute to the positive attendance percentages.

A priority for our campus this year will be to address racial barriers and student's self worth. We will focus on educating our students through avenues that will help them construct a positive sense of self and a respectful understanding of others.

CNA

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 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 will be remediation for all students in core subject areas due students missing 9 weeks of school because of Covid - 19. Also we will encourage more volunteering and work to prepare for the visitors they know what to expect of them and materials prepared and ready.

Technology: The campus technology resources include classroom computers, laptops, ipads, Osmos, computer labs, Chromebooks, document cameras, smart boards. 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 to access for online activities), Google drive, social media outreach, and our Justiss tech.

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 weakness as always, will be lack of devices, and we will work to increase our amount of iPads for our K-1 students and Chrome books for 2-4 students. We look to add devices for our rotation teachers and devices for teachers to engage students.

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 200 parents in attendance. For our Meet the Teacher and Open house we welcomed over 300 parents. For Meet the Teacher/Big 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.

One of the most important events we have that involves parent's attendance is our weekly Rise Up Assembly on Friday Mornings. This and our weekly Wednesday Night Family Reading are well attended and bring parents out to the school.

We are going to 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. We have about 50 but with our high risk numbers we need many more.

Component	Strengths	Needs	Action Plan: Priorities for addressing needs
Demographics	<ul style="list-style-type: none"> • Consistent increase in enrollment • Decrease of homelessness • 30% of teachers with 11-20 years of teaching experience 	<ul style="list-style-type: none"> • Number of GT students • Number of At-Risk students • Student/teacher ratio high for amount of At-risk students 	<ul style="list-style-type: none"> • Identify for GT students • Provide more parent training • Reduce class size
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 • Diverse teach staff • Updated technology for teachers 	<ul style="list-style-type: none"> • Small monthly awards for perfect attendance, competition between grade level staff, quarterly awards • Continue to recruit diverse teachers • Look for grants for technology
Curriculum, Instruction, & Assessment	<ul style="list-style-type: none"> • Provides interventionists in reading and math to support student growth • Opportunities with different technology programs to promote student growth where there is instructional gaps • Multiple resources to pull from instructional support in math and ELAR 	<ul style="list-style-type: none"> • Campus has only one math interventionist for K-4th grades where reading has 2 and also 2 dyslexia teachers • Would like to have one-to-one Chrome books with Professional Development on how to use the programs. • Saxon math lacks the rigor and alignment needed. 	<ul style="list-style-type: none"> • Primary grade math interventionist • Chromebooks for all students • Utilize TEKS resources for rigor and alignment for math.

Student Achievement	<ul style="list-style-type: none"> • Intervention support and systems and programs • Meeting the needs of students academically, socially, emotionally and overall health and well-being • Teacher and Staff collaboration 	<ul style="list-style-type: none"> • Intervention to fill the gaps in reading and learning loss in reading • Strong tier 2 and tier 3 intervention program in math • new teacher support and training 	<ul style="list-style-type: none"> • Implement Read Naturally to all students in 2nd grade and continue for RTI students in 3rd and 4th grades • Seek and procure a research based math intervention program • Create an on campus cohort for new teachers support that promotes teacher retention and student success
School Culture & Climate	<ul style="list-style-type: none"> • Provisions for all needs, physical, emotional, and social • Fine arts programs and Friday Assemblies • Staff appreciation by both principals and Sunshine Committee 	<ul style="list-style-type: none"> • Understand and implementing PBIS • Address racial barriers and self worth • Coping skills and conflict resolution 	<ul style="list-style-type: none"> • PBIS • Racial barriers and self worth • Conflict resolution and coping skills
School Context & Organization	<ul style="list-style-type: none"> • High expectations clearly communicated • Development of community partnerships • Opportunity for parent teacher input 	<ul style="list-style-type: none"> • Due to Covid-19, need time for remediation • Volunteers- need to increase our volunteer time • Math training and training for subjects most impacted by Covid-19 	<ul style="list-style-type: none"> • Remediation time built in for gaps due to COVID-19 • Volunteer activities prepared for class visitors so they know what is expected of them • Additional training for subjects most impacted by COVID-19
Technology	<ul style="list-style-type: none"> • Social Network • Tech Support • Communication-Justiss Tech, Lab, Online Calendar, Google Drive for sharing • 	<ul style="list-style-type: none"> • Lack of Devices: for students and also for teachers to engage students • Reading Programs • Need to streamline Reading Programs and add more Read Naturally licenses 	<ul style="list-style-type: none"> • Increase devices -Increase our Chromebook devices on campus so to have one to one for all students K - 4th grade: also increase teacher technology to enhance their abilities to engage students. • Figure out what reading programs we will use through study and research • Increase Read Naturally for 2nd grade to fill learning gaps - doubling the licenses possibly

