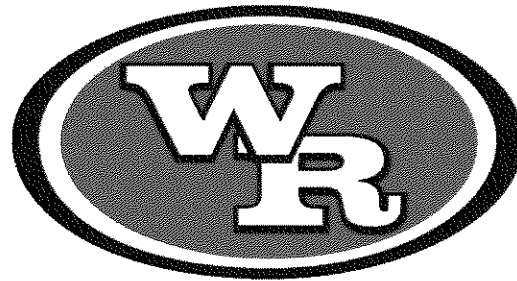


West Rusk CCISD

201 – 914



District Improvement Plan

2022 - 2023

Board Approved: December 13, 2022

West Rusk CCISD

DISTRICT IMPROVEMENT PLAN

2022 – 2023

With leadership from our superintendent and his designer, this plan has been collaboratively developed by the district site-based decision-making committee which represents all district stakeholders. All performance goals identified in Every Student Succeeds Act legislation have been adopted by the district and are reflected in this Plan of Action.

The following funding sources support the objectives and strategies implemented to address identified student needs:

Titles I A - Improvement, I C - Migrant, IIA – Training, III A – Limited English, VI B – Rural & Low Income, State Compensatory, Special Education, Title I C – CTE – Career & Technical Education, federal, state and local funds.

EQUAL EDUCATION OPPORTUNITIES

It is the policy of WRCCISD to not discriminate on account of the age, race, color, national or ethnic origin, religious affiliation, disability, sex, sexual orientation, gender identity and expression, veteran status or any other characteristic protected under applicable federal or state law in providing educational services, activities and programs, and employment, in accordance with Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act. The following has been designated to coordinate compliance with these legal ramifications: Gwen Gilliam at 903-392-7850 ext. 1111.

High School

Administrator: Jake Jackson

Teacher: Cynthia Duncan

Teacher: Susan Pickle

Parent: Shaena Osteen

Parent: Terri Martin

Business: Jean Davidson

Community/Business: Kathy Hlavaty

Intermediate

Administrator: Burt Langley

Teacher: Jessica Minor

Teacher: Kaylah Hlavaty

Parent: Amy Wood

Business: Judy Elrod

Community: Alice Johnson

Junior High

Administrator: Lori Burke

Teacher: Stacie Nix

Teacher: Chuck Atkinson

Parent: Katherine McCandless

Business: Melissa Mason

Community: Ginger Fulgham

Paraprofessional: Sharon Williams Fletcher

Elementary

Administrator: Charlotte Mills

Teacher: Taryn Cabrera

Teacher: Kelly Medford

Parents: Brittany Bowley

Parent: Sheral Caldwell

Community: Virgie Riley

Business: Mitzie Walton

Superintendent: Lawrence Coleman

Assistant Superintendent: Leah Bobbitt

Director of Student Services: Gwen Gilliam

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	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

School Wide Plan

- 1 Requirement: Comprehensive Needs Assessment - 1114(b) (6) and §1114 (b) (2)
- 2 Requirement: School wide reform strategies - 1114(b) (7) (A)
- 3 Requirement: Qualifications of instructional paraprofessionals - 1112(c) (6)
- 4 Requirement: High quality and ongoing professional development - 1114(b) (7) (A)
- 5 Requirement: Strategies to increase parent and family engagement - 1116(a-e)
- 6 Requirement: Transition plan - 1114 (b) (7) (A) and §1112(b) (10) (A) (B)
- 7 Requirement: Strategies to address areas of need - 1114 (b) (7) (A)
- 8 Requirement: Coordination and integration of Federal, State and local funds; and
community resources and services - 1114 (b) (5)

According to 1114(b)(17), A School wide Program Plan:

- (1) is developed over a one year period, or is amended from a prior plan;
- (2) is developed with the involvement of parents and other members of the community to be served,
and individuals who will carry out such plan;
- (3) remains in effect for the duration of the school's participation as a School wide Program;
- (4) is available to the local educational agency, parents, and the public, in an understandable and uniform format;
- (5) if applicable, is developed in coordination with other Federal, State and local services;
- (6) is based on a comprehensive needs assessment, and;
- (7) includes a description of the strategies the school will be implementing to address the school needs

State Compensatory Education

State of Texas Student Eligibility Criteria: Definition of At-Risk Student (EHBC Legal)

"Student at risk of dropping out of school" includes each student who is under 26 years of age and who:

1. Was not advanced from one grade level to the next for one or more school years, unless the student did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the student's parent;
2. If the student is in grades 7–12 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. Did not perform satisfactorily on a state assessment instrument 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;
4. If the student is in prekindergarten, kindergarten, or grades 1–3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. Is pregnant or is a parent;
6. Has been placed in a DAEP in accordance with Education Code 37.006 during the preceding or current school year;
7. Has been expelled 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 Section 29.052;
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 U.S.C. 11302 and its subsequent amendments [see FD]; or
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in a district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation.
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

West Rusk CCISD Mission Statement: 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 fire arms, 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.

Legal Reference (Section 11.251 of the Texas Education Code): Each school district shall have a District Improvement Plan (DIP) that is developed, evaluated, and revised annually in accordance with district policy, by the superintendent with assistance of the district-level (site-based) committee.

Equity Plan ESSA Sec. 1112 (b) (2): The West Rusk Equity Plan data determined there is little difference between campuses in effective/in-of-field/experienced teachers in both high poverty campuses and with students of color/minority at West Rusk CCISD. The West Rusk CCISD Equity Plan addresses attracting, supporting, and retaining those teachers.

Poverty Criteria ESSA Sec. 1112(b) (4): West Rusk determines poverty eligibility by Direct Certification of the Community Eligibility Provision (CEP) under the National School Lunch Program. Those students not CEP have Free/Reduced forms or are Foster or Homeless students.

At West Rusk State Compensatory Funds are used to support Title I Initiatives.

Funding Sources (2022 - 2023):

Title I:	\$269,281.00
Title II:	\$40,609.00
Title III ESL:	\$12,007.00
Title IV, Focus:	\$20,543.00
Title V, Rural/Low Income:	\$23,603.00
Title I, C Migrant	\$202.00
CTE, Carl Perkins:	\$11,899.00
State Compensatory Ed	\$1,065,563.94
ESSER III	\$2,043,920.00

Data Reviewed for COMPREHENSIVE NEEDS ASSESSMENT

An in-depth review and disaggregating of data by the district-site-based committee led to the development of the goals, objectives, and strategies included in the District Improvement Plan. The data has been disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status; information sources provided the data for our comprehensive needs assessment.

Areas for improvement include: Special Education students need to improve in all core subjects across the district. We also plan to improve parental involvement and student safety.

State Accountability Report and Ratings

STAAR passing rates (regular & alternative)

TELPAS (Texas English Language Proficiency Assessment)

Norm-referenced test data

Drop Out Rate

Enrollment / Attendance Rate

Performance Based Monitoring Report (PBMR)

Promotion/Retention/Drop-out Rates

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

Common Benchmark Assessments (CBAs)

Professional/Paraprofessional training needs

Annual Measurable Achievement Objective Report (AMAO)

Teacher/Parent Contact Logs

Curriculum Alignment

Safety and Wellness Surveys

Parent, Teacher, and Student Services

Master Schedules

Lesson Plans

STAR testing – Accelerated Reader

TPRI – Texas Primary Reading Inventory

Discipline Data

Staff Development

College Admissions Test (SAT/ACT/PSAT)

Technology Assessment / Plan

Progress Reports / Report Cards

Teacher Appraisal/Walkthrough Data

Advanced Course/Dual Credit Enrollment Data

Highly Qualified Staff Reports

Parent and Community Attendance in Extracurricular Activities

Career Technology Education Program Evaluations

Mobility/Stability of staff and students

Decision –Making Processes

Federal Program Evaluations / Resource Allocation

Fountas and Pinnell levels

TSI – Texas Success Initiative – College Readiness Test

Texas Academic Performance Report (TAPR)

Equity Plan – Staff retention/turn over

Initial Compliance Review (ICR)

Results Driven Accountability (RDA)

College, Career, and Military Readiness (CCMR)

Elementary Comprehensive Needs Assessment

2022-2023

Resources

**2021-2022 State Accountability Report and Ratings (Safeguards)

**2022 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

Demographics:

Data Examined: Campus Demographics

Strength: The student enrollment is 224. There are 116 females and 108 males. The ethnic breakdown is as follows: 52% White, 33% Hispanic, 7% African American, 7% multiple races, and .1% Asian. The student demographics reflect the demographics of the community.

