

West Rusk High School

Campus Improvement Plan
2018-2019

201 – 914 - 001

Date of School Board Approval: January 14, 2019

Legal References

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

West Rusk High School Vision Statement

We, at West Rusk High School, will strive to foster a safe, nurturing academic environment while maximizing student accomplishments and accountabilities. We will use all available resources to collaborate effectively with our peers, parents, and local community to develop lifelong learners who are prepared for postsecondary readiness in the areas of College, Career and Military.

Campus Improvement Planning and Decision Making Committee

Name	Position <small>(Parent, Business, Community, Teacher, etc.)</small>	Signature
Wendy Kaufman	Teacher	
Jerilyn Williams	Teacher	
Chuck Atkinson	Teacher	
J.J. Barry	Teacher	
Scott Martin	Parent	
Sheila Floyd	Parent	
Kathy Hlavaty	Business	
Jean Davidson	Community	

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1 Recruit, support, retain teachers & principals	2 Build a foundation of reading and math	3 Connect high school to career and college	4 Improve low- performing schools
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SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT

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

- **School Parent & Family Engagement Policy** [ESSA Sec. 1116(b)]:
 - Annual Title I meeting
 - Flexible number of meetings
 - Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
 - Provide Parents:
 - Timely notification about Title I programs
 - Description and explanation of curriculum and assessments used
 - Upon request, opportunities for regular meetings to participate in decisions related to child
 - Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents
- **School-Parent Compact** [ESSA Sec. 1116(d)]
 - Describe school's responsibilities to provide effective learning environment
 - Describe ways in which parents will be responsible for supporting student learning
 - Address importance of communication
 - Parent-teacher conferences in elementary (annually, at a minimum)
 - Frequent reports to parents regarding student's progress
 - Reasonable access to staff, volunteer opportunities and observation of classroom activities
 - Ensure two-way, meaningful communication in language family understands (as practicable)
- **Build Capacity for Involvement** [ESSA Sec. 1116(e)]
 - Provide assistance in understanding academic standards and assessment and how to monitor child's progress
 - Provide materials and training to help parents work with children to improve achievement
 - Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
 - Coordinate/integrate parent involvement programs, as feasible
 - Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
 - Provide other reasonable support for parental involvement activities
- **Accessibility** [ESSA Sec. 1116(f)]
 - Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 26 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP 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 PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

State Compensatory Education

This district has written policies and procedures to identify the following for our campus:

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

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

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

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years; (Note: From 2010-2011 forward, TEC 29.081 (d-1) excludes from this criteria prekindergarten or kindergarten students who were not advanced to the next grade level as a result of a documented request by the student's parent.)
4. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by TEC §29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined NCLB, Title X, Part C, Section 725(2), the term “homeless children and youths”, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

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

TEA education and policy procedures,

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

State Compensatory Education

STAAR	Math % Met Standard			ELA 1 + ELA 2 % Met Standard			Social Studies % Met Standard			Science % Met Standard		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Students At-Risk	*	65	73	*	34	47		85	88	*	88	89
Students Not At-Risk	*	90	100	*	89	97		100	100	*	100	100
	Drop Out Data						Completion Data					
	2015-2016			2016-2017			2015-2016			2016-2017		
Students At-Risk	1.5			0			97			98		
Students Not At-Risk	0			0			100			100		

Federal, State and Local Funding Sources

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

Federal	
Program/Funding Source	Amount of Funding
Title 1	\$60,551.77
Title 2	\$15,000.00
State	
Program/Funding Source	Amount of Funding
Compensatory Ed.	\$342,383.90
Local	

Comprehensive Needs Assessment Summary - 2018-2019

Section 1 – District Profile {Demographics} West Rusk High School has 351 students as of September 24, 2018. The demographic breakdown included 200 (57%) white students, 85 Hispanic/Latino students (24%), 50 Black students (16%), 8 multi-racial students (2%) and 3 American Indian students (1%). 245 students were self-identified as low-socioeconomic (70%). The faculty consists of 24 certified teachers, 5 instructional aides, one counselor, one part time assistant principal, and one principal. The demographics at WRHS are very representative of the local community.

Section 2 – 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 STAAR, STAAR ALT. 2, TELPAS, ACT/SAT, ASVAB, TSI (accuplacer) CBA- Benchmark Testing, PBMAS, Discipline data, Promotion/retention rates, Stakeholder Surveys, Staff workshop attendance, DMAC Reports, Faculty input, Report cards/progress reports, Absentee reports, Tardy reports, Teacher/parent contact logs, Staff retention/turn over, and finally Lesson plans.