Family & Community Involvement	<ul style="list-style-type: none"> • Rise Up Friday Assemblies • Family Reading Nights • Back to School Bash 	<ul style="list-style-type: none"> • PTO Parent Involvement • More mentors in Mentoring Program • More overall parent involvement 	<ul style="list-style-type: none"> • Snacks and drinks at PTO meetings, add ZOOM • Need more men mentors to “adopt” students from the same family • Provide incentives for involvement; gift card drawings, community donations
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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
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. (SP#2,4)	Campus Admin Teachers	quarterly	(S)Local Funds	Formative – Attendance Reports Summative - Attendance at 97% or above.
1.1.2 Provide incentives and recognition for staff and students monthly and each 9-weeks for perfect attendance during Rise Up Assembly. (SP#1,4)	Campus Admin Counselor Teachers	quarterly	(S)Local Funds Principal Fund PTO	Formative – Attendance Reports Summative - 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 Admin Counselor Teachers	each semester	(F)IDEA Special Education, (F)Title I (S)Local Funds	Formative – Counselor Logs Summative - 3% decrease in office referrals
1.1.4 Ensure facility, campus, and environment are safe for all stakeholders.	Campus Admin Faculty/Staff SRO Officer	quarterly	(S)Local Funds (F)Title 4	Formative - Drill Logs, School Check in System Summative – 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 Admin Counselor Teachers	each semester	(S)Local Funds	Formative – 9 Weeks Discipline Referral Reports Summative - 3% decrease in office referrals
1.1.6 Implement positive student behavior program, guidance lessons K-4 th , CORE Essential Character Ed, produced via program relationship with Chick Fil A. The traits are reinforced campus wide with Caught in	Campus Admin Counselor Teachers	each semester	(S)Local Funds	Formative – Weekly recognition of classroom “Super Kids”, Recognizing students caught carrying out the monthly character

the Act Tickets and weekly recognition at the Rise Up Assemblies. (SP#4)				trait daily tally, weekly campus winners at Friday assembly, recognition in Campus Newsletter Summative - 3% decrease in office referrals
1.1.7 Continue small group behavior management counseling sessions with the addition this year of conflict resolution, coping skills, self worth, and addressing racial barriers (SW#2 SP#4)	Counselor	annually	(F)Title I (S)Local Funds	Formative –Counselor logs Summative - 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 with a focus on recruiting more male mentors based on findings in our CNA.(SP#4)	Campus Admin Counselor/Coaches Mentors	annually	(S)Local Funds	Formative – Volunteer logs and sign in sheets Summative - 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. (SW#1,2 SP#4)	Campus Admin Counselor Teachers SET Team	each semester	(O)Principal Fund (S)Local Funds (F) Title I, Part A (F)Bilingual/ESL	Formative - Agendas, Performance Programs, Newsletters Summative - 3% increase in student attendance and 3% decrease in office referrals
1.1.10 Continue our Friday “Rise Up” Assemblies recognizing: <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 (SP#4) 	Campus Admin Counselor Teachers	each semester	(S)Local Funds	Formative –Newsletters Summative - 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 Admin Counselor	each semester ending	(S)Local Funds	Formative - Attendance Reports Summative - 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	Formative - Attendance Reports Summative - 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)	Asst. Principal Attendance Clerk Teachers	2 x a semester	(S)Local Funds	Formative - Attendance Reports Summative - 3% increase in student attendance
1.1.14 Campus Crisis Team will meet once each semester to review procedures. (SP#4)	Campus Admin Crisis Team SRO Officer	each semester	(S)Local Funds	Formative - Crisis team minute meetings/ school calendar Summative - Team’s met
1.1.15 Facilitate an effective transition to Justiss for upcoming kindergarten students and to Crockett Intermediate School for 4 th grade students. (SW#2 SP#4)	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