Weakness: 74% of students are economically disadvantaged. Our Average Daily Attendance needs to be at 97%. Due to COVID and other recent issues, our Average Daily Attendance has been below 97%

Student Achievement:

Data Examined: TPRI, Circle Assessment (CLI), CBA's, unit tests, Fountas and Pinnell levels, Kindergarten Early Assessment (KEA), TEKSCORE Year at a Glance

Strength: All 1st and second grade students take the TPRI reading assessment three times per year. All students take Common Based Assessments (CBA) and are administered formative and summative assessments. All kindergarten

through second grade students are administered the Fountas and Pinnell Benchmark reading assessments one on one to identify accurate reading levels. English Language Learners also take the TELPAS. Students with Individualized Educational Plans (IEP) work towards set goals. Pre-K and Kindergarten students are assessed using the state approved CLI and TX KEA.

Weakness: Many students continue to have academic struggles and are still developing in the areas of reading and math.

More students in each student population need to read at or above grade level and perform on or above grade level in math. There is still a high % of students deemed at-risk.

School Culture and Climate:

Data Examine: Campus philosophy, Discipline Data, Parent Surveys

Strength: School wide discipline management is in place. The number of discipline referrals continues to decrease.

Positive reinforcements are in place. Each student and teacher create and sign a Social Contract for their classroom.

Students recite the Raider Pledge and motto daily. Students and staff participate in character days, pep rallies, Red Ribbon Week, Homecoming activities, Character Education - Beginning of a Hero, Box Tops for Education, field trips, Fabulous Fridays, Holiday activities, i.e. Veteran's Day, Thanksgiving, Christmas, etc. Elementary students support secondary school students' school spirit days and events. Accelerated Reader and classroom academic and behavior incentives are in place. Parent conferences, interviews, and surveys are completed. Parents complete a satisfaction survey each year. The responses were overwhelmingly positive. Parents with specific concerns are encouraged to reach out to their child's teacher.

Weakness: Discipline referrals are low. The same students tend to be repeat offenders who receive disciplinary referrals.

Counseling services and positive reinforcement and incentives are provided to help reduce disruptive behaviors that can lead to discipline referrals.

Staff Quality, Recruitment, and Retention:

Data Examined: Principal Meetings Data

Strength: Teachers are state certified. Paraprofessionals are qualified for their positions. 63% of the staff are certified teachers. 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. 37% of the staff are Paraprofessionals who are also certified through the Education Service Center at Region VII.

Weakness: There is a need for additional bilingual staff members.

Curriculum, Instruction, and Assessment:

Data Examined: Curriculum Documents, RTI documentation, Tutorial Documentation, Intervention Meeting Data, DMAC Data, TEKS Score Year At a Glance

Strength: The Texas Essential Knowledge and Skills (TEKS) are the standards that drive instruction. The components of Balanced Literacy and the Daily 5, Saxon Phonics, and Texas Go Math and/or 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. Students in need of intervention can participate in Raider Camp reading and math groups. Activities and enrichment for gifted students are given. CBAs, formative assessments, summative

assessments, TPRI, and Fountas and Pinnell are assessments administered to students. The use of Into Reading ELA Series, Saxon Phonics, Fusion Science, Texas Go Math, Studies Weekly, and teacher created materials for specific lessons. Students with Individualized Educational Plans (IEP's) and/or 504 plans are instructed according to these plans with appropriate modifications and accommodations.

Weakness: There is a need for a more effective and useful Math program.

Family and Community Involvement:

Data Examined: Parent Surveys, Parent and Community Involvement in Campus Events, Parent and Visitor sign-in logs

Strength: Parents and guardians are strongly encouraged to attend face to face conferences with teachers. Translation of written communication between school and home is provided for non-English speaking homes. Families and the community are actively involved in, but are not limited to the following: Parent Teacher Organization (PTO), Book Fair, classroom parties, festivals, lunch, music programs, awards ceremonies, pep rallies, field day, field trips, fundraisers,

Student Council drives, parent volunteers, secondary school student volunteers, etc.

Weakness: There is a need for more parents and/or community members as tutors and/or mentors. More opportunities for parent and family engagement activities need to be incorporated. Due to safety concerns, family and community engagement will be modified and adjusted.

Technology:

Data Examined: Meetings with Campus Technology Directors, Number of Technology Work Orders

Strength: Each homeroom is equipped with Chromebooks and laptop computers for student use. Some classrooms have Ipads for teacher and student use. 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. Some teachers use the DOJO and Remind apps to keep parents informed of student behavior and classroom activities. In the event of bad weather days, technology can be incorporated in order to do at home learning to avoid having to make up days.

Weakness: There are frequent problems with internet connections and computer hardware and/or software. The problems affect the computers, telephones, and intercom systems. If internet connection problems are minimal, there may be a need for additional wireless devices.

School Context and Organization:

Data Examined: School Structure (PK-2), Schedules, Support Programs, Physical Environment

Strength: The facilities are not new, but they are very well kept, and they are attractive. The campus is led formally and informally by the campus principal. Teachers' roles vary from leader to support based on the needs of the teacher and/or the students at the time. Grade levels meet regularly to plan and discuss upcoming lessons. Teachers share ideas and instructional strategies. Each grade level is composed 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.

Weakness: There is a continued concern for campus safety. Due to these concerns and that our main building is outdated, there is a need for newer facilities.

Intermediate Comprehensive Needs Assessment

2022-2023

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 finally Lesson plans.

Demographics: West Rusk Intermediate has 208 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 79% of our students were economically disadvantaged. Our student demographics consist of 12% African Americans, 29% Hispanics, 52 % White, and 6% of mixed race. Last year West Rusk Intermediate received an accountability rating of B for the 2021-2022 school year with gains in 4th and 5th ELA/Reading and Math and 5th Science attained a distinction for growth. In 2021-2022 we had 204 students tested using STAAR with 33.8% EB/EL, 77% At-Risk, and a mobility rate of 14.9%.

Student Achievement: West Rusk Intermediate had an overall B Accountability Rating for the 2021-2022 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 15% served by Special Education. **1. Reading ELA:** In third grade, our Reading scores increased from 67% passing overall in 2020-21 to 76% passing in 2022-23. In fourth grade, our overall passing percentage went up 14% from 63% in 2021-18 to 77% in 2021-22. In fifth grade, we scored 81% up from 77% 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 53% were 9 points over target, (2) African American 37% were 5 points above target (3) Hispanic 50% which is 13% above target (4) White 62% which is 2 points above target (5) Economically Disadvantaged 48% -15 points above target (6) Special Education was 23%. **2. Math:** In third grade, our Math scores were 59% in 2021-2022 which was down 8 points. In fourth grade, we performed at a state average of 70 which is up 3 points. In fifth grade, we had an overall passing rate of 82% and is 7 points above state average and up 19 points from the previous year. 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** - 5th grade science scores were 72% passing which is 5 points above the state average, and a 7 point increase from last year. When looking at Academic Achievement Status from TEA on Science the Intermediate campus had (1) All students 72% passing (2) African American 43% passing (3) Hispanic 73% passing (4) White 79% passing (5) Economically Disadvantaged 65% passing. (6) Special Education was 33%.passing in Science

Culture and Climate: We have found that we have lots of great work going on at 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 4th and 5th grade STAAR tests we were above state average in Math and Reading and were close to State average in Reading in 3rd. We met standards in all areas on all STAAR tests. We increased the total number of students who reached mastery in every subject except 3rd grade math where we had 13% master the test. We feel we are moving in the right direction with gains made in 4th and 5th grade. In the federal "Closing the Gap" data we made ELA/R target score on academic achievement by +9 percentage points, our minority populations made target score by 3 points for African American and 13 points for Hispanics, while our economically disadvantaged were 15 points above the target score. 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 97.1% last year, and we are on a similar pace for this year.

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 1 teacher retire last year and hired a veteran teacher to fill that position and are excited for her to bring fresh ideas to our campus.

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. We will use the ACE program to further enrich student reading by targeting low performing students. 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 Imagine Math, 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 her 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.

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 Afterschool Centers for Education (ACE) program to further enrich student learning and to help us engage with parents and community through different activities throughout the year.

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.

Strengths**Students:**

- 97.1% attendance rate, kids come to school, 90% of students on school survey say they would come here if they had a choice to go anywhere.
- Discipline referrals down significantly from previous year

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:

- Fourth and fifth building newer than all but the 6th 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 Fundamental 5 instructional method 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

Junior High Comprehensive Needs Assessment

2022-2023

Demographics:

Strength - West Rusk Junior High has 253 students enrolled with 15 teachers, 4

paraprofessionals, we share 3 teachers and 1 para with the High School on campus. West Rusk Junior High is a school-wide Title I campus. At this time, 71% of our students are economically disadvantaged. Our student demographics consist of 14% African Americans, 27% Hispanics, 58% White, and 1% American Indian.

Weakness - Our daily attendance rate needs to improve is currently 95% and needs to improve to 98%

Section 2 – Student Achievement 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 finally Lesson plans.

