

**West Rusk Elementary School
2016-2017
Campus Improvement Plan**

West Rusk County Consolidated Independent School District

The campus Improvement Plan directly supports the WRCCISD District Plan.

Mission

The West Rusk CCISD public education system is devoted to ensuring that all its children, regardless of race, color, national origin sex, or handicap, have access to a quality education by providing a well-balanced curricula in a safe environment, free of drugs, violence, and firearms, designed to equip students with the tools and understanding necessary to successfully negotiate the challenges to work and life as presented by an ever changing society.

West Rusk Elementary Mission

We believe Tradition + Pride + Hard Work = Success

West Rusk Elementary Vision

At West Rusk Elementary School, our vision is to ensure all students have a positive, nurturing environment where they are expected to reach their highest learning potential, in order to become productive, educated, independent, and successful citizens.

Goals

1. All students will perform at or above grade level in the areas of reading and mathematics.
2. Achievement gaps among all student groups will be eliminated.
3. All students will graduate as productive citizens ready for college, career, and/or work in an ever changing society.

Campus Site Based Advisory Council SY 2016-2017 Membership

Member's Name	Role
Carlette Mills	Principal
Taryn Cabrera	Teacher
Amy Elliott	Teacher
Whitney Flynn	Parent
Erica Johnson	Parent
Misty Hughes	Business
Juanita Cooper	Community

CAMPUS NEEDS ASSESSMENT - Resources

2015-2016 State Accountability Report and Ratings
(Safeguards)

2016 STAAR passing rates (regular & alternative)

TELPAS (Texas English Language Proficiency
Assessment)

Mobility of Staff and Students

Teacher Appraisal/Walkthrough Data

Enrollment / Attendance Rate

Performance Based Monitoring Report (PBMR)

Promotion/Retention/Drop-out Rates

Program Evaluations (ESL, Dyslexia, Rtl, Content
Mastery)

Common Benchmark Assessments (CBAs)

Professional/Paraprofessional training needs

Decision Making Process

Teacher/Parent Contact Logs

Parent and Community Attendance in Extra Curricular
Activities

Curriculum Alignment

Safety and Wellness Surveys

Parent, Teacher, and Student Surveys

Discipline Data

Staff Development

Highly Qualified Staff Reports

STaR Chart – Technology Assessment / Plan

Progress Reports / Report Cards

CAMPUS NEEDS ASSESSMENT

2016-2017

Demographics:

The student enrollment is 247. The ethnic breakdown is as follows: 53% White, 33% Hispanic, and 14% African American. Average Daily Attendance remains at or above 97%.

Student Achievement:

All students take the TPRI reading assessment and the MClass math assessment three times per year. All students take Common Based Assessments (CBA) and are administered formative and summative assessments. English Language Learners also take the TELPAS.

School Culture and Climate:

School wide discipline management is in place. Each student and teacher create and sign a Social Contract for their classroom. Students recite the Raider Pledge daily. Parent conferences, interviews, and surveys are completed.

Staff Quality, Recruitment, and Retention:

Teachers are state certified. Paraprofessionals are qualified for their positions. Each certified teacher completes goal setting for the Texas Teacher Evaluation Support System (T-TESS) and is appraised using the T-TESS instrument. Current certified staff will be retained while needed certified staff will be recruited.

Curriculum, Instruction, and Assessment:

The Texas Essential Knowledge and Skills (TEKS) is the curriculum that drives instruction. The components of Balanced Literacy and the Daily 5, Saxon Phonics, and Daily 3 for Math guide the instruction in ELAR and Math. Hands-on Science and Social Studies lessons are incorporated. Small group tutoring and interventions are provided for students in need of assistance. Activities and enrichment for gifted students are given. CBAs, formative assessments, summative assessments, TPRI, and MClass are assessments administered to students. Students with Individualized Educational Plans (IEP's) and/or 504 plans are instructed according to these plans with appropriate modifications and accommodations.

