

**West Rusk Intermediate  
District/Campus Improvement Plan  
2023-2024**

**Date of School Board Approval:  
October 16, 2023**

## Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

## West Rusk Intermediate Vision Statement

**We, at West Rusk Intermediate, will strive to foster a safe, nurturing academic environment while maximizing student accomplishments and accountabilities. Using all available resources to develop lifelong learners and productive citizens, we will collaborate effectively with our peers, parents, and local community.**

## **The State of Texas Public Education Mission and Academic Goals**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

### **The State of Texas Public Education Goals**

- Goal 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- Goal 2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- Goal 3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- Goal 4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## The State of Texas Public Education Objectives

- Objective 1:** Parents will be full partners with educators in the education of their children.
- Objective 2:** Students will be encouraged and challenged to meet their full educational potential.
- Objective 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective 4:** A well-balanced and appropriate curriculum will be provided to all students.
- Objective 5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- Objective 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- Objective 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

## TEA Commissioner's Strategic Priorities:

1 Recruit, support, retain teachers & principals	2 Build a foundation of reading and math	3 Connect high school to career and college	4 Improve low-performing schools
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### Schoolwide Campus ESSA Requirements - Parent & Family Engagement

Though these Schoolwide campus Parent & Family Engagement requirements are not necessarily requirements of the CIP, TEA is expecting to see evidence of the following activities in your plans:

•**School Parent & Family Engagement Policy** [ESSA Sec. 1116(b)]:

- Annual Title I Meeting
- Flexible number of meetings
- Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
- Provide Parents:
  - Timely notification about Title I programs
  - Description and explanation of curriculum and assessments used
  - Upon request, opportunities for regular meetings to participate in decisions related to child
  - Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents

•**School Parent Compact** [ESSA Sec. 1116(d)]:

- Describe school's responsibilities to provide effective learning environment
- Describe ways in which parents will be responsible for supporting student learning
- Address importance of communication
  - Parent-teacher conferences in elementary (annually, at a minimum)
  - Frequent reports to parents regarding student's progress
  - Reasonable access to staff, volunteer opportunities and observation of classroom activities
  - Ensure two-way, meaningful communication in language family understands (as practicable)

•**Build Capacity for Involvement** [ESSA Sec. 1116(e)]:

- Provide assistance in understanding academic standards and assessment and how to monitor child's progress
- Provide materials and training to help parents work with children to improve achievement
- Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
- Coordinate/integrate parent involvement programs, as feasible
- Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
- Provide other reasonable support for parental involvement activities

•**Accessibility** [ESSA Sec. 1116(f)]:

- Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

## **State Compensatory Education**

**This district has written policies and procedures to identify the following:**

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

**Total FTEs funded through SCE at this District/Campus: 4**

**The process we use to identify students at-risk is: PEIMS data standards E0919**

1. is in prekindergarten, 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; (Note: From 2010-2011 forward, TEC 29.081 (d-1) excludes from this criteria prekindergarten or kindergarten students who were not advanced to the next grade level as a result of a documented request by the student's parent.)
4. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by TEC §29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined NCLB, Title X, Part C, Section 725(2), the term "homeless children and youths", and its subsequent amendments; or



13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

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.

**The process we use to exit students from the SCE program who no longer qualify is:**

**TEA education and policy procedures**

- 110% level of satisfactory performance on state assessments
- Promotion records
- Maintenance of passing grades with a score of 70 or better
- Residential placement status
- Alternative education program placement in time frame
- LEP status

## State Compensatory Education

STAAR	Math			Reading/ELA			Science		
	% Met Standard			% Met Standard			% Met Standard		
	21	22	23	21	22	23	21	22	23
Students At-Risk	53	58	71	61	68	77	55	67	51
Students Not At-Risk	66	73	81	70	87	88	65	80	65

**The comprehensive, intensive, accelerated instruction program at this district/campus...** we have implemented a 45-minute priority time each day that offers targeted instruction on TEKS and skills that the students did not master on the previous year's STAAR test.

**Upon evaluation of the effectiveness of this program the committee finds that...** this priority instruction began on August 21st, we will look for findings with our first CBA and six weeks reporting period.

## Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

Federal	
Program/Funding Source	Amount of Funding
Title 1	86,951.29
Title 2	2,733.49
Title 9	3,437.49
State	
Program/Funding Source	Amount of Funding
Compensatory Ed.	94,573.51
Local	
Program/Funding Source	Amount of Funding
Expenses	84,510.78
Total Local	\$131,449.60

## Comprehensive Needs Assessment Attendees

<b>Name</b>	<b>Position</b> (Parent, Business, Community, Teacher, etc.)	<b>Signature</b>
Amy Wood	Parent	
Brandi Armstrong	Business	
Kevin Harp	Teacher	
Amanda Garrett	Teacher	
Alice Johnson	Community	
Krystal Medford	Asst. Principal	

**Data Reviewed:** We examined various sources of data to help us focus instruction and resources where they will help us the most. We looked at Longitudinal TAPR data, STAAR, STAAR ALT. 2, TELPAS, Benchmark Testing, PBMAS, Discipline data, Promotion/retention rates, Stakeholder Surveys, Staff workshop attendance, TPRI, DMAC reports, Accelerated Reader, STAR testing, Faculty input, AR reports, Report cards/progress reports, Absentee reports, Tardy reports, Teacher/parent contact logs, Staff retention/turn over and lesson plans.

# Comprehensive Needs Assessment Summary

**Date(s): September 26, 2023**

**Section 1 {Demographics}** West Rusk Intermediate has 202 students enrolled with 15 teachers and 2 paraprofessionals. We share 2 teachers and 3 paraprofessionals with the elementary on campus. West Rusk Intermediate is a school-wide Title I campus. At this time 78% of our students were economically disadvantaged. Our student demographics consist of 12% African Americans, 28% Hispanics, 52 % White, and 8% of mixed race. At this time West Rusk Intermediate has not received an accountability rating by the state for the 2022-2023 school year. In 2022-2023 we had 202 students tested using STAAR with 30.2% EB/EL, 50% At-Risk, and a mobility rate of 14.9%.

**Section 2 {Student Achievement}** West Rusk Intermediate is still awaiting an overall accountability rating for the 2022-2023 school year. Our campus last year had 204 students made up of 77% Economically Disadvantaged students, 17% English Language Learners, with a 14% mobility rate, and 17% served by Special Education. **1. Reading ELA:** In third grade, our Reading scores increased from 76% passing overall in 2021-22 to 83% passing in 2022-23. In fourth grade, our overall passing percentage went up 1% from 81% in 2021-22 to 82% in 2022-23. In fifth grade, we scored 78%, down from 81% last year. When looking at Academic Achievement Status from TEA in Reading, the Intermediate campus met all 9 targets. The main 5 are (1) All students 81% were over 30 points above target, (2) African American 74% were 40 points above target (3) Hispanic 78% which is 41 points above target (4) White 85% which is 25 points above target (5) Economically Disadvantaged 77% -43 points above target (6) Special Education was 41%. **2. Math:** In third grade, our Math scores were 79% in 2022-2023 which was up 3 points. In fourth grade, we were at 65% which is down 5 points but 6 points better than these students did as 3rd graders. In fifth grade, we had an overall passing rate of 79% equaling the state average and up 9 points from the previous years 4th. When looking at Academic Achievement Status from TEA on Math the Intermediate campus did not meet all 9 targets. The main 5 are (1) All students 37% 9 points below target, (2) African American 15% 16 points below target (3) Hispanic 34% which is 6% below target (4) White 42% which is 17 points below target (5) Economically Disadvantaged 34% -2 points below target. (6) Special Education was 16%. **3 Science\*** 5<sup>th</sup> grade science scores were 65% passing which is 2 points above the state average, and a 6 point decrease from last year. When looking at Academic Achievement Status from TEA on Science the Intermediate campus had (1) All students 65% passing (2) African American 40% passing (3) Hispanic 62% passing (4) White 72% passing (5) Economically Disadvantaged 62% passing. (6) Special Education was 31 % passing in Science.

**Section 3 {Culture and Climate}** Our campus and district community surveys show strong support for our staff and school. While we don't believe the STAAR is the most important measure of our student's success, we commend our students for showing growth on the STAAR tests that are administered by the state. In the 4<sup>th</sup> and 5<sup>th</sup> grade STAAR tests we were above state average in Math and Reading and were close to State average in Reading in 3<sup>rd</sup>. We believe when they are released we will have met standard in all areas on all STAAR tests. We feel we are moving in the right

direction with gains made in 4<sup>th</sup> and 5<sup>th</sup> grade. In the federal “Closing the Gap” data we have not been given the standards at this time but are confident we will reach ELA/R target scores on academic achievement, our minority populations made large gains, for African American, Hispanics, and our economically disadvantaged sectors are well above the target scores set last year. In the growth portion of status of “Closing the Gap” data we were 17 points above target in reading and 4 points above in math. Attendance was 95.6% last year, and with incentives we hope to outpace that this year.