Student Achievement:

Strengths: Out of seven potential distinctions, WRJH achieved five. We met 14 of 18 indicators in academic achievement and 15 of 18 indicators in growth. Weakness: We would like to improve our accelerated growth and percentages of students in the masters category (especially in math and social studies). Students in special education need to be more successful in achievement and growth.

Culture and Climate:

Strengths: Data collected from staff interviews and surveys indicated the need for a school wide discipline management, which is now in place. Students have had and will continue to have a reward each six weeks based on discipline, attendance, and academic performance. High percentages of students are involved in extracurricular activities.

Staff Quality, Recruitment and Retention:

Strength: At West Rusk Junior High, 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. This past year the campus lost three teachers, one retired and the other two left for personal opportunities. We recruited three highly qualified and experienced teachers to fill those spots.

Weakness: We have a need for bilingual staff.

Family and Community Involvement:

Strength: Families attended meet the teacher night prior to the start of school. Teachers use REMIND and ZOOM to communicate with parents. Parents attend sporting events.

Weakness: Teachers struggle in contacting certain parents. We need to have activities that include parents of less active students.

Technology:

Strength: The Junior High has been very fortunate that the Technology department continues to provide the technology that our teachers need to be successful. We have continued to add computer carts to the 6th, 7th, and 8th grades this year in order to keep up with the rising number of students in those grades. Weakness: Training and knowing the best resources to invest in.

Curriculum, Instruction and Retention:

Our curriculum is determined by our state TEKS, teachers align instruction from the TEKS with daily lesson plans that provide focus on student needs. 504 interventions are in place to assist those students with particular learning difficulties.

Students that have failed the state test previously will be put into priority classes giving them the opportunity to get extra help with those subjects, hopefully filling in educational gaps.

Reading: We will continue to push the Accelerated Reading program in all grades. In addition, continue to have reward trips for those who reach their goal each six weeks. We will increase interest in Reading and develop fluency by allowing students to select high interest books within our Accelerated Reader program. All reading teachers will incorporate Learning Farm as another resource for improving reading levels in all students.

Math: Teachers will use best practices in the classroom to ensure that all students get the best chance to improve math skills. Struggling students

will be assigned to math priority classes. We will also continue our computer-based programs such as Accelerated Math, Imagine Math, Study Island,. We will continue to provide professional development for our teachers. The Junior High will improve writing skills by encouraging teachers to have more writing assignments in all subjects.

Science: teachers will continue to be a member of the Region VII Science Cohort to enhance her knowledge in research-based teaching practices and to collaborate with other area Science teachers. All our science teachers will use hands-on labs to enhance learning, promote curiosity, and lead students to inquire about the living world. 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 to increase students' knowledge base. Staff indicated a need for more tutorial curriculum.

High School Comprehensive Needs Assessment

2022-2023

At the Campus Site Based meeting on September 26, 2022 we addressed several issues regarding our Comprehensive Needs Assessment for West Rusk High School. Attending this meeting were faculty members Susan Pickle and Cynthia Duncan. Also present were parents Terri Martin and Shaina Osteen, administrator (principal) Jake Jackson, community member Jean Davidson and business representative Kathy Hlavaty.

The first area the committee discussed at the meeting was **Demographics**:

1. West Rusk High School has 375 students as of September 26, 2022. The demographic breakdown included 210 (56%) white students, 100 Hispanic/Latino students (27%), 44 Black students (12%), 20 multi-racial students (5%), 1 American Indian student (.2%). 255 students were self-identified as low-socioeconomic (68%).
2. The demographics at WRHS are very representative of the local community. The performance of all groups on the state mandated STAAR/EOC tests are very close we are performing at a level at or above the state average in all subjects.

Next we examined student **Achievement**:

1. How is student achievement data disaggregated?

Both teachers and administration monitor the data input into DMAC after benchmarks. Additionally, data expectations and results are set and monitored by the state.

2. What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, or other category?

For the most part, West Rusk High School does not have a certain group that struggles more than others. White students do not "meet" or "master" the STAAR tests in reading and math at a high enough percentage, but they do approach grade level and pass the tests at an acceptable percent.

3. In which areas are we showing growth? At what rate? Compared to which standard of achievement?

First time STAAR test takers are beating the state average.

4. Which students are making progress? Why?

All students are progressing. We have the appropriate assessments and interventions in place to intervene at the right time to address deficiencies.

5. What does the data reflect within and among content areas?

That the high schoolers are excelling in U.S. History, Biology, and Algebra. English scores are slightly above the state averages, but overall they need improvement. We had more students perform at the Master's Grade Level on the EOC scores this past year than most schools in our comparison group (40 schools similar to us)

6. What does the data indicate when disaggregated at various levels of depth?

They show that demographics and financial deficiencies are not affecting our student's success.

7. Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across programs, content areas, subgroups, etc?

Dual credit enrollment is up from previous years, and the students are passing the college level courses. On average, one-third of the senior classes are taking the ACT or

SAT, and their scores are slightly below the state's average. The dropout rate is low, and the retention rate is high. Additionally, Most West Rusk students participate in at least one extracurricular activity. Students excel in these programs, and it offers an incentive to make the grades needed for eligibility and to attend school daily.

We continued with School **Culture and Climate**:

Most of the answers to the following questions were formulated from an anonymous questionnaire we presented to a group of 34 high school students who were of mixed ethnicity, age and gender. We also polled and interviewed teachers/faculty members and administrative staff.

1. How do students describe the school climate? How does this compare to the staff?

Based on the student questionnaire, 90% said that they have pride in our school, and the students and teachers seemed to be happy. The other 10% said there was a lot of pride in certain organizations and "some" of the teachers and students seemed happy. This is also echoed among our staff. We normally do not have a high turnover rate amongst staff and the teacher morale seems to be high each year. There are higher numbers of teachers showing their support through attendance at student extracurricular events. Teamwork seems to be more evident at faculty meetings and the overall attitude is very positive.

2. What evidence is there that students and staff are collectively aligned with the vision and the mission of the school?

Based on the student questionnaire, all but one student said that they had a clear understanding of what the school mission was. It is evident that our students know the campus vision and expectations. 90% of the students surveyed said we strive to be the best at everything. This is our campus goal.

3. How do students and staff describe attitudes, respect, relationships, belonging, support, etc.? How does this data compare across groups? Which groups respond in which manner?

Amongst the students surveyed (which consisted of all groups), 70% said that there was respect among ALL teachers and students, and there was a strong sense of family on our campus. Teachers are here for their students and always willing to help. The most evident sign we see that proves we have a strong sense of relationships and family is in the amount of time our faculty spends outside of class tutoring our students. They will do whatever they can to help a student succeed so they can participate in extracurricular events or to prepare them for the future.

4. What does the data reflect regarding student behaviors, discipline, etc.?

Discipline Referrals seem to be staying at a minimum. Some students feel that discipline has been handled inconsistently in the past. Perhaps this is due to the confidential aspect of the discipline process. Discipline issues are not to be discussed with other people. Our teachers are confident in their authority and almost all students have a clear respect for authority in our school. Students all understand that there are consequences for their actions.

5. To what degree do students and staff feel physically safe?

According to our questionnaire, 100% of our student body feels safe most or all of the time. 53% said that they felt completely safe on our campus. On our campuses we have security cameras installed at every entrance and in most parking lots. We have police on campus at all times during the school day and at all major extracurricular events.

6. What do students and staff indicate about expectations: academic, behavioral, social, extracurricular, etc.?

As mentioned earlier in question #2, 90% of the students surveyed said that they want to be the best at everything they could, whether it be academic or extracurricular. As far as behavior on campus, we have incentives setup to allow students an extended lunch period for zero write-ups and getting all assignments turned in on time. There are also clear expectations and consequences for all actions on campus given on the first day of instruction every school year. We are blessed to have an administrative staff that will back the teachers on all disciplinary issues.

7. Which students are most satisfied with the school's culture and climate? How does this compare to the students' attendance, tardies, and other behaviors?

When we asked the students who seemed most satisfied with the school's culture and climate, their answers were: students involved in extracurricular organizations; students that make good grades and students that do not have attendance problems.

8. What does the data indicate regarding classroom management and organization? How does this compare to classroom student achievement data?

The teachers on campus who have good classroom management and organizations also tend to have better student achievement. Because the teachers have prepared thoroughly, they are able to keep students on task from bell-to-bell. Because the students are on task their achievement is better. All three of these factors support each other in our classrooms.

9. What does the data reflect regarding gang, substance abuse, weapons, and other safe school areas? Who are the students involved? What do we know about these

students? What services have these students received?

To the knowledge of students and employees there is no evidence of any gang activity. Substance abuse is somewhat occurring among our students. We do monthly drug screening (random selection) and occasionally we get positive drug test results (marijuana). It is believed that prescription medication is also abused by some students and the presence of Vapes is becoming more and more a concern by students and employees alike. Harsher penalties for possession and/or use of vapes at school is being implemented to curb this issue.