1.116 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 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
1.1.17 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 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
2.1.1 Inform parents of 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.(SW#3 SP#4)	Campus Admin teachers	Annually	(F)Title I, Part A (S)Local Funds	Formative - Report Card/conference logs Summative –Increase parent involvement by 3%
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) (SW#1,3 SP#4)	Campus Admin Coaches Librarians, PTO Teachers	each semester	(F)Title I, Part A (S)Local Funds	Formative - Parent sign in logs/participation surveys Summative - Increase parent involvement by 3%
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. (SP#4)	Reading Coach Community Reps Teachers	each semester	(O)Lamar County Coalition Funds	Formative - Volunteer sign in logs Summative – 10% increase in reader’s participation.
2.1.4 Create and disseminate a campus newsletter and calendar to provide parents with information and increase parent and family engagement. (SW#3 SP#4)	Campus Admin Tech Coordinator	each semester	(F)Title I, Part A (S)Local Funds	Formative - Parent sign in logs/ participation surveys Summative - Increase parent involvement by3%

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.(SW#1,3SP#4)	Fed Prog Director Parent Volunteers Teachers Campus Admin	each semester	(F)Title I, Part A (F)Title III Bil/ESL (S) Local funds	Formative - Parent sign in logs/agendas Summative - Increase parent involvement by 3%
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.(SP#4)	Campus Admin Teachers PTO	each semester	(S)Local funds	Formative - PTO membership/meeting minutes Summative - Increase parent involvement by3%
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) (SP#4)	Campus Admin Teachers PTO	each semester	(S)Local Funds (O)PTO	Formative – Parent sign in; activities linked to field trips Summative - Increase positive parent responses to field trips on parent survey 5%
2.1.8 Provide communication to parents in home language as often as possible.	Bil/ESL Coord Principal	each semester	(F)Title I, Part A (F)Title III BilESL	Formative – Translation request Summative – Copies of translated documents increased10%
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. (SW#1,3 SP#4)	Campus Admin Teachers PTO	each semester	(F)Title I, Part A (F)Title III BilESL (S) Local funds	Formative - Parent sign in logs/agendas Summative - Increase parent involvement by 3%

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
3.1.0 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.	Campus Admin	Each semester	(L) Local	Formative - Strengths/Needs Reports Summative - Comprehensive Needs Assessment Summary
3.1.1 Administer reading universal screeners, STAR Reading(3-4th) and Dibbles (K-2), to determine students in need of reading interventions at the beginning, middle, and end of the school year.(SW#1,2SP#2,4)	Campus Admin Reading Coach Teachers	each semester	(F)Title I, Part A (S) Local Funds	Formative - Universal screening data Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.2 Supplement reading instruction with the use of computer programs IRead and Read Naturally to provide opportunities for all children to meet challenging state academic standards . (SW#1,2SP#2,4)	Campus Admin Coaches Teachers Campus Tech Coord	quarterly	(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 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 Admin Reading Coach Teachers	each semester	(F)Title I, Part A (S) Local Funds	Formative – Class observations/walk through/lesson plans Summative - 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 assistance by Literacy Specialists, Paraprofessionals, and the necessary tools and materials to be effective. (SW#2 SP#2,4)	Campus Admin Reading Coach Teachers Paraprof	each semester	(F)Title I (S)Local Funds (S) SCE (S) Early Ed Allotment	Formative - Class observations/walk through/lesson plans Summative - 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#1,2SP#2,4)	Campus Admin Reading Coach Dyslexia Specialist	each semester	(F)Title I (S) State Dyslexia Allotment (S)Local Funds	Formative - Dyslexia assessments, assessments reports, report cards Summative - 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#1,2SP#2,4)	Campus Admin Reading Coach Teachers Paraprof	each semester	(F)Title I (S)Local Funds (F)Title II, Part A	Formative - Lesson plans, staff development, sign in and agendas, coach's logs, budget request Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.7 Renaissance Place will be used for AR, to supplement guided reading instruction, while also continuing the certifications and celebrations of the program.(SW#1,2SP#2,4)	Reading Coach Teachers Librarian	each semester	(F)Title I (S)Local Funds	Formative – Renaissance program reports Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.8 Continue to provide Summer Library and Wednesday Night Family Reading Programs.(SW#1,2SP#2,4)	Campus Admin Librarian	each semester	(F)Title I (S)Local Funds,	Formative - Library circulation report, summer library log, family reading logs Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.9 Continue to build our library collection that supports all curriculum areas and reading interest as well as our bilingual population.(SW#1,2SP#2,4)	Campus Admin Librarian	each semester	(F)Title I (S)Local Funds,	Formative - Library circulation report, summer library log, Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.9b 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.	Campus Admin Librarian Classroom Teachers	Quarterly	(S) SCE (\$29,750)	Formative - Library circulation report, classroom reading centers Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.10 Continue to provide instructional aide for Reading Renaissance.(SW#1,2SP#2,4)	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 benchmark and state assessments
3.1.11 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 Admin Coaches Teachers Elem Curric Director	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 benchmark and state assessments
3.1.12 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 (SW#1,2SP#2,4)	Assistant Supt of Human Resources Fed Prog Director Campus Admin Coaches	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 benchmark and state assessments