Section 3 – Findings/Conclusions {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. Our students have shown continued growth as shown on last year's STAAR tests administered by the state. We met standard in all areas with 2 distinctions, Science and History. **{Student Achievement}** The performance of all groups on the state mandated STAAR/EOC tests are very close. We have found one area of need to address on test improvement concerning a particular sub-population or demographic group. Our African-American test scores on the English 1 and English 2 E.O.C. are slightly lower than the other demographic groups. However, most students perform very well at WRHS. West Rusk High School had an overall Accountability Rating of Met Standard for the 2017-2018 school year. We earned a Distinction for Academic Achievement in Science (Biology) and Social Studies (U.S. History). **{Staff Quality, Recruitment and Retention}** 7. At West Rusk High School, 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. The entire staff was retained from 2017-2018 for the 2018-2019 school year. This shows that faculty and staff are engaged, comfortable and generally pleased with where they work. **{Family and Community Involvement}** We have a number of events on campus in which family and community members attend, encourage and support our students' endeavors. This past year we hosted a banquet for the chamber of commerce in which our band students performed and our FCCLA students prepared a meal for the local business owners. 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 turnouts 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. **{Technology}** 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 lap top 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. Students in all math and science classes have access to their own personal calculator (graphing and 4 function). Students may also check these out with the teacher for use outside the classroom when needed. We address the teaching of academic technology courses through our animation, 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. We have mobile labs for each discipline and grade level. We also provide district wide internet for online assignments. We use online courses to help our students learn in the 21st century classrooms. There is easy access from our homepage to tutorial sites for student enrichment, and parent portals to teacher gradebooks. District technology personnel provide professional development in areas that teachers and staff request.

{Curriculum, Instruction and Retention} Curriculum at 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 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. 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. 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 need based on the data that is gathered from the CBAs.

Objectives for the 2018– 2019 School Year and Beyond

- Continue to train staff by participating in workshops and campus training through EduHero and Region 7.
- Students will exceed state averages and local averages on state assessments.
- Technology will continue to advance in each classroom and in labs by an increase in availability and use of technology.
- Staff will continue to use DMAC reporting benchmark testing to improve student success.
- Teachers will utilize unit testing, benchmark testing and Mock STAAR testing to drive instruction.
- Student attendance will improve with the use of incentives, motivation, and daily parent calls.
- Student success in the classroom will be encouraged with campus wide and classroom incentives.
- Student involvement in extracurricular activities will remain important and the number of students involved will increase.
- The campus culture and climate will remain positive among teachers and students.
- Student leaders will be developed in a variety of ways through service to fellow students and fellow community members.

Goal 1: By 2018-2019, all students will reach high standards, at a minimum attaining proficiency or better in English/Language arts, math, social studies and science.

Objective: *Students in each group will meet or exceed expectations for STAAR (EOC) tested content areas as identified by the Academic Performance Chart.*

Summative Evaluation: 70% of all tested High School students will *meet grade level* on all 2018-2019 state EOC test.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
1. Content Mastery will be provided for 504 and Special Ed. students	2	CM personnel, Sp. Ed. personnel	August - December	SPED and local funds	Lesson plans and walk through data. CM log sheets.	Improved six weeks grades, STAAR/EOC Test results, Reduced failure rate
2. West Rusk High School will use SCE funds to enhance the Title 1 program. These funds will be coordinated with other title, local and Special Ed funds to support the four priorities established by the commissioner of education as outlined in ESSA.	2	Campus Administration/ Principal	August - May	SCE, Title 1, Title 2, Local Funds	Teacher Retention rates, student performance on EOC tests, student failure rates, student attendance rates	CBA Grades, STAAR Test results, Report Cards
3. WRHS will coordinate Title 1A, Title 2A, SCE, Local Funds, and SPED funds for implementing the school wide program	1	Principal	Aug - May	SCE, Title 1, Title 2, Local Funds	100 % of students will meet expected standards	70 % of all tested students will meet grade level on EOC exams.
4. Increase STAAR/EOC scores with curriculum enriched with technology and quality instruction	2	Core subject teachers Principal	weekly	Title 2A, Local Funds, High School Allotment	Lesson Plans, teacher observation, walk through	CBA's and STAAR results will improve
5. Teachers will use STAAR/EOC data to provide personalized instruction during Raider Period (tutorials) for students who have not passed all STAAR/EOC exams.	2	Core subject teacher and elective teachers	weekly	local	Lesson Plans, teacher observation, walk through	CBA's and STAAR results will improve

Goal 1: By 2018-2019, all students will reach high standards, at a minimum attaining proficiency or better in English/Language arts, math, social studies and science.

Objective: *Students in each group will meet or exceed expectations for STAAR (EOC) tested content areas as identified by the Academic Performance Chart.*

Summative Evaluation: 70% of all tested High School students will *meet grade level* on all 2018-2019 state EOC test.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
6. Target Hispanic, African American, and other special populations we will create concentrated instruction through tutorials, inclusion support, individualized instruction and content mastery.	2	ESL teachers, aide and Content Mastery Teacher	2 to 4 times per week	Title 1 ESL	Teacher input, student assessment/practice	CBAs, STAAR
7. Help Students at risk of failing STAAR by offering remediation and tutoring in Math and Reading during Study Hall periods and Raider period (tutorials)	2	Reading/Math teachers, tutors and aides	Aug – Dec Jan - April 2018	SCE funds	Scheduling, report cards	Passing rate on STAAR

Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts, math, social studies, and science.