10. What students are involved in extracurricular activities, clubs and other areas? Who are these students? What does student achievement reflect about these students versus others who are not involved?

We have students of all ages, gender and ethnicity involved in all of our extracurricular areas. The focus of the administrators has been to get as many students involved in these activities as possible. The only common factor that we can see in the students that are not involved is the lack of parental support and encouragement. Student achievement academically is dramatically affected by their participation in extracurricular activities. Most of our student body that graduates in the top 10% is involved in multiple extracurricular activities.

11. What are the students' and staffs' perceptions of facilities and the physical environments? What is the impact of the facilities on culture and climate?

Of the students surveyed, 100% said that we had excellent facilities on our campus. 75% of our campus was nice, but there was room for improvement. 10% said that our facilities were fair but needed major repairs and updating (i.e. the auditorium and some classrooms in the main building). Ten years ago we passed a major bond to build a new cafeteria, multi-purpose building, sixth grade campus and a new football stadium. The effects of these upgrades have had a huge impact on the growth of our campuses. Students that had transferred out of our district because of 75-year-old facilities that were outdated and embarrassing are coming back into our district. We now have one of the nicest stadiums and cafeterias, compared to schools our size, in our entire region.

The fourth area of discussion was **Staff Quality, Recruitment and Retention:**

1. What are the teacher qualifications, certifications, etc?

Our teachers are required to be "highly qualified" under the NCLB standards, and require a bachelor's degree, at minimum, and a teacher's certification in the subject in which they teach. Additionally, our staff is made up of veterans, former athletes, former social workers, and a medical doctor, amongst many other roles/titles that enrich the quality of what our teachers and coaches bring to our school. Additionally, the staff is made up of experienced teachers. No first year teachers are on staff at the high school campus this school year.

2. What does the general data reflect regarding teacher quality on the campus?

Administrators give regular walk-throughs, and give the annual PDAS report. Teachers are expected and required to make adjustments or improvements when prompted regarding their performance.

3. How are follow-up data regarding teacher performance provided to teachers?

Teachers are provided comments following observations and walk-throughs, and are given copies of their T-TESS scores. Specialists, advisors, as well as administrators from other campuses also occasionally provide support and feedback by observing teachers during classroom time.

4. How are we recruiting highly qualified and effective staff?

Many staff are tenured, and due to their loyalty to the school, are encouraged to recruit fellow teachers they know personally that they believe would be good candidates for open positions. The teacher profiles on the high school webpage are being updated to showcase the quality of the staff in an effort to bring in satisfactory candidates for future open positions.

5. What is our staff attendance rate? Retention rate? Turnover rate?

Staff attendance has room for improvement, but teachers do not miss work at such a rate that affects the student's performance. Staff absences are largely limited to illness or family needs, and extracurricular events that require them to sponsor. Those who left the staff last year did so for personal/family reasons, not due to dissatisfaction with their employment at West Rusk. As stated above, many members of the staff have been coaching/teaching at the campus for years. The teachers that retired at the end of the last school year had been at West Rusk for decades.

6. How is highly effective staff assigned to work with the highest need students?

Teachers are provided data on their 504, SpEd, ESL, and special needs students by a very qualified and efficient Special Education specialist. Each teacher is required to provide the student's modifications and accommodations, and be acquainted with the special needs of the students.

7. What is the impact/effect of our teacher mentor program?

Greater emphasis and priority is placed on first year teachers receiving mentor support. Last year, a first year teacher was assigned a mentor, along with a daily meeting to ensure that the teacher was adjusting well.

8. How is new staff supported? What feedback do they provide?

Staff have grade level teams and department teams that support one another. Veteran staff members are quick to support new staff members, as well.

9. What systems are in place to build capacity and support the notion of continuous improvement?

T-TESS, STAAR/State expectations, campus goals, DMAC – CBA data, etc...

10. How are we using data to determine professional development for staff?

Staff is essentially held self-accountable for their own professional development, but are allowed days off for workshop opportunities.

11. How are collective and individual decisions regarding professional development determined?

Staff is certainly not discouraged from seeking professional development opportunities, but it is not heavily emphasized by members of administration or by department heads. If there are new guidelines from T.E.A. regarding educational issues that staff need to know we are always supportive and even initiate some of those training opportunities.

12. What types of professional development has staff attended? How is implementation monitored? What impact has it had on performance? What is the follow-up?

Staff routinely receives: CPI training as a campus, lectures by specialist Mrs. Meggs, and motivational guest speakers/former educators to open the school year.

Teachers at West Rusk are mostly self-sufficient. They are motivated and hold themselves accountable for the achievement of their students.

Then we examined **Curriculum, Instruction and Assessment** data:

1. Curriculum as West Rusk High is vertically and horizontally aligned through a variety of ways. West Rusk uses the TEKS Resource System to guide our scope and sequence for all core classes and many of our electives. This scope and sequence allows our different grade level teachers to meet by department to discuss and review similar material when possible. We have department and grade level meetings once per six weeks to create a dialogue of support and understanding. We also encourage discussion among our grade level teachers to try to collaborate on ideas and issues in their rooms when possible.

2. To assess our curriculum and instruction we administer CBA (curriculum based assessments) each six weeks. These tests were built by the teacher prior to the six weeks of instruction and meant to serve as the guide and road map for instruction. These CBA tests help teachers run reports through DMAC to measure each student on each objective and know exactly how to diagnose their student needs in a matter of minutes.

3. Once our reports have been examined we meet by department with the instructional leader to plan how to reteach and review the material that was not mastered. We set up tutorials for students, when necessary and focus on student needs based on the data that is gathered from the CBAs.

The sixth topic we discussed was **Family and Community Involvement**:

1. What evidence exists that families and community members are involved in meaningful activities that support students' learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe?

This year we held a 9th grade orientation for all incoming 9th graders. Attendance was over 90% with students and at least one parent. We also have large turnouts at "Meet the Teacher" nights. Many parents/guardians show up to check on students' grades and progress. In addition to this event we have school award assemblies, National Honor Society banquets, booster clubs, theater productions and band concerts where we have high turn outs of family and community members. The most noticeable trend is that the students whose family members are involved in their education have the best achievement overall in school.

2. How are families and the community members involved in school decisions?

Our school board meetings are always open to the public, and anyone who wishes may be placed on the agenda to speak. We also have a site-based committee in which the community can get involved in the decisions regarding the school calendar and other important agendas. In past bond elections, we have had

meetings with the public to gain their input into the decision making process. As stated earlier, we have many booster clubs on campus that play a key factor into the success of our organizations.

3. What types of services are available to support families, community members, and students to encourage healthy family relationships?

4. If families speak languages other than English, what are these languages? How does the school communicate in those languages?

We have a large population of Hispanic families in our school. For the parents who do not speak English, but need to be contacted, we have several on-campus employees who are bilingual and can serve as interpreters. We also have ESL (English as a Second Language) classes available for students who cannot speak English well.

Next we looked at **School Context and Organization**:

1) How is adequate time devoted to subjects in which students perform poorly?

West Rusk High School requires students not passing all portions of the STAAR/EOC test retake the course for that EOC exam. This allows for an entire year of remediation for that student. This has produced very positive results in the past. Students who do not pass the English 1 or English 2 STAAR test take a remedial reading/writing course.

2) What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole? WRHS has teachers build their own CBA tests so that they know exactly what they want it to look like and what they want their students to learn.

3) What are the students', parents' and community perceptions of the school?

Students, parents, and community perception of West Rusk High School are very good at this time. We have looked at surveys sent home in the past and found them to be very complimentary. We have very few negative marks and mostly words of encouragement are shared in these surveys. Talk in the community is always positive except for the occasional disgruntled parent concerning single, individual issues with their specific child.

Finally, we examined the use of **Technology** at WRHS:

1) Technology at West Rusk High is very visible and in high use. All students have access to wireless internet and devices to navigate the web. We have multiple laptop carts stationed throughout the campus to provide web research and document (office) support. Students are also allowed the opportunity to check a computer out from the library to take home for use after school hours, including weekends.

2) Students in all math and science classes have access to their own personal calculator (graphing and 4 functions). Students may also check these out with the teacher for use outside the classroom when needed.

3) We address the teaching of academic technology courses through our audio- visual tech , graphic design, and office-based courses. These classes build web- pages, cut and edit video and music, program video games and other animation. We also use technology in the creation/building of our school yearbook each year. Students import graphics taken with digital cameras and edit these graphics while supplying text and other formatted information.