3.1.13 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 Admin Coaches	each semester	(F)Title II, Part A (S)Local Funds (S)SCE	Formative - Extended Day lesson plans/attendance/ report cards Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.14 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 Admin Coaches Elem Curric Director	each semester	(S)Local Funds	Formative - Benchmark scores Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.15 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#1,2SP#2,4)	Campus Admin Coaches Teachers Paraprof	each semester	(F)Title I, Part A (S)Local Funds	Formative - Benchmark results Summative - Increased proficiency in reading skills and improved scores on benchmarks and state assessment by 10%.
3.1.16 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#1,2SP#2,4)	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 benchmark and state assessments
3.1.17 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#2SP#2,4)	Campus Admin Coaches Teachers	each semester	(F)Title I, Part A (S)Local Funds	Formative - STAR EL /STAR Reading reports Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.18 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. (SW#1,2SP#2,4)	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 benchmark and state assessments
3.1.19 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 Admin Coaches Teachers	each semester	(F)Title I (S)Local Funds,	Formative – lesson plans, observations, walkthroughs, objective boards Summative – Increased proficiency in reading and 10% increase on benchmark and state assessments

3.2 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 STAR Math as Universal Screening and Progress monitoring tool in grades 1-4 (SW#2 SP#2,4)	Campus Admin Coaches Teachers Campus Tech Coordinator	each semester	(F)Title I, Part A (S)Local Funds	Formative - Universal screener data Summative – Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.2 Utilizing targeted group 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	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 benchmark and state assessments

who are at risk of not meeting the state's challenging academic standards. (SW#2 SP#2,4)				
3.2.3 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. (SW#2 SP#2,4)	Fed Prog Director 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 benchmark and state assessments
3.2.4 Utilize data from STAR 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 benchmark and state assessments
3.2.5 Continue benchmark/mock testing in grades 2- 4 to prepare for STAAR test. (SP#2,4)	Campus Admin Coaches Teachers Elem Curric Director	each semester	(S)Local Funds	Formative – Testing results and data Summative – Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.6 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 Admin Coaches Teachers Paraprof	each semester	(F)Title I, Part A (S)Local Funds	Formative - Benchmark results Summative - Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.7 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 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 benchmark and state assessments
3.2.8 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 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 benchmark and state assessments
3.2.9 Continue Parent Math Night to provide information and materials for parents. (SW#3 SP#2,4)	Campus Admin Coaches Teachers	each semester	(F)Title I, Part A (S)Local Funds	Formative –Sign in sheets/newsletters Summative - Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.10 Retain academic coach position to provide staff development and assistance with the implementation of the math curriculum (SW#2 SP#1,2,4)	Assistant Supt of Human Resources Fed Prog Director Campus Admin Coaches	each semester	(F)Title I	Formative –District staffing/PD logs/sign in Summative - Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.11 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. (SW#2 SP#2,4)	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 benchmark and state assessments
3.2.12 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)	Campus Admin Coaches Teachers	each semester	(F)Title II, Part A (S)Local Funds	Formative – lesson plans, observations, walkthroughs, objective boards Summative – Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.13 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)	Campus Admin Coaches Teachers Elem 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 benchmark and state assessments

3.2.14 Add a math K-1 specialist to provide staff development and assistance with the implementation of the math curriculum. (SW#2 SP#1,2,4)	Assistant Supt of Human Resources Fed Prog Director Campus Admin	each semester	(F)Title I	Formative –District staffing/PD logs/sign in Summative - Increased proficiency in math and 10% increase on benchmark and state assessments
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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
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. (SW#2 SP#2,4)	Campus Tech Coordinator Teachers Librarian	each semester	(F)Title I, Part A (S)Local Funds	Formative – Classroom observations/walk through/lesson plans /budget requests Summative - Increased proficiency on science skills and meet and/or exceed state average on state science test in 5 th grade.

