

West Rusk Intermediate
District/Campus
Improvement Plan
2020-2021

Date of School Board Approval

Legal References

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

West Rusk Intermediate Vision Statement

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

Campus Improvement Planning and Decision Making Committee

Name	Position (Parent, Business, Community, Teacher, etc.)	Signature
Paula Martin	Teacher	
Leigh Ann Meltzer	Teacher	
Paige Pratt	Teacher	
Tammy Spencer	Teacher	
Heather Featherly	Parent	
Sarah Dotson	Parent	
Judy Elrod	Business	
Shirley Witt	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 21 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:

- 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			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Students At-Risk	50	66	79	51	58	86	28	32	63	54	57	63
Students Not At-Risk	68	80	81	68	77	85	50	61	65	69	67	68

- There was no STAAR testing in spring of 2020

The comprehensive, intensive, accelerated instruction program at this district/campus... *We have implemented ACE (Afterschool Centers for Education) a campus wide tutorial and enrichment program for all subjects, 1 hr before school and 2 hours after*

Upon evaluation of the effectiveness of this program the committee finds that... *This program went into effect on September 4th 2019, we did not take the STAAR in spring 2020, but for CBA testing we take at end of each 6 weeks we did find students in ACE had made gains in math and reading*

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	49,766.38
Title 2	5,089.66
State	
Program/Funding Source	Amount of Funding
Compensatory Ed.	204,017.33
Local	
Program/Funding Source	Amount of Funding
Expenses	84,510.78
Total Local	204,017.33

Comprehensive Needs Assessment Attendees

Name	Position (Parent, Business, Community, Teacher, etc.)	Signature
	Parent	
Heather Featherly	Parent	
Judy Elrod	Business	
Paula Martin	Teacher	
Leigh Ann Meltzer	Teacher	
Tammy Spencer	Teacher	
Paige Pratt	Teacher	
Judy Witt	Community	

Comprehensive Needs Assessment Summary - 2020-2021

Section 1 – District Profile {Demographics} West Rusk Intermediate has 206 students enrolled with 14 teachers, 3 paraprofessionals, we share 3 teachers and 6 paraprofessionals with the elementary campus. West Rusk Intermediate is a school-wide Title I campus. At this time 79% of our students are economically disadvantaged. Our student demographics consist of 14% African Americans, 34% Hispanics, 45 % White, 6% Multiracial and 1% American Indian. West Rusk Intermediate In 2019-2020 did not take the STAAR test due to Covid 19, we tested 219 students in late February and early March using teacher made Curriculum based Assessments (CBA) with 15.8% ELL, 78.3% At-Risk, and a mobility rate of 14.9%. Testing results from the CBAs showed we were on a similar pace of STAAR testing in 2019.

Section 2 – Student Achievement West Rusk Intermediate had an overall Accountability Rating of Met Standard for the 2018-2019 school year. Our campus last year had 219 students made up of 78% Economically Disadvantaged students, 15% English Language Learners, with a 14% mobility rate, and 11% served by Special Education. Due to covid-19 shutdown across the state we did not take the 2020 edition of the STAAR , we will look at the final CBA testing to get a benchmark of where we were at that time. Comparing CBA's to actual STAAR testing is like comparing apples to oranges so for this document I will look at CBA testing from year to year 2019 to 2020.

1. **Reading:** In third grade, our Reading scores increased from 79% passing overall in 2018-19 to 80% passing on the February 2019-20 CBA. Our Hispanics scored 74% passing at the Approaches level. Our African Americans were 57% and our Whites 92%. 75% of our Special Education students received passing scores. In fourth grade, our overall passing percentage was 72% on the 2019-20 CBA 4% lower than the STAAR in 2019 but higher than the 2018 February CBA. African Americans (AAs) were down 22% from last year. Our Hispanics scored 71% and our Whites 88% on this last CBA before testing. In fifth grade the February CBA results were 89% overall passing. Our AAs had a passing rate of 100%, 77% of our Hispanics passed, and over 83% of our Whites passed.

2. **Writing:** Our fourth grade writing scores on the 2nd CBA was the same as last year's STAAR at 63% which was a 5% increase from the 2018 CBA. Our AAs scored 70% passing rate, our Hispanics scored 61% up 14 points and with an increase of 13%, 77% of our White students passed the test. We had 4 SPED students take the fourth grade writing test with 20% passing.

3. **Math:** In third grade, our Math scores on February CBA were 68%, down 7 points. Our Hispanics passed at a rate of 79% and our AAs were down to 40%. Our Whites had a passing rate of 72%. Our SPED students were at 50%, up 13 points and our ECD had 65% passing. In fourth grade February CBA overall passing rate was 72%. Our Hispanic students had a percentage passing of 75%. Our White students scored 85%, and our AAs had a 40% passing rate. In fifth grade, we had an overall passing rate of 82% on the February CBA. Our AAs had a 71% on the CBA. Our Hispanics scored 81% up 2% and our Whites 82%. 72% of our SPED students passed their Math test.