West Rusk STAAR Results 2022

Grade	Reading			Math			Science			Social Studies		
3rd grade	West Rusk	Difference	State	West Rusk	Difference	State						
	76	-1	77	59	-11	70						
4th grade	West Rusk		State	West Rusk		State						
	77	0	77	70	1	69						
5th grade	West Rusk		State	West Rusk		State						
	81	1	80	83	8	75	West Rusk	Difference	State			
							71	5	66			
6th grade	West Rusk		State	West Rusk		State						
	61	-8	69	75	3	72						
7th grade	West Rusk		State	West Rusk		State						
	92	14	78	80	21	59						
8th grade	West Rusk		State	West Rusk		State						
	86	4	82	83	14	69	West Rusk	Difference	State	West Rusk	Difference	State
							79	6	73	50	-9	59
End Of Course	West Rusk	Difference	State									
English I	63	0	63									
English II	70	-1	71									
Algebra I	74	0	74									
Biology	94	12	82									
US History	84	-5	89									

Lower than State

2022 West Rusk STAAR ALT Results

Students tested - 6

Tests taken - 15 : 3rd grade (2) Reading and Math, 7th grade (4) Reading and Math, 8th grade (8) Reading, Math, Science and Social Studies, EOC (1) US History

Results: Test passed - 13 of the 15 rated Satisfactory

TELPAS

Campus	Grade	Number of Students	Beginning	Intermediate	Advanced	Advanced High
Elementary	Kindergarten	11	64%	35%	0%	0%
Elementary	1st	14	29%	64%	7%	0%
Elementary	2nd	10	0%	40%	60%	0%
Intermediate	3rd	9	0%	33%	67%	0%
Intermediate	4th	13	8%	46%	23%	23%
Intermediate	5th	9	0%	33%	67%	0%
Junior High	6th	14	7%	36%	57%	0%
Junior High	7th	7	14%	29%	57%	0%
Junior High	8th	10	0%	40%	50%	10%
High	9th	12	0%	58%	25%	17%
High	10th	9	11%	11%	67%	0%
High	11th	4	0%	75%	25%	0%
High	12th	3	0%	33%	33%	33%

Goal 1: Build a foundation of reading and math (TEA Strategic Priority #2: Build a Foundation of Reading and Math)				
Objective 1: By May 2023, 80% of West Rusk students, in each student group, will demonstrate mastery of the TEKS and meet or exceed expectations for STAAR and other assessed content areas.				
Summative Evaluation: By May 2023, 80% of West Rusk students will pass both reading and math state assessments.				
Activity / Strategy	Person(s) Responsible	Resources	Timeline	Formative Assessment
1. Targeted performance needs for all accountability groups and others identified as at-risk using assessment instruments (STAAR, TELPAS, SAT/ACT, TPRI, mClass, Curriculum Based Assessments, six weeks tests).	Teachers, Campus and District administrative staff	DMAC, Skyward, Data Notebook, Best Practices, School Report Card	October 2022, January 2023, May 2023	Data Analysis Reports, curriculum maps, CBA conference sheets, TPRI/mClass, State Assessments
2. Facilitate district and campus staff development targeting academic subject areas, intervention strategies, STAAR, GT, ESL, CBAs, TEKS Resource System, and DMAC.	Teachers, Campus and District administrative staff	Region VII, Administrative staff, EduHero	August 2022, January 2023, June 2023	State assessment results for all subgroups, number of professional development hours/certificates earned
3. Implementation of Saxon Phonics program for at-risk students performing below grade-level in reading skills K - 3rd.	ELA/Reading teachers, Campus and District administrative staff	Local Funds, ELA Specialist, State Textbook Allotment	2022 – 2023	TPRI and STAAR results
4. All campuses will continue to guide and provide services for the implementation of Response to Intervention(RtI) for struggling and English Learners with emphasis on vocabulary and hands-on strategies in math classrooms.	Response to Intervention (RtI) teachers	Special Education, Title I Funds, Local	End of each Six Weeks	RTI Documentation Students, including ELLs will show success on state assessment.
5. Continue enrichment activities for Gifted and Talented students as they are identified and served.	G/T teachers, Campus & District Administration, Region VII	GT Funds, Local	Weekly	100% of G/T students will have opportunity to participate

6. Professional Development for teachers in Sheltered Instruction/ELPS for EL students in reading.	Assistant Superintendent, Principals, Region VII Staff, ESL teacher, Elementary Teachers	Local, Title funds	During 2022 - 2023 school year	EL students will show progress on state assessments.
7. Utilize instructional methods for addressing needs of dyslexia student to help them achieve their full potential	Dyslexia specialist, classroom teachers, campus administration	Local and State funds	Fall and Spring 2022 - 2023	Dyslexia students will be successful on local and state assessments.
8. Utilize state provided online interactive reading program such as I station in grades 3rd -5th.	Assistant Superintendent, Principals, Teachers	Provided by state for grades 3rd - 5th	Regular use by struggling students	Students, including ELs will show success on state assessment.
9. Priority Reading Classes will be utilized in 6th - 8th. Accelerated Reading (AR) curriculum is utilized in K - 8th. Study Island is utilized in K - 12th.	Assistant Superintendent, Principals, Teachers	Local funds, State Textbook Allotment	Daily for struggling students assigned	Students will pass the state assessment (STAAR reading)
10. Continue to provide guidance and support to all students in addressing both academic and personal needs for success.	Elementary, Intermediate, Middle, High school, and Special Educ. Counselors. RtI and Content Mastery staff	Local Funds, Title I, and IDEA	Each Six weeks	Telephone logs, sign-in sheets and completed graduation plans, class rolls
11. Provide staff development for grade level teachers on integrating technology in the classroom.	Campus and District Administrators, Technology Supervisors, Region VII	Local Funds, Title I Funds	August 2022, January 2023, June 2023	Administrator walkthroughs using T-TESS and surveys
12. Use multiple sources of technology in the classrooms.	Teachers, Technology Supervisors, Campus and District Administrators	Local Funds, Title I Funds, E-rate funds	August 2022 through June 2023	Administrator walk-throughs using T-TESS surveys
13. Frequent Professional Learning Community (PLC) meetings for horizontal and vertical planning.	Teachers, Campus and District Administrators	DMAC, TEKS Resource System	Bi-Weekly	Data Analysis Reports, Curriculum Based Assessments

14. Utilize "Imagine Learning" with struggling Emergent Bilingual students at West Rusk (K - 12th). Utilize Saxon Phonics (K - 3rd) EL component as an additional resource.	Principals, ESL Teachers, General Educ. Teachers	Local Funds, Title I Funds, State Textbook Allotment	Weekly	Improved benchmark and state assessment scores.
15. Implement high quality standards in Pre K to give students access to knowledge and skills necessary to be successful in Kindergarten and beyond.	PreK teacher and principal	Local, state	Ongoing 2022 - 2023	Monitor and assessment Prekindergarten students to track success as they transition from PreK to Kindergarten.
16. Add an interventionist to help struggling elementary students meet or master grade level in Reading and Math. Students will increase from 73% that meet or master Reading to 75% by May 2023.	Elementary Principal, Administration	Title 1 Grant	August 2022 to May 2023	Fountas Pinnell, mClass, and benchmark assessments

Goal 2: WRCCISD will meet all Federal/State Program Based and State Compensatory Education compliance standards and Results Driven Accountability (RDA) criteria to ensure that all students meet performance standards in all areas with emphasis on those students with special needs and at-risk of not achieving performance standards or graduating on time. Improving Low-Performing Schools (TEA Strategic Priority #4: Improve Low Performing Schools)				
Objective 1: All West Rusk students will be given the supports needed to be successful at school and beyond.				
Summative Evaluation: By May 2023, 80% of West Rusk students will pass both reading and math state assessments.				
Activity / Strategy	Person(s) Responsible	Resources	Timeline	Formative Assessment
1. Utilize Federal grant funds to improve student achievement through employment of highly effective staff, purchase of teaching materials and staff development.	Director of Student Services and Assistant Superintendent	Title I Part A, EduHero	August 2022	CBA test results, student passing rate each 6 weeks, number of students participating in special programs, monthly budget summaries
2. Maintain district-wide system for the identification, progress monitoring, and service of special education and 504 students.	Director of Special Education, Director of Student Services, Principals, Counselors Teachers, Intervention Specialists	504 manual, Rtl process, IDEA guidelines	September 2022 to August 2023	Number of student referrals, Number of students identified, Number of ARD and 504 meetings
3. Facilitate staff development to all teachers regarding differentiated instructional strategies for implementation of Tier I RTI (Sheltered Instruction) and Tier II services by classroom teachers.	Assistant Superintendent Instructional Coach Region VII staff	Local funds, Region VII, Title I A	August 2022	Student assessment results including CBAs, Principal observations through T-TESS
4. Identify, monitor, and assist students at-risk of academic failure at each campus and maintain appropriate documentation.	Director of Student Services, Principals, Counselors	At-Risk Criteria, PEIMS reports	Ongoing	Number of students identified, number of students served, teacher documentation