3.3.2 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 Admin Coaches Teachers Elem Curric Dir	each semester	(F)Title II, Part A (S)Local Funds	Formative - Sign in sheets/agendas Summative - Increased proficiency in science skills. Meet and/or exceed state average on state science test in 5 th grade.
3.3.3 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. (SW#2 SP#3,4)	Campus Admin Fed Prog Director Campus Tech Coord District Tech Dir.	quarterly	(F)Title I, Part A (S)Local Funds (S)Bilingual/ESL	Formative - Inventory list of computers/repair records/tech portfolios Summative – Increase in class computers by 1 per room.
3.3.4 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 technology standards. (SP#3,4)	Campus Tech Coord Teachers Coaches	quarterly	(F)Title II, Part A (S)Local Funds	Formative - Sign in sheets, agendas Summative – 10% increase use of technology in content areas on end of year teacher survey.
3.3.5 Implement digital delivery of instructional material through platforms and tools such as Google Classroom, Smore, Screencastify, SeeSaw, and other related applications. (SP#3,4)	Campus Tech Coord Teachers Coaches	quarterly	(F)Title II, Part A (F) Title IV (S)Local Funds	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%.
3.3.6 Integrate technology into the core instruction in order to provide opportunities for all children to meet the challenging state technology standards, with programs including: (SW#1,2 SP#3,4)** Brain Pop **Read Naturally **Flocabulary **Starfall **PebbleGo	Campus Admin Fed Prog Director Campus Tech Coord Teachers	each semester	(F)Title I, Part A	Formative – Classroom observations/walk through/lesson plans Summative –Increased proficiency in math and reading skills and improved scores on benchmark and state assessment by 10%.
3.3.7 Continue technology lab classes during rotation schedule for all grade levels. (SW#2 SP#3,4)	Campus Tech Coord Campus Admin Fed Prog Director	each semester	(S)Local Funds (F)Title I, Part A	Formative – Lab schedule, campus master schedule, Classroom observations/walk through/lesson plans Summative - Increased proficiency in technology skills and improved scores on tech assessments by 5%.
3.3.8 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 Admin Campus Tech Coaches Teacher	each semester	(F)Title I, Part A (S)Local Funds	Formative - Class obser/walk through/lesson plans/report cards Summative - Increased proficiency in technology skills and improved scores on tech assessments by 5%.
3.3.9 Campus technology specialists will continue to seekout technology grant opportunities that are available.(SW#1,2 SP#3,4)	Campus Admin Fed Prog Director Campus Tech	each semester	(F)Title I, Part A	Formative – Inventory list, lesson plans Summative – Increase in teacher participation in use of technology in their instruction
3.3.10 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 Admin Coaches Teachers	each semester	(F)Title II, Part A (S)Local Funds	Formative –lesson plans, rubric scores Summative - Increase in teacher participation in the use of TM in science and technology

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
3.4.1 All teachers will utilize the district developed writing rubrics to support and assess student's writing. (SP#4)	Campus Admin Elem Curric Director Teachers	each semester	(S)Local Funds	Formative - Lesson plans/ rubric scores/ writing portfolios Summative -10% increase in raw scores on state writing test.

3.4.2 All teachers will utilize the Paris ISD writing curriculum along with Thinking Map graphic organizers to help students develop writing pieces and in all curriculum areas. (SW#2 (SP#4)	Campus Admin Coaches Teachers	each semester	(F)Title I, Part A (S)Local Funds	Formative - Lesson plans/ rubric scores/ writing portfolios Summative - 10% increase in raw scores on state writing test.
3.4.3 Thinking Maps will be used in writing instruction, providing any professional development for new teachers or updates for teachers previously trained. (SP#4)	Campus Admin Coaches Teachers	each semester	(F)Title II, Part A (S)Local Funds	Formative - Lesson plans, Rubric scores, writing portfolios Summative - 10% increase in raw scores on state writing test.
3.4.4 Based on the comprehensive needs assessment, faculty and staff, will attend any relevant staff development needed in the area of writing. (SP#4)	Elem Curric Director Fed Prog Director Campus Admin Coaches	each semester	(F)Title II, Part A (S)Local Funds	Formative - Training Schedules/sign-in sheets/evaluation/training agendas Summative - 10% increase in raw scores on state writing test.
3.4.5 Benchmark in grades 2- 4 to prepare for STAAR test. (SP#4)	Campus Admin Coaches Teachers	each semester	Local funds	Formative - report cards/assessments/ benchmarks Summative - 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 Admin Coaches Writing Lab Teacher	each semester	(F)Title I, Part A (S)Local Funds	Formative - report cards/assessments/ benchmarks Summative - 10% increase in raw scores on state writing test.