Family and Community Involvement:

Families and the community are actively involved in the following, but are not limited to the following: Parent Teacher Organization (PTO), classroom parties, festivals, lunch, music programs, awards ceremonies, pep rallies, field day, field trips, fundraisers, Student Council drives, parent volunteers, etc.

Technology:

Each homeroom is equipped with desktop computers for student use. Some classrooms have Ipads and chromebooks for teacher and student use. Students attend computer lab classes at least once per week to complete software based and web based lessons. Some teachers use the DOJO app to keep parents informed of student behavior and classroom activities.

School Context and Organization:

The campus is lead formally and informally by the campus principal. Teachers roles vary from leader to support based on the need of the teacher and/or the students at the time. Each grade level is comprised of a Professional Learning Community (PLC). Special teachers work directly with teachers to ensure each student is successful and his/her goals are met according to IEP and/or 504 plans and/or LPAC recommendations. The master schedule incorporates all aspects

of the campus i.e. physical education, music, library, recess, lunch, computer lab, motor lab, etc. Counseling, student council, and UIL activities are included as scheduled. Each teacher and paraprofessional assumes duties as assigned.

CAMPUS ACTION PLAN FOR 2016-2017

Title I components		
<i>Each Title I component must be addressed in at least one strategy, but not all strategies be tied to a Title 1 component</i>		
1. Needs Assessment 2. Schoolwide reform strategy 3. Instruction by certified staff 4. Ongoing Professional Development (PD)	5. Strategies to attract certified teachers 6. Increased parental involvement 7. Measures to include teachers in decisions about use of assessment to improve perf.	8. Activities to help students reach proficient and advanced standards 9. Coordination & integration of federal, state, & local programs 10. Communication with parents regarding student assessment results 11. EC/PK transition programs

District Goal Reference: WRCCISD will meet or exceed expectations for STAAR and other tested content areas					
Performance Objective: TPRI scores, CBA's and running records will reflect growth in K-2.					
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources Including Professional Development (PD)	Evidence of Implementation/effectiveness	Timeline
1. Through focused classroom instruction & implementation strategies in CAFÉ, we will provide all	1, 2, 3, 4, 8	Teachers Principal	Continual training and updates in Daily Five	1. Campus wide implementation strategies will be routine and observed daily in all classrooms. 2. Evidence of the use of Reader/writer workshop will be documented in walks, observations, and student responses.	August 2016 - June 2017

students' opportunities to increase fluency and comprehension in reading and writing				<p>3. Teachers will use student work and assessments in PLC meetings to collaborate and reflect on effective teaching practices.</p> <p>4. Documentation of student groupings, interventions, and student progress.</p>	
2. Continue and strengthen phonics for all students in K-2	1, 2, 3, 4, 8	Teachers Principal	Training and implementation of Saxon phonics program	<p>1. Campus wide implementation strategies will be routine and observed daily in all classrooms.</p> <p>2. Evidence of the use of Saxon will be documented in walks, observations, and student responses.</p> <p>3. Lesson plans will show evidence of the use of Saxon.</p> <p>4. Daily scripted Saxon</p> <p>5. Daily schedule allows/shows time for phonics.</p>	daily
3. Develop teacher competencies using research-based strategies to increase students' ability to respond to text using critical thinking skills. Use FCRR	1, 2, 3, 4, 5, 7, 8, 9, 10, 11	Teachers Principal	<p>1. All PK-2 teachers will use the Balanced Literacy framework as a road map for literacy.</p> <p>2. Through collaboration, teachers will refine their understandings of Reader/Writer</p>	<p>1. Classroom management and student work will show evidence of research-based strategies.</p> <p>2. Alignment across grade levels and vertically will be monitored by principal.</p> <p>3. Feedback will be discussed at weekly meetings and adjustments made weekly.</p>	August 2016 - June 2017