5. West Rusk coordinates and provides services to homeless (McKinney Vento) children and youth to support the enrollment, attendance, and success.	Director of Student Services	McKinney Vento identification	August 2022	Number of students identified and served.
6. West Rusk coordinates instructional strategies, learning opportunities, and promote skills and in-depth interaction and industry professional and academic credit.	CTE director and teachers	CTE and local funds	Throughout the year	Students served
7. Tutorials (min. of 30 hrs) given to all students, grades 3 - EOC, that were not successful on STAAR.	Assistant Superintendent, Principals, Teachers	SCE, Local	Summer 2022 through May 2023	State Assessment results, Grade Placement Meetings committee notes
8. Provide information & training to campus testing coordinators, administrators, teachers, & raters regarding the LPAC process & TELPAS assessment system.	District Testing Coordinator, Principals, Counselors, ELA/ESL Teachers	Title III, Region VII, TEA	Spring 2023	TELPAS training documentation, LPAC meetings, TELPAS results
9. Continue to monitor student attendance rates in order to reach 97% goal.	Principals, Assistant Principals Counselors, Teachers, PEIMS Coordinator	Local Funds, Skyward	Daily / Each 6 weeks	PEIMS reports on Skyward

10. West Rusk will use State Compensatory Education (SCE) funds to enhance the Title I program. These funds will be coordinated with other Title, Local and Special Education funds.	District and Campus Administration	SCE funds \$1,065,563.94, Salaries \$1,065,513.95 (19.5 FTEs), General Supply \$49.99. Title I funds \$274,448.00. Salaries \$237,976.00 (5 FTEs), Contracted Services \$36,472.00 Title IIA \$46,045.64. Salaries \$36,000.00 (12FTEs), Contract Services \$10,045.64. Title IV \$18,863.00 Contracted Services \$12,465.00, General Supplies \$6,398.00	August 2022 through June 2023	Students, district-wide, will meet and exceed the state and federal requirements.
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11. The LEA invites parents, teachers, school administrators, paraprofessionals, specialized support personnel, and community partners to participate in a collaborative committee process to ascertain the strengths and needs of the LEA/campus, to evaluate prior-year program results, and to consider the best use of program funds for the upcoming school year. The committee meets in the late spring to review sub-committee reports and survey results and to prioritize the LEA/campus needs. The committee meets mid-school year to check progress, and again at the end of the year to evaluate program results. Recommendations for adjustments may be made to improve the program at the mid-year point or at the end of the year.	Administration and invited stakeholders	Surveys	Three to four times per year	Improvements to district programs are supported and agreed on by multiple stakeholders
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Goal 3: Recruit, support, retain teachers and principals (TEA Strategic Priority #1 Recruit, support, retain teachers and principals)				
Objective 1: Each year at West Rusk CCISD ensure that 100% of staff are State of Texas certified and engaged in quality staff development				
Summative Evaluation: 100% of core academic classes will be taught by appropriately certified teachers and 100% of effective staff will be maintained.				
Activity / Strategy	Person(s) Responsible	Resources	Timeline	Formative Assessment
1. Advertise critical needs areas & available positions on the West Rusk & Region VII websites.	Superintendent, Principals, Web page master	Web sites	Spring & Summer 2022	Certifications meeting Texas State Certification Requirements
2. Provide high quality, ongoing staff development opportunities through Region VII ESC contracts, EduHero, local personnel, and contract personnel.	Assistant Superintendent, Principals, Spec Ed Coop	Title I, Part A, Title II, Part A, Title V, Local, EduHero, Region VII	August 2022, January 2023, June 2023	Sign-in sheets for training, User reports through EduHero
3. Continue to provide above state-base salary scale for all teachers and financial incentives to recruit and maintain high quality teachers in Math, Science and BE/ESL teachers.	Superintendent, Principals	Title I, Part A, Local	Monthly	100% of teachers will be high quality and State of Texas certified
4. Encourage teachers to take TExES in additional fields.	Principals, administrative staff	Title I, Part A	2022 – 2023	Additional subject areas added to certificates
5. Require 30 hours of initial training for GT certification for core teachers and facilitate the annual 6 hour update training.	Assistant Superintendent, Director of Student Services, Principals	Region VII Administrative staff	August 2022, January 2023, June 2023	Certificate of completion for training

Goal 4: All students will be educated in learning environments that are safe, orderly, drug-free and a climate conducive to learning. (TEA Strategic Priority: #1, #2, and #4)				
Objective 1: WRCCISD will show a reduction in discipline referrals and students using tobacco, alcohol and illegal drugs district-wide and will develop, implement, and evaluate a comprehensive Emergency Operations Plan.				
Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by 5% during 2022 - 2023 academic year.				
Activity / Strategy	Person(s) Responsible	Resources	Timeline	Formative Assessment
1. Participate in research-based opportunities in drug and violence prevention and to have a gun free school.	Superintendent, Principals, Assistant Principals, Counselors	Region VII, Local	Each six weeks	Decrease in discipline referrals each six weeks
2. Continue to provide positive behavior intervention, support and management through lunch detention, in-school suspension and AEP.	Campus principals, Assistants, Teachers, ISS personnel	Local	August 2022 – June 2023	Campus PEIMS documentation
3. Implement a character education program implemented at campus levels.	Counselors, Principals	Local funds, donations from community sources	Each Six weeks	Teacher observations, discipline referrals, administrator walk-throughs using T-TESS
4. Contract for drug testing secondary UIL participants and bus drivers.	Principals, Assistant Principals, Transportation Dept.	Local	Monthly	District/Campus documentation
5. Train staff in Crisis Prevention Intervention to prevent the need for additional discipline.	Principals, District Administrators, Teachers/Aides, Special Educ. Coop	Local, IDEA	October 2022, January 2023, February 2023	CPI certifications
6. All campuses will incorporate drugs, alcohol, violence and suicide prevention materials within the curriculum. The Discipline Management Program with Conflict Resolution information will be implemented throughout the district.	Administrators, Teachers, Counselors	Local, Title II	October 2022, May 2023	Fewer discipline referrals and fewer incidents of criminal activities.

7. School Health Advisory Committee(SHAC) governing body will plan for a healthy school population by providing training on food allergy plan, diabetes education and procedures.	Superintendent, Principals Community, Nurse, Parents, Director of Student Services and Food Services Director	Local	September 2022, November 2022, February 2023, May 2023	Agendas, Meetings and Minutes
8. Continue Healthy Lifestyles Program at the secondary campuses. Explain Dating Violence, the warning signs and prevention.	Counselors, Principal, Teachers	Title II and Local Funds	Spring 2023	Meetings, Sign In, and Minutes from parent night.
9. Dating Violence will not be tolerated. Students should report dating violence to any adult employee at West Rusk. Parents will be notified if there is a victim or perpetrator. Age-appropriate educational materials on the dangers of dating violence and resources for students seeking help will be made available to students	Teachers at West Rusk Junior and High school.	Local	Fall 2022 and Spring 2023	Dating violence materials will be used by faculty in class to make students aware of dating violence.
10. Provide training of the Emergency Operation Plan to all staff.	District and Campus Administrators	Local	Training at the beginning of the year and monthly drills	Sign-in sheets for training, documentation of drills, review of practice drill success
11. Train faculty/staff in the following: sign and symptoms of depression and suicidal tendencies and appropriate responses to students; areas of harassment and bullying, and mental health disorders and interventions.	Principals, Counselors	Local and State Materials, EduHero	August 2022, January 2023, June 2023	User Reports through EduHero
12. Increase teacher awareness through training the likely warning signs of sexual abuse of children and the needed actions to take.	Principals, Teachers, Counselors	Local, EduHero	August 2022 and January 2023	Teacher and staff reporting abuse as needed, User reports through EduHero

13. Provide online education for students through Region VII concerning online internet safety.	Assistant Superintendent, Principals, Teachers	Local	Fall 2022 and Spring 2023	Students K – 5 and 6 – 12 participation as seen on sign in sheets
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Goal 5: WRCCISD will enhance the educational program at all campuses through strong partnership forged with parents, community members, and surrounding business partners to benefit all students.
(TEA Strategic Priority: #1, #2, #3, and #4)

Objective 1: Increase parent engagement and community partnership through activities designed to meet the needs of all children and support the educational process.

Summative Evaluation: West Rusk documents indicate that 90% of students' parents/family members participate in partnership in education opportunities.