**Section 4 {Staff Quality, Recruitment and Retention}.** At West Rusk Intermediate, we will continue to work on retaining a highly qualified teaching staff, and we will support our new teachers by providing professional development and a strong mentoring program. We will continue to build strong interpersonal relationships among our staff by providing support in all areas. We had 2 teachers move to other positions in the district last year and hired a veteran teacher to fill one position and a new teacher to fill the other and are excited for them to bring fresh ideas to our campus.

**Section 5 {Curriculum, Instruction and Assessment}** Our curriculum is determined by our state TEKS. Teachers align instruction from the TEKS with daily lesson plans that provide focus on student needs. Students that have learning difficulties that do not meet special education requirements meet with our RTI and 504 interventionists, we have 3 that serve that population.

**ELA & Reading:** We will continue to utilize Saxon phonics in third grade to teach decoding and build a foundation of sight words. To help narrow the gap between our populations, we will do frequent checks for understanding, model the comprehension process, and give multiple opportunities to study. We will focus on vocabulary in all grade levels and all subjects. We will promote self-evaluation and goal setting. We will increase interest in Reading and develop fluency by allowing students to select high interest books within our Accelerated Reader program. Focus will be placed on all reading skills by reading and discussing novels in the classroom to discuss what they’ve read. With the addition of new computers at every grade level we now have 100% of our students with computer access in every class to help us with new question types on state testing. Our students will work on improving their editing and revising skills daily by beginning class with a Daily Oral Language (DOL) lesson. Students will participate in journal writing every afternoon in all classes and continue to make learning spelling and grammar rules a priority. They will increasingly build on their composition writing length throughout the year. Our writing teachers will continue to attend professional development workshops to attain up-to-date, successful, research-based practices to be used in the classrooms. All grade levels now have a dedicated ELA teacher which should help with both reading and writing in the future.

**Math:** Students will continue to be provided with many hands-on activities using manipulatives. This will be provided in all grade levels. We will engage students in diverse tasks that promote mathematical reasoning and problem solving. We will promote shared learning among our students’ peers, facilitate frequent real life connections, and help our students to build on prior knowledge. We will also continue our computer-based programs such as IXL, Brain Pop, Study Island, Education Galaxy, and Prodigy. We will continue to provide professional development for our teachers.

**Science:** The teacher will continue to be a member of the Region VII Science Cohort to enhance their knowledge in research-based teaching practices and to collaborate with other area Science teachers. We will continue to perform hands-on investigations, use inquiry-based strategies, and observe virtual Science activities to promote success in all ethnic groups. Our students will use appropriate tools to gather, analyze, and interpret data. They will communicate scientific procedures and explanations using appropriate vocabulary. We will continue to stress academic vocabulary at

all grade levels and utilize our computer-based programs such as Study Island and Brain Pop to increase students' knowledge base. Each grade level now has a dedicated science teacher, in the past they have split science and social studies.

**Section 6 {Family and Community Involvement}** We will work to increase our family and community involvement by inviting parents and other family members to school to read to students, visit with them, and/or assist them with homework or classwork. We will invite speakers of various ethnicities to be positive role models by talking with our students about working hard and staying motivated to succeed in life. We will research ways to provide more motivation and incentives at school. This will inspire our reluctant students to learn and desire success. We will research ways to increase parent involvement, not only for parent teacher meetings but as volunteers to provide more contact between the school and the community. We will continue to partner with our

**Section 7 {School organization}** West Rusk Intermediate is a structured, well-organized campus that has created a positive academic image within the community. Expectations are set high by all members of the Intermediate faculty to ensure students are successful in preparing for life and Junior High and High School. District administration works diligently to meet the needs of the teachers and staff in each aspect of the school environment. Additionally, all teachers and staff are focused on making the school environment one that is inviting, clean, and inspiring for our students. While maintaining a welcoming environment full of high expectations, stakeholders strive to utilize time spent in the schools serving the needs of our students.

**Section 8 {Technology}**: Each homeroom is equipped with a set of Chromebooks or laptop computers for student use. All classrooms have smartboards and Elmo projectors. Students and teachers use technology daily for instruction and to increase academic performance. Students attend computer lab classes at least once per week to complete software based and web based lessons. Teachers use the Remind app to keep parents informed of student behavior and classroom activities.