<p>and DOK (depth of knowledge) question stems to increase students' reading ability beyond those set by F&P (Fountas and Pinnell) EOY reading levels</p>			<p>workshop and comprehension strategies and F&P. 3. Principal will monitor the progress of teachers and give feedback. 4. Teachers and/or principal will model instruction when needed and work with teacher through coaching cycle.</p>	<p>4. Students make significant gains in TPRI by using MOY and EOY as guides.</p>	
<p>4. Use the TPRI data, running records, and CBA (common benchmark assessments) data to differentiate instruction during guided reading and intervention planning.</p>	<p>2, 3, 7, 8, 9, 10</p>	<p>Teachers Principal</p>	<p>1. Principal will train teachers to use assessment information in lesson planning to guide instruction. 2. Monitor guided reading instruction and groupings through data review and walks. PD may consist of recording guiding reading lessons and review for effectiveness and make adjustments as needed. PD may</p>	<p>1. Guided reading groups are fluid and change as student needs are identified. 2. Documentation of student grouping, intervention/enrichment provided, and progress will be expected of each grade level. 3. Decrease the number of students reading below grade level, as shown on intervention spreadsheet.</p>	<p>daily</p>

			consist of watching effective GR lessons and implementing what was observed.		
5. Utilize research-based activities, to improve math knowledge and skills, mental math and to increase math fluency.	2, 3, 7, 8, 9, 10	Principal Teachers	<ol style="list-style-type: none"> 1. All PK-2 teachers will use Go Math and Daily 3 Math. 2. Teachers and/or principal will model instruction when needed and work with teacher through coaching cycle. 3. Principal will monitor the progress of teachers and give feedback. 	<ol style="list-style-type: none"> 1. Campus wide implementation strategies will be routine and observed daily in all classrooms. 2. Evidence of the use of Go Math will be documented in walks, observations, and student responses. 3. Lesson plans will show evidence of the use of Go Math and Daily 3 Math. 4. Daily 3 math schedule allows/shows time for mental math and hands on math activities. 	August 2016 - June 2017
6. Intervention meetings will be held to ensure that the needs of all students are addressed and being met.	1, 2, 3, 7, 8, 9, 11	Principal Teachers	DMAC data, intervention spreadsheets	<ol style="list-style-type: none"> 1. Students will be added to intervention schedule. 2. Students needing possible further assessment will be identified, i.e. GT, dyslexia, etc. 	August 2016 - June 2017
7. Intervention lessons will support classroom instruction and meet the individual	1, 2, 3, 7, 8, 9, 11	Special Teachers (Resource, Life Skills, ESL)	DMAC data, intervention spreadsheets, running records,	<ol style="list-style-type: none"> 1. Students will receive small group instruction to improve performance - intervention, resource, ESL, Life Skills. 	August 2016 - June 2017

need of the student.		Classroom Teachers Principal	IEP, 504, RTI, lesson plan documents		
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Title I components		
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1 Needs Assessment 2 Schoolwide reform strategy 3 Instruction by HQ staff 4 Ongoing PD	5 Strategies to attract HQ teachers 6 Increased parental involvement 7 Measures to include teachers in decisions about use of assessment to improve perf.	8 Activities to help students reach proficient and advanced standards 9 Coordination & integration of federal, state, & local programs 10 Communication with parents regarding student assessment results 11 EC/PK transition programs

District Goal Reference: Through enhanced dropout prevention efforts, all students in the WRCCISD will remain in school until they obtain a high school diploma or equivalent.					
Performance Objective: Average daily attendance rate for the 2016-2017 year will increase from the previous year.					
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (including PD)	Evidence of Implementation/effectiveness	Timeline
1. Attendance reports will be run every two weeks to monitor average daily attendance.	2, 8, 9	Secretary Principal	Skyward	Importance of attendance will be promoted through morning announcements, and Facebook.	monthly
2. School absences made personal through contact.	2, 6, 8, 9	Teachers Secretary Principal	Phone Email Skyward	1. Attendance reports will be checked daily and phone calls made home to those absent.	daily

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District Goal Reference: WRCCISD faculty and parents will be full partners in encouraging exemplary performance in comparison to national and international standards.