Activity / Strategy	Person(s) Responsible	Resources	Timeline	Formative Assessment
1. Continue to maintain and upgrade the West Rusk web page to include all required public notifications, in English and Spanish, as per TEA mandate.	Technology Personnel and District Administrators	TEA, ESSA	All year	ESSA Compliance reports, District and Campus Plans
2. Conduct annual federal program parent information sessions—Title I, Title II, Title IV, Migrant, IDEA, ESL, GT, CTE.	Director of Student Services Principals, Special Education Coop	TEA, ESSA, IDEA	Site-Based meetings, monthly West Rusk Board of Trustees meetings	Parent sign-in sheets, Federal applications, Federal compliance reports, West Rusk board agendas and minutes
3. Schedule parent information meetings at each campus to inform them of course offerings including CTE, GT, & special program services.	Director of Student Services, Principals, Counselors	Student Handbooks, CTE clusters	Fall 2022 and Spring 2023	Parent sign in sheets
4. West Rusk will use strategies to implement effective parent and family engagement.	Administration, Special programs, and counselors	Region VII created resources posted	Both semesters	Parent and family attendance and participation.
5. Counselors review scholarships, grants, and other financial aid as well as educational pathways and career opportunities with all 11th and 12th grade students and parents utilizing texasoncourse.org.	Counselors	Local	Fall 2022 and Spring 2023	Utilization of web site by West Rusk students and parents.
6. Provide written and oral communication with parents in their home language.	Teachers, Principals, Interpreters	Local	September 2022 to June 2023	Announcements, meetings, and forms

7. Utilize Skyward Family Access to provide parent communication of student performance and attendance information and food service balance.	PEIMS coordinator, Technology, Supervisors	Local	September 2021 to June 2022	Parent use of access
8. Implement a mentor program using members from community (parents, business members, etc.) to mentor at-risk students.	Campus & District Administrators	Local	August 2021 to May 2022	Volunteer sign up sheets
9. Utilize "Blackboard Connect 5" as a parent notification tool to inform parents of school events and emergency notifications.	Business assistant, Principals	Local	September 2022 through August 2023	Annual review of broadcasts and parent surveys
10. Continue to provide guidance and support to all students in addressing both academic and personal needs for success.	Counselors, Principal	Local	Daily	Students are successful in academic and social areas
11. West Rusk CCISD uses a composite of National School Lunch Program (NSLP), Medicaid, and Temporary Assistance to Needy Families (TANF) data as its selected poverty measure.	Cafeteria staff and Business office staff	Local, state, and federal	Daily count of students eating	Students are feed nutritious meals and are successful in academic and social areas
12. The school counselors shall work with the faculty, staff, students, parents, and community to plan, implement, and evaluate a Comprehensive School Counseling Program.	School counselors and staff	Local	Fall 2022 and Spring 2023	Comprehensive School Counseling Program Plan
13. District staff will be trained in Trauma and Grief Informed Care.	Campus Administrators and Team	Local	At least every three years	Training notes, sign in and certificates of completion.

14. West Rusk reviews disaggregated discipline data at the campus level to identify and address disproportionality or high rates of discipline. Trauma-informed practices and Positive Behavioral Intervention and Supports are used to prevent and address behavioral problems	Campus assistant principals and counselors	Local	Three times per year	Student's behavior shows improvement and more class time is used for instruction.
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Goal 6: Connect high school to career and college (TEA Strategic Priority #3: Connect high school to career and college)				
Objective 1: Ensure that all students will have a quality education to prepare them to attain college and career readiness through a Graduation Plan and Endorsements.				
Summative Evaluation: By May 2023, the West Rusk dropout rate will be less than 1% and have a completion rate of over 90%.				
Activity / Strategy	Person(s) Responsible	Resources	Timeline	Formative Assessment
1. Align CTE curriculum with academic skills and expand course offerings to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.	Principals, Teachers, Director of Student Services, Counselors	Local, CTE funds	August 2022	Number of CTE courses offered, Number of CTE students
2. Develop and implement a Personal Graduation Plan for all High School students and at-risk Junior High students.	Counselors, Principal	Local, DMAC	Fall 2022, Spring 2023	Counselor Documentation, DMAC reports
3. Close the gap in participation and success in higher education to build a better-educated population and workforce through collaborations with institutions of higher education, the school and the business community.	Principals, Counselors, Teachers, Director of Student Services	Local, CTE Consortium	Fall 2022 and Spring 2023	STAAR, Texas Academic Performance Reports (TAPR), ACT/SAT participation rate, Technical Certification
4. Continue to build wireless capacity for laptops and wireless devices at all campuses and buildings.	Technology Supervisors	Local Technology funds	Fall 2022 and Spring 2023	Number of wireless hubs installed,
5. Expand the use of collaborative grouping of students and web based instructional and testing systems through teacher training and purchase of equipment.	Technology Supervisors Director of Student Services	Local Technology funds	Fall 2021 and Spring 2022	State assessment results, lesson plans, walk through T-TESS documentation
6. Continue utilization of DMAC for student performance data analysis and progress monitoring.	Assistant Superintendent Instructional Coach Region VII staff	Local and Title funds	Each 6 weeks	CBA data notebooks, state assessment reports, DMAC login record

7. Continue to equip classrooms with interactive technology equipment such as document cameras, interactive whiteboards, projectors, iPads, etc.	Assistant Superintendent Technology Supervisors	Local, Title funds, E-rate	September 2022 to June 2023	State assessment results, Lesson plans , walk through T-TESS documentation
8. Support, coordinate, and integrate services for preschool children and their parents with successful transition from early childhood programs to local elementary school wide programs. Also, 2nd to 3rd, 5th to 6th, 8th to High school and High school to college and/or career.	Preschool teachers, elementary, intermediate, junior high and high school teachers. Principals and Counselors	Local and Title funds	May 2022 and September 2023	Students are successful in transition between campuses and college/career.
9. Utilize a Technology Four Year Plan to replace 25% of the district computers each year.	Technology Supervisors Administration	Local for lower grades and High school Allotment for Upper grades	Annually	Computers are upgraded every four years.
10. Counselors will provide resources and information to teachers, students and parents about higher education admissions, financial aid opportunities (such as Texas grant program and Teach for Texas) and how to make informed curriculum choices to be prepared for success beyond high school.	Counselors and staff	Local	Semesters one and two 2022 and 2023	West Rusk graduates enrolling in higher education courses.
11. West Rusk identify and address disparities that results in low-income students and minority students being taught at higher rates than other students by ineffective inexperienced or out of field teachers.	Administration	Federal, state, and local funds	Yearly	Identify those teachers and student groups and review their success.

12. West Rusk libraries are developed and updated annually by purchasing additional print and digital books. Student have access to computers throughout the school day and can check one out if needed.	Librarian, library aides, technology specialist	State and local funds	Daily	Student utilization of the library and computers
FEDERAL PROGRAMS (Every Student Succeeds Act - ESSA)				
Title I Improve Basic Programs and help students meet the challenging State academic standards TOTAL: \$269,281				
Support teachers and aides:	Intervention, content mastery, computer aide, and additional ELA teacher	\$228,461	Each semester	Students master the state required curriculum and assessments.
Region VII Services and Agreements	Academics, Digital, DMAC, Title I (ESSA), Personnel	\$40,720	Annually	Services benefit district goals
Homeless reservation	Homeless leisan	\$100	2022 - 2023	Homeless students receive needed items
Title I, Part C - Migrant Education Program - help overcome the challenges of mobility and other challenges of a migratory lifestyle. West Rusk is part of the Region VII ESC shared services. TOTAL: \$202				
Title II Support Effective Instruction TOTAL: \$40,609				
Stipends for the retention of secondary math and science teachers.	Business office, principals, highly qualified and certified science and math teachers	\$3,000 per teacher x 12	Monthly	Science and Math teachers are retained in the district.
Outside education specialist to help with professional development and educator growth	Central administration, campus leadership, and effective teachers	\$2,909	Each semester	Academics assessments improve
Region VII Leadership Training	District leaders	\$1,700	Annually	District leaders are trained to improve student outcomes
Title III English Learners - help attain English proficiency and develop high levels of academic achievement. West Rusk is a member of the Region VII ESC shared services TOTAL: \$12,007				

Title IV Student Support and Academic Enrichment TOTAL: \$20,543				
Well rounded educational opportunities	Plato, Study Island, Edmentum, Credit Recovery	\$3,989	Annual Subscription	Student success shows improvement in core academics and state assessments.
Improve academic outcomes by maintaining safe and healthy students	Region VII School Safety Service and outside counselor	\$14,920	Throughout the year	District is safe and students are successful
Effective use of technology to advance student academic achievement	EduHero - effective staff training found online	\$1,634	Beginning of school year	Faculty and Staff complete training and use the information to improve student outcomes
Title V Rural Low-Income School Program TOTAL: \$28,256				
GT Professional Development	Region VII GT support	\$10,172	Throughout the year	GT students are supported with teachers that are trained and updated annually.
Support for Technology / Textbooks	Due to loss of funding and need for technology upgrades	\$18,084	Beginning of year	Textbooks are purchased and technology upgraded to support student learning.
ESSAR III (Emergency and Secondary Emergency Relief) TOTAL: \$2,043,260				
Germ Blaster - 3 times	Clean and sanitize classrooms, offices and common areas to reduce the risk of disease for students and staff.	\$34,290	Twice per semester	Student and staff absenteeism is low without illness
Staff stipends - \$1,000 per staff	Business office - all staff receive retention stipend to reward continuing employment with West Rusk CCISD	\$198,166	November	Staff are retained at West Rusk with little turnover.