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
3.5.0 All mainstreamed special education students will be supported by the special education teacher or an assistant in core academic classrooms,	Campus Principal	Quarterly	(F) IDEA Special Education (S) Local	Formative - Universal screener data, RTI logs

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and the special education teacher will plan, align, and coordinate instruction with the math and reading teachers.	Special Education Director			Summative -Students in special population programs will meet or exceed IEP goals and 10% increase in raw scores on appropriate benchmarks and state tests taken by special education students.
3.5.1 Justiss teachers and staff will ensure that all students will have access to high quality instruction and that struggling learners, including those with disabilities, are identified, supported, and served early, and effectively, through the RTI TIER process at each level ensuring the needs of those at risk learners are addressed.. (SW#1,2 SP#2,4)	Campus Admin Coaches Teachers	quarterly	(F)Title I, Part A (S)Local Funds (S)SCE	Formative - Universal screener data, RTI logs Summative -Students in special population programs will meet or exceed IEP goals and 10% increase in raw scores on appropriate benchmarks and state tests taken by special education students.
3.5.2 ARD meetings for special education students will be held at least once annually to target services to be provided to fulfill each student's IEP. (SP#4)	Campus Admin Sp Serv. Teachers	annually	(F)IDEA Special Education (S)Local Funds	Formative - IEP's, grades, benchmarks Summative - Students in special population programs will meet or exceed IEP goals and 10% increase in raw scores on appropriate benchmarks and state tests taken by special education students.
3.5.3 Provide inclusion services for special education students , particularly to address the needs not meeting the challenging state academic standards. . (SP#2,4)	Campus Admin Special Serv. Teachers Teachers	quarterly	(F)IDEA Special Education (S)Local Funds	Formative - IEP's, grades, benchmarks Summative - Students in special population programs will meet or exceed IEP goals and 10% increase in raw scores on appropriate benchmarks and state tests taken by special education students.
3.5.4 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. (SP#2,4)	Campus Admin Sp Serv. Director Sp Serv. Teachers Teacher	quarterly	(F)IDEA Special Education (S)Local Funds	Formative - IEP's/ ARD notes/lesson plans Summative - Students in special population programs will meet or exceed IEP goals and 10% increase in raw scores on appropriate benchmarks and state tests taken by special education students.
3.5.5 Students identified under 504 will receive appropriate accommodations as specified in each student's plan assisting them in meeting the challenging state standards. . SP#2,4)	Campus Admin Coaches Teachers	quarterly	(S)Local Funds (S)SCE	Formative - IEP's/ AEIS Summative - Students in special population programs will meet or exceed IEP goals and 10% increase in raw scores on appropriate benchmarks and state tests taken by special education students.
3.5.6 Identify and serve ELL students with a certified ESL teacher. (SW#2 SP#2,4)	Campus Admin ESL Teachers	annually	(F)Title I, Part A (S)Local Funds (S)Bilingual/ESL	Formative - Attendance records/LPAC records/ PEIMS/ESL annual review Summative -Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%.
3.5.7 All GT teachers will receive an annual 6-hour update of GT training or the initial 30 hours if new in order to provide an enriched and accelerated curriculum. (SP#2,4)	Campus Admin TP Teachers GT Coordinator Elem Curric Dir.	annually	(S)Local Funds	Formative - GT Staff Development certificates/agendas Summative - Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%.
3.5.8 Students identified as GT, in grades 3 – 4, will be provided additional targeted instruction, through weekly pullout Socrates classes in order to provide an enriched and accelerated curriculum. (SP#2,4)	Campus Admin Socrates Teacher GT Coordinator Elem Curric Dir.	annually	(S)Local Funds	Formative - GT newsletter/lesson plans Summative -Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%.
3.5.9 Students identified as TP, in grades 2 – 4 will be provided additional targeted instruction. This will be done through weekly enrichment pullout	Campus Admin TP Teacher	annually	(S)Local Funds	Formative - GT newsletter/lesson plans