Performance Objective: Incorporate more parental involvement in activities and participation than in the previous year.

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (including PD)	Evidence of Implementation/effectiveness	Timeline
1. Parent information sheets; Facebook, Re notes home updates, phone calls, emails	6	Principal Teachers Secretary	Facebook Local Funds	1. Increase in Facebook likes 2. Parents respond to notes, emails, and phone calls	weekly
2. PTO will sponsor numerous	6	PTO	PTO Facebook	1. Attendance at PTO events (i.e., meet the teacher, fall fest, health fair, fundraiser activities, etc.)	monthly
3. Family based activities	1, 6	All staff		Breakfast and lunch dates, Book Fair, parties, Awards Day	August 2016 - June 2017

				School wide programs Daughter dance		
4. School-wide programs and activities	1, 2, 6, 8	Music Teacher P.E. Teacher Principal	Local funds Notes Facebook	1. Weekly music lessons and classes 2. Daily PE classes 3. Two school-wide music programs/year 4. Annual Field Day	August 2016 - June 2017	

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District Goal Reference: WRCCISD educators will keep abreast of the development of creative and innovative techniques in instruction, technology and administration as appropriate to improve student learning.					
Performance Objective: Improve professional development to enhance instruction, making it meaningful, specific and targeted based on shown need through weekly walkthroughs.					
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (including PD)	Evidence of Implementation/effectiveness	Timeline
1. Certified staff will be attracted/retained because of low class size, structured environment, and strong support.	1, 5	Principal Director of Student Services	Website Region 7 job posting	1. Teachers will show growth in their teaching as demonstrated by strong and effective teaching strategies, student performance improvement, test scores, walk throughs, as a result of positive instruction and support from administration.	August 2016 - June 2017
2. All staff members in core subjects will obtain and/or	1, 3	Principal Director of Student Services	Region 7 service center	1. Teachers will obtain GT certificate. 2. Teachers will teach GT students at a greater depth and complexity as indicated	6 hour update as provided by Region 7

renew GT certification				on lesson plans and walk throughs.	
3. Teachers will attend various workshops offered by ESC.	3, 4	Teachers Principal	ESC 7	1. Teacher input/evaluations and sharing of sessions	August 2016 - June 2017
4. Teachers will receive instructional coaching to enhance their instruction.	3, 4	Teachers Principal	Principal Teachers	1. Goal setting by teachers between teacher and principal 2. Evidence of change seen as students improve.	August 2016 - June 2017
5. Teachers will attend grade level Professional Learning Community (PLC) meetings to discuss upcoming lessons, TEKS, data and effective teaching strategies.	1, 3, 4, 5	Teachers Principal	Principal Teachers	1. Teachers will enhance or obtain new knowledge and set goals for implementation. 2. Teachers will be held accountable for knowledge obtained as shown through weekly walk throughs.	Weekly

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District Goal Reference: WRCCISD will work to maintain a safe, loving and disciplined environment conducive to student learning.					
Performance Objective: Using a school-wide discipline plan and positive behavior supports, students will follow school and classroom rules. Learning will take place, and student performance will improve.					
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (including PD)	Evidence of Implementation/effectiveness	Timeline
1. School wide discipline plan	1, 9	Teachers Principal Assistant Principal	Local funds	1.Improved student behavior in all settings - structured and unstructured. 2.Decrease in number of office referrals. 3.Students recognized for great behavior and making good choices. 4.Improved conduct grades. 5.Safe and orderly environment.	August 2016 - June 2017
2. Ready Bodies Lab for each child in grades PK-2.	2, 8, 9, 11	RBL teacher	RBL supplies	1. Weekly schedule 2. Decreased referrals due to sensory needs being met.	Daily

3. Use of redirection room to use as a teaching/learning opportunity.	2, 8, 9, 11	Redirection teacher Principal		1. Log of students seen—decrease of repeated behaviors from students.	As needed
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