Objective : Students in ESL will meet or exceed expectations for TELPAS, RPTE, and/or STAAR as identified by LPAC committee for each individual student.

Summative Evaluation: 70% of High School ESL students will *approach or meet grade level on 2018-2019 EOC tests.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
1. The Language Proficient Assessment Committee (LPAC) will identify Language Deficient students and provide modifications and monitoring.	4	LPAC Committee Principal.	August - May	Local Funds	Lists of students by grades and sup-populations	CBA scores STAAR scores
2. A quality ESL curriculum will ensure 100% of ESL students will become English proficient before their senior year.	1	ESL teachers, aides, Classroom teachers, Principal	August - May	ESL funds	Student work, team meetings, assessments, inclusion support and observations	STAAR/EOC scores, CBA scores, TELPAS scores

Goal 3: Ensure that all students continue being taught by highly qualified teachers.

Objective : *Ensure that all staff is certified and engage in quality staff development.*

Summative Evaluation: *100% of staff is considered Highly Qualified*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
1. Ensure that teachers that teach advanced/honors courses are trained properly	1	Principal, Teachers, Counselors	August - May	Title 1, Title 2	Staff development, workshops, lesson plans, curriculum scope and sequence	Improved ACT/SAT scores, More "Mastered grade level" on EOC exams
2. Make training available through ESC 7 for faculty in DMAC to better track student progress and to disaggregate CBA/EOC results	2	Principal, Teachers	6 weeks	local	Data Meetings, CBA results, EOC results	Improved STAAR/EOC and CBA scores
3. Require annual update training for all teachers to ensure quality instruction	1	Principal, Teachers	August – May	Title 1, Title 2, Local	T-TESS teacher evaluations, goal setting,	T-TESS teacher evaluations
4. Provide staff development based on campus recommendations and administrative needs assessment	2	Principal, Teachers	August - December	Title 2	Classroom observations	Classroom observations, goal setting, review of summary objectives

Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Objective: Provide a safe and secure environment by involving parents and encouraging all students to refrain from drug and alcohol use through safe and drug free schools.

Summative Evaluation: Discipline referrals and drug dog alerts will decrease by 25% for the 2018-2019 school year.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
1. Random student drug testing will be utilized	4	Principal, Assistant principal	August 2018 – May 2019	Local	Monthly drug screenings	Positive results will require parent – school conference.
2. Enlist drug dog from Rusk County to do random checks.	4	Principal, Assistant Principal,	Aug 2018 – May 2019	Local	Quarterly visits from the Rusk County K9 unit	Reduced incidence of drugs on campus
3. Each campus has a CPI team to intervene in case of crisis	4	Principal and CPI team	August – May	Local Funds	Staff development plan, Region 7 certification	Teachers and staff will intervene when issues occur
4. Each student will be trained in critical wound care, CPR, and Peace officer interaction procedures	3	Principal, teachers, EMT, Police	Aug – May	local funds	Students will have diplomas marked with completion of these	Students will be better prepared to function in emergency, crisis situations

Goal 5: All students will graduate from high school career, college, or military ready.

Objective: Prepare students with skills to earn credits needed for high school graduation.

Summative Evaluation: 0% dropout rate

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
1. Counselor reviews Texas Grant and FAFSA with all seniors and with all 10 th and 8 th grade students during school hours	3	Counselor, Teachers, Principal	Oct – Nov Jan – April	local	Counselor documentation	Increased financial aid for students attending college
2. Upgrade computer quality and quantity for students to register on-line for applications, jobs, military and scholarships	3	Principal, Counselor, Technology Dept.	Aug – May	local	Increased number of computers on high school campus	Increased financial aid for students attending college or entering the military or workforce
3. Students and parents will be notified of attendance issues by phone and mail and assigned Saturday school for excessive absences	3	Principal Assistant Principal	6 weeks	local	6 weeks absence report, yearly report	Reduced absences

Goal 6: West Rusk Intermediate will provide an early connection from high school to college and career readiness (TEA Strategic Priority) by introducing monthly career exploration days.

Objective: We will create a learning environment geared to preparing our students for a successful life beyond high school.

Summative Evaluation: We will create a learning environment geared to preparing our students will be seen throughout our school with displays and lessons using real world assignments and speakers.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
1. Create a student-centered learning environment focused on questioning, problem solving, collaboration, and hands-on activities.	3	Principal, Teachers	August 2018	Title 1, SCE	Low turnover rate	Student success increases
2. Introduce real-world learning assignments	3	Teachers,	August 2018	local	Lesson plans, check for complexity of depth	CBA scores, STAAR scores
3. Organize career exploration Assignments in the 5 th grade	3	Teachers	Monthly Lessons	local	Walkthroughs, Lesson plans	Career exploration assignments
4. Transition meetings with Junior High staff at the end of the year.	3	Teachers and counselor	May 2018	none	Lesson plans, team meeting agendas	Smooth transition into Junior High from Intermediate