classes in order to provide an enriched and accelerated curriculum with an end goal of testing into the GT program of Socrates.(SP#2,4)	GT Coordinator Elem Curric Dir.			Summative -Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%.
3.5.10 Continue following the Justiss Bilingual instructional model in our bilingual program along with any targeted instructional training through Luz Roth in order to provide an enriched curriculum. (SP#2,4)	Fed Prog Director Campus Admin Coaches Teachers Bil/ESL Coord	annually	(F)Title II, Part A (S)Local Funds (S)Bilingual/ESL (F) Title III Bilingual	Formative - TELPAS reports/report cards/training logs Summative - Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%/TELPAS scores by 10%.
3.5.11 Students identified as being dyslexic will be provided services by dyslexia teachers in order to address the needs of those at risk of not meeting the challenging state academic standards. (SW#2 SP#2,4)	Fed Prog Director Campus Admin Dyslexia Specialist	Each semester	(F)Title I, Part A (S)Local Funds	Formative - Dyslexia screening data/RTI tier 2 logs Summative -Students in special population programs will meet or exceed benchmark & state standards on assessments by 10%.
3.5.12 Students identified as meeting 2 of the academic criteria on the Justiss RTI eligibility list will enter the RTI process. The JSST (Justiss Student Success Team) will develop appropriate interventions to meet each student’s individual academic & behavioral needs addressing the needs of those at risk of not meeting the challenging state academic standards. (SW#1,2SP#2,4)	Campus Admin Coaches Teachers	quarterly	(F)Title I, Part A (S)Local Funds	Formative - Universal screener data/RTI logs Summative - Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%.
3.5.13 Certified bilingual teachers will serve students identified as bilingual. (SP#1)	Campus Admin Paras Fed Prog Director Teachers	annually	(S)Local Funds (S)Bilingual/ESL (F) Title III Bilingual (S)SCE	Formative - TELPAS reports/report cards Summative - Students in special population programs will meet or exceed benchmark and state standards on assessments by 10%. Increase Telpas scores by 10%.
3.5.14 Teachers serving ELL students will obtain TELPAS certification. (SP#1)	Campus Admin Counselor Teachers Fed Prog Director	annually	(S)Local Funds	Formative - Student records Summative - 100% of teachers of ELL students have TELPAS certification.
3.5.15 Identify and serve ELL students w/certified teachers while using appropriate materials and technology. (SP#1)	Fed Prog Director Teachers Campus Admin Campus Tech Coord	annually	(S)Local Funds (S)Bilingual/ESL (F) Title III Bilingual	Formative - TELPAS reports/report cards Summative - Students in special pops programs will meet or exceed benchmark and state standards on assessments by 10%. Increase Telpas scores by 10%.
3.5.16 Students in grades K and 1 will be screened for dyslexia following the Justiss “Dyslexia Screening Procedures” outline in order to address the needs of those at risk of not meeting the challenging state academic standards. (SW#1,2 SP#2,4)	Campus Admin Counselor Teachers Dyslexia Specialist Coaches	annually	(F)Title I (S)Local Funds	Formative - Dyslexia screener, student data collection Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments

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
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 Admin Teacher	annually	(S)Local Funds	Formative - Fitness gram results, lesson plans Summative - Students meet/exceed state fitness guidelines with Fitness Gram Program.
4.1.2 Provide character education and social skills along with bullying and hero education through counseling program and weekly Bully Alert/The Beginnings of a Hero program through Character Education Network.	Campus Admin Counselor	annually	(S)Local Funds	Formative - Office/counselor referrals Summative – Decrease in student discipline referrals by 3% on eoY report.
4.1.3 Students will have the opportunity to try out and participate in the Choir, Justiss Jammers, Art Club, and Student Council.	Campus Admin Club Sponsors	annually	(S)Local Funds	Formative – Student participation/concert programs Summative -Increase in student extracurricular participation by 5%/ decrease in discipline referrals by 3% on eoY report.
4.1.5. Provide summer school for qualifying students with transportation provided. (SP#2)	Campus Admin Teachers	annually	(F)Title I, Part A (S) Local Funds (S)SCE-District Funds	Formative - Report cards/attendance sheets/lesson plans Summative - 85% of students attending summer school will be promoted.
4.1.6 Students identified as migrants will receive appropriate resources and instructional services. (SW#2 SP#2,4)	Campus Admin Counselor Fed Prog Director Migrant Liaison	quarterly	(F)Title I, Part A (F) Title I, Part C (S) Local Funds	Formative - Region 8 shared serves report Summative -10% increase in achievement in migrant student scores on state and local assessments.
4.1.7 Students identified as homeless will receive appropriate resources and instructional services. (SW#2 SP#2,4)	Campus Admin Counselor Homeless Liaison, Federal Prog Director	quarterly	(F)Title I, Part A (S) Local Funds	Formative – Identification of homeless children. Summative - 10% increase in achievement in homeless student scores on state and local assessments.
4.1.8 Students identified as foster children will receive appropriate resources and instructional services. (SW#2 SP#2,4)	Fed Prog Director Campus Admin Foster Care Liaison	quarterly	(F)Title I, Part A (S) Local Funds (S)Bilingual/ESL	Formative – Identification of foster children. Summative -10% increase in achievement in foster student scores on state and local assessments.

4.2 Justiss Elementary Campus Improvement Plan

Goal 4. RESOURCES PROVIDED TO PROVIDE AN EXEMPLARY EDUCATIONAL PROGRAM

Revised 3-22-21

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 Admin Assistant Supt. Of Human Resources Elem Curric Dir. Fed Prog Director	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. (SP#1)	Campus Admin Assistant Supt. Of Human Resources 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. (SP#1)	Fed Prog Director 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. (SP#1)	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. (SP#1)	Campus Admin Asst Supt.Hum 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. (SW#2 SP#1)	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.
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)	Fed Prog Director Campus Admin	Annually	(S) Local Funds (F) Title II, Part A	Formative - Faculty appropriately certified roster Summative - 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 Admin Asst. Supt. of Instr	Annually	(S) Local Funds (F) Title I, Part A (F) Title II, Part A	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.
4.2.9 Create and implement an on campus cohort for new teacher support that promotes teacher retention and student success.	Campus Admin Coaches	Annually	(S)Local Funds	Formative - CoHort sign in sheets and agendas Summative - Retain 100% of new hires

5.1 Justiss Elementary Campus Improvement Plan

Revised 3-22-21

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

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

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

**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
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 (SP4)	Campus Admin Coaches Teachers Campus Tech Coord	Quarterly	(F)Title I, Part A (S)Local Funds	Formative - Universal screening data Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.13 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 Admin Coaches	each semester	(F)Title II, Part A (S)Local Funds (S)SCE 2.333 FTE: \$69,702	Formative - Extended Day lesson plans/attendance/ report cards Summative - Increased proficiency in reading and 10% increase on benchmark and state assessments
3.1.15 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 Admin Coaches Teachers Paraprof	each semester	(F)Title I, Part A (S)Local Funds	Formative - Benchmark results Summative - Increased proficiency in reading skills and improved scores on benchmarks and state assessment by 10%.
3.1.16 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 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 benchmark and state assessments
3.1.18 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 Admin Interventionist	each semester	(S)Local Funds	Formative –Benchmark data, report cards, assessments/reports Summative - Increase proficiency in math and 10% increase on benchmark and state assessments

3.2.2 Utilizing targeted group 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. (SW#2 SP#2,4)	Campus Admin Coaches Teachers	each semester	(F)Title I, Part A (S)Local Funds	Formative - Classroom observations/walk through/lesson plans Summative – Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.6 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#2SP#2,4)	Campus Admin Coaches Teachers Paraprof	each semester	(F)Title I, Part A (S)Local Funds	Formative - Benchmark results Summative - Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.7 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 Admin Coaches Teachers	each semester	(F)Title I, Part A (S)Local Funds (S)SCE – 1.824 FTE: \$61,044	Formative - Extended day plans/ attendance/report cards Summative - Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.8 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	each semester	(F)Title I, Part A (S)Local Funds	Formative –RTI Logs Summative - Increased proficiency in math and 10% increase on benchmark and state assessments
3.2.11 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 Admin Interventionist	each semester	(S)Local Funds	Formative –Benchmark data, report cards, assessments Summative - Increased proficiency in math and 10% increase on benchmark and state assessments

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.