Additional teachers x 5	Additional teacher per grades K - 4 to make classroom numbers of students less to help with distancing students and additional /small group help to struggling students	\$302,379	Daily benefit	Students are in smaller enrolled classes and remain healthy with less students per class.
Counselors x 3.5	Providing students with mental health services and supports	\$206,755	Each semester	Students receive needed mental health services on their campus.
Summer school - tutorials	Planning and implementing activities related to summer learning.	\$12,000	Summer 2023	Students are success due to added time and activities during the summer.
Special needs teacher	Administration and special needs students teacher	\$57,915	Daily lessons	Special needs students are successful in core academics and show continued improvement.
Additional fine arts teacher	Administration and fine arts department head	\$71,500	Daily benefit to student	More students can participate in smaller groups with an additional fine arts teacher.

Strategy 1: Professional Development Districts will participate in effective professional development activities in order to accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Meet federal requirements for annual Identification and Recruitment (ID&R) training	Participate in training	Migrant Contact	Before TEA deadline	State ID&R training, ID&R manual	Certificate
ID&R training for any new ESC or district Migrant staff and other non-migrant staff	Participate in training	Migrant Contact	As requested	State ID&R training, ID&R manual	Certificate
Updates from TEA and Education Service Center (ESC)	Receive updated information	ESC Migrant Specialist	As updates become available	Emails	Copies of updates
Migrant Education Program Advisory Council	Required activity to develop: Needs Assessment Plan, Priority for Service Action Plans, Review Statewide Delivery Plan, ID&R Planning and quality control plan	West Rusk and ESC Migrant Contacts	September, 2022 and April, 2023	District data, plan	Certificate, PFS Action Plan, ID&R Plan
Migrant Education Program Advisory Council will develop Priority for Service Action Plan Template, ID&R Action Plan Template and Needs Assessment Plan.	ESC 7 MEP Advisory Council Workshop	West Rusk and ESC Migrant Contacts	September, 2022 and April, 2023	Action Plan Templates, PowerPoint	Certificate, PFS Action Plan Template and ID&R Action Plan Template

Strategy 2: Identification and Recruitment Process ESC 7 and districts will actively, accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Actively and safely recruit Out of School Youth (OSY)	Meeting community members, churches, Chambers of Commerce, businesses	ESC OSY Recruiter, ESC Migrant Specialist, ESC Migrant Recruiter	Ongoing	Flyers, Newspapers	Agendas, flyers, newspaper
	Employers surveyed	ESC OSY Recruiter	Ongoing	Employer survey	Completed surveys
	ESC Recruiters follow ESC7 Safety Procedures	ESC Recruiters	Ongoing	ESC7 Procedures	Procedures reviewed with Recruiters
	Contact potentially eligible migrant families-by conducting family surveys during school registration and throughout the year.	West Rusk and ESC	Year round	Family survey	TX-NGS district reports, completed surveys
Identification of children and youth who are under the age of 22, moved across school district lines alone or with parents in order to obtain temporary or seasonal agricultural employment due to economic necessity.	Screening family surveys	West Rusk and ESC	Upon enrollment or identification	Family survey	TX-NGS district reports, completed surveys
	Use Texas New Generation System and Migrant Student Interstate Exchange (TX-NGS and MSIX) to verify previously eligible Migrant students	Project districts and ESC	Upon enrollment or identification	Family survey	TX-NGS district reports, completed surveys
	Tracking late enrollment, early withdrawal	West Rusk and ESC	Upon enrollment and withdrawal	Family surveys and withdrawals	TX-NGS district reports, completed surveys

**Identification and Recruitment
Action Plan 2022-2023**

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Complete Electronic Certificate of Eligibility (ECOE)	Recruiter completes COE and Supplemental Documentation Form (SDF) during family interview. Submit completed COE and SDF to designated reviewer for review	ESC Recruiters	Within 5 days of parent signatures	ECOE's	Completed ECOE
Review ECOEs	Reviewer reviews ECOE and SDF, returns ECOE and SDF to recruiter if additional information is needed, then submits to Texas New Generation System (TX-NGS) Terminal Site for entry into to TX-NGS.	Recruiter, Reviewer, TX-NGS data entry personnel	Within 7 days of parent signature.	ECOE's	Completed ECOE with 2 signatures and TX-NGS report.
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the current reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth.	District Migrant Contact, ESC Migrant Department	September 1, 2022- November 1, 2022. For 2 yr old turning 3, on or after 3rd birthday	ECOE's, School records	Updated ECOE, parent signature, TX-NGS residency verification report
Notify the school district when students qualify for the Migrant Education Program	Letter and a copy of the ECOE is sent to District Migrant Contact and to PEIMS Coordinator	ESC7 Migrant Department	Within 7 days of entry into TX-NGS.	ECOE, letter	District's receipt of letter

**Identification and Recruitment
Action Plan 2022-2023**

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Maintain a strong system of Quality Control	Eligibility Review-Forward ECOEs with more than one comment to ESC for review. Follow protocol for ECOEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual. Project Districts send a copy of ECOEs to ESC.	Recruiters, Reviewers, MEP administrators, ESC MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	Ongoing	Manual, Documentation forms	Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC and districts	May, 2023	TX-NGS forms	Completed TX-NGS forms
Maintain up-to-date records on file	Maintain updated active and inactive records. Retain records for seven (7) years.	ESC and districts	Ongoing	ECOE's	ECOE records
Coordinate with ESC for annual eligibility validation	Validate eligibility through re-interview process according to instructions set forth by TEA	ESC, MEP staff, previously identified children selected by State MEP	January - June, 2023	ECOE's, TEA guidance	TEA report

**Identification and Recruitment
Action Plan 2022-2023**

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Maps, intraregional networking and interagency coordination	Recruiter is in contact with growers regarding hiring practices, crops and growing seasons.	OSY Recruiter	Ongoing	Data	Data
	Develop maps for recruiters	All MEP staff	Ongoing	Map	Map
	Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the ECOE.	MEP staff	Ongoing	List of entities	Calendars, agendas, data

Strategy 3: Family and Community Relations and Coordination Region 7 Project and SSA districts will actively, accurately and effectively work with families and community members.

Required Activities	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Parent Advisory Committee (PAC)	Parent questionnaire	ESC and West Rusk	September - October 2022	Questionnaire and listserv	Completed questionnaire
	Gather data	ESC and West Rusk	November, 2022	Documentation	Completed documentation
	Provide appropriate meeting based on data	ESC and West Rusk	Fall Semester and Spring Semester	Data, determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Business Relations and Coordination	Meet with Chambers of Commerce, churches, community members and businesses	ESC Migrant staff	Ongoing	Determined by needs, invitations, announcements	Documentation of meeting, time accounting
	Invite Community and Businesses to PAC	ESC and West Rusk	Fall Semester and Spring Semester	Determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Services	Provide school supplies and Summer Education Program materials as determined by needs assessment to Migrant Students.	ESC Migrant staff	Ongoing	NGS enrollment report, supplies, books	Signature on Delivery form

2022-2023 Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have failed one or more of the state assessments (STAAR), or were granted a EB Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have been designated EB in the Student Designation section of the Texas New Generation System (TX-NGS) Supplemental Program Component; <u>or</u> For students in grades K-2, who have been retained, or are over age for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: West Rusk CCISD	Priority for Service (PFS) Action Plan	Filled Out By: Gwen Gilliam
Region: 7		Date: August 22, 2022

School Year: 2022-2023

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., bilingual, ESL, economically disadvantage).

<u>Goal(s):</u> 100% of eligible migratory, Priority for Service Students will be entered in to the TX-NGS data system by the TX-NGS data technician. These students will be monitored, and needs will be assessed and addressed throughout the school year and in the summer school program.	<u>Objective(s):</u> To ensure 100% of the PFS students are prepared to transition to the next grade level through supports offered at the campus level.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Before the end of each month, August 2022-July 2023	NGS Specialist	PFS tracking report
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Before 1 st Day of School	MEP contact	PFS report
Additional Activities			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	ongoing	district migrant contact, principal, teacher or district assigned personnel	PFS reports/ completed student reviews
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	end of each grading period	district staff	emails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters

Additional Activities			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C Migrant Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	ongoing as student enrolls in school	MEP staff	Bright Beginning documentation, class rosters
<ul style="list-style-type: none"> The district's Title I, Part C Migrant Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	ongoing	MEP staff	PFS student review forms, attendance reports, appointment documentation
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	ongoing	MEP staff	PFS student review forms
Additional Activities			
<ul style="list-style-type: none"> 			

Gwen Gilliam, Director of Student Services
LEA Signature

August 22, 2022
Date Completed