## **Strengths**

### Students:

- 92% of students on a school survey say they would come here if they had the choice to go anywhere.
- Discipline referrals down significantly from previous year
- 100% computer access in every class

### Staff:

- Dedicated, highly qualified, low turnover rate
- Quick to come forward with needs, attend training
- 18 – 1 student to teacher ratio

### Parents/Community:

- 100% parents believe their child's learning is a high priority (School survey)
- Parents believe staff works well with them to solve issues (School survey)
- PTO is very active, providing equipment, supplies and activities

### Facilities:

- 1 to 1 ratio of students to computers, every child has a chromebook
- Fourth and fifth building newer than all but the 6<sup>th</sup> wing
- Quick access to all areas of the district
- Newer playgrounds, provided by PTO

## **Weaknesses**

### Students:

- 72% of students are economically disadvantaged
- Students are still making up for lost time from Covid

### Staff:

- Need more training in certain areas, implementing new STAAR question types has presented a need for training in various areas for staff.
- A bi-lingual paraprofessional

### Parents/Community:

- Volunteerism for events is very low
- Very large percentage of our parents have children that qualify as "At Risk"

### Facilities:

- No intercom system
- No campus wide bell system



## Campus Goals for 2023-2024

**Goal 1:** By May 2024, We will increase our STAAR scores campus wide by 2% from the scores we made on the 2023 tests in all demographics.

**Objective 1:** All students in grades -4-5 will by class show at least 2% growth on STAAR tests in the spring 2022 test.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Track data using test scores from the CBA and begin targeting sub populations and individual student growth. Tutorials and intervention.	1	DCSI Core subject teachers Principal	Every 6 weeks	SCE	Attendance records and tutorial logs	CBA scores  STAAR scores
Tutorial time added to schedule with a dedicated priority period focused on reading and math.		Core subject teachers  Principal	6 weeks	SCE	Daily schedules	Increased reading and math levels
Focus on appropriate grade level curriculum		Core subject teachers  Principal	weekly	SCE	Grade level assignments and critical writing across curriculum	CBA scores  STAAR scores

**Goal 2:** Create effective campus instructional leaders with clear roles and responsibilities to develop, implement, and monitor focused improvement plans that address the causes of low performance.

**Objective 1:** Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Focus on best practices and instructional strategies at monthly faculty meetings.	1	Assistant Principal Counselor Principal	May 2024 - Quarterly	SCE	Positive campus culture Faculty meeting agendas	Teacher participation in professional development, observation/feedback cycles, and progress monitor student data
Participate in deliberate modeling and observation and feedback cycles	1	Assistant Principal Principal Teachers	May 2024 - Quarterly	local	Feedback documentation	Teacher participation in professional development, observation/feedback cycles, and progress monitor student data
Participate in professional development led by teacher leaders	1	Principal	May 2024 - Quarterly	local	Faculty meeting agendas, professional development agendas	Teacher participation in professional development, observation/feedback cycles, and progress monitor student data

**Goal 3:** W.R. Intermediate faculty will partner with parents in encouraging exemplary academic performance by providing at least 2 activities that will allow parents to be present during actual instruction time or an after school display of student made products.

**Objective 1:** To encourage more parental involvement in attending functions and volunteering for activities than they have in years past, by developing programs to provide these activities.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
SBDC to investigate ways to involve parents in school activities	2	Principal SBDC	May 2024	local	Parent surveys, teacher contact lists, sign in sheets	More parent involvement
Teachers conduct team/parent meetings with parents of students with documentation	2	Grade level teams	6 weeks	local	Meeting minutes, phone logs, emails, notes	More parent involvement
All teachers maintain and active conference log	2	Principal  All Teachers	6 weeks	none	Actual parent logs	More parent contacts
Meet regularly with PTO		Principal PTO officers	Monthly	none	Teacher/PTO input	Better parent relations

**Goal 4:** W.R. Intermediate faculty will recruit and retain highly qualified teachers, providing them with adequate meaningful staff development to help meet their and the student’s needs.

**Objective 1:** Provide professional development to enhance instruction

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Highly qualified staff will join us because of low class size and structured environment and strong support	3	Principal	August 2024	Title 1 SCE	Low turnover rate	Student success increases
G/T staff development for teaching depth and complexity for G/T students to increase knowledge from last year	3	Principal All Teachers	August 2024	Title 1	Lesson plans, check for complexity of depth	CBA scores  STAAR scores
Staff development will be planned and conducted to train all staff in areas of classroom management, technology, and curriculum	3	Principal	August 2024	Title 1 SCE	Staff development plan, sign in sheets, attendance	Use of techniques taught during staff development