4. Science: Our fifth grade Science February CBA scores were 63% overall passing. Our AAs scored at 71% which was up 22% from the STAAR test last year. Our Hispanics had a passing rate of 63% and our whites 61%.

While some of these scores were lower than the previous year's STAAR scores we still had over a month before testing and were ahead of the previous year's February CBA test scores. Because we did not take the STAAR test in 2020, the state assigned the 2019 results again in 2020 which caused West Rusk Intermediate to be deemed in need of Targeted Support by TEA. We missed targets on Domain 1 in the % of meets and masters category for 3 years, since they used data from 2018-2019 twice, this will be addressed in our Campus plan.

Section 3 – Culture and Climate We found that we have a lot of great work going on at our campus and district, community surveys show strong support for our staff and school. We have a strong culture of “school family”, including high student/staff standards, administration attempts to create clear expectations for students/staff and communicate clearly and in a timely manner. We invest in building connections and, as a result, we enjoy a warm, inviting culture where all students feel supported and accepted. Expectations for student behavior are high and we are blessed to have respectful, confident students. This culture of respect also exists between staff and parents.

Section 4 – Staff Quality, Recruitment and Retention At West Rusk Intermediate, we will continue to work on retaining a highly qualified teaching staff, and we will support our new teachers by providing professional development and a strong mentoring program. We will continue to build strong interpersonal relationships among our staff by providing support in all areas.

Section 5 – 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.

Section 6 – 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. 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.

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

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. Our students will participate in math journaling in every grade level. We will also continue our computer-based programs such as Imagine Math, BrainPop, Study Island, Education Galaxy, and Prodigy. We will continue to provide professional development for our teachers.

Writing: 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.

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 BrainPop to increase students' knowledge base. Each grade level now has a dedicated science teacher, 3rd grade is now being taught by a veteran science teacher, and the 4th grade teacher for the 2nd year teaches science only, in the past they have split science and social studies.

Section 7 – School Organization We have a structured, well-organized school system that has created a positive image within the community. Expectations are set high by all members of the Intermediate staff to ensure students are successful in their endeavors. District administration works diligently to meet the needs of the teachers and staff in each aspect of the school environment. We are a rural, relatively small district where student numbers allow for a smaller teacher to student ratio (1:18 on average), this allows for a scheduling structure that focuses on areas of specific needs.

Section 8 – Technology We have worked to be able to have all students switch to online learning in case of school shutdown due to Covid19. At this time at the Intermediate we have 13 students participating in online learning. We have 3 to 5 computers in all classrooms, 4 mobile labs, 1 for each grade and an extra, and district wide internet for online assignments. 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.

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, discipline data, promotion/retention rates, Stakeholder Surveys, staff workshop attendance, TPRI, DMAC Reports, Accelerated Reader, CBA 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.

Strengths

Students:

- 97.4% attendance rate, kids come to school, 92% of students on school survey say they would come here if they had choice to go anywhere.
- Discipline referrals down significantly from previous year

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)

Staff:

- Dedicated, highly qualified, low turnover rate
- Quick to come forward with needs, attend training
- 17 – 1 student to teacher ratio

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:

- 81% of students are economically disadvantaged
-

Parents/Community:

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

Staff:

- Need more training in certain areas, implementing Fundamental 5 instructional method has presented need for training in various areas for staff.
- A bi-lingual paraprofessional

Facilities:

- Need automatic door buzzers for all outside doors
- No intercom system

Goal 1: By August 2020, our achievement gap in reading, as measured by the percentage of African American and White students taking and meeting STAAR reading Domain1 Academic Achievement Student Success % meets and masters state targets in grades 3, 4&5, scores will be increased to meet these targets.

Objective 1: African American and White students in grades 3, 4 and 5 will score above the state average targets on the Domain1 Academic Achievement Student Success % meets and masters

Summative Evaluation: Students score at or above state targets on the Academic Achievement Student Success which will move us from targeted status on federal reporting.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Implement instruction method, Fundamental 5	1	Core subject teachers Principal	6 weeks	Title 2	Lesson plans and walk through data	Improved six weeks grades, STAAR Test results, Reduced failure rate
Track data using test scores from the CBA and begin targeting sub populations and individual student growth. Tutorials and Intervention	1	DCSI, Core subject teachers Principal	Every 6 weeks	SCE	Attendance records and tutorial logs	CBA scores STAAR scores
A.R. incorporated into reading curriculum		Core subject teachers Principal	6 weeks	SCE	A.R. reports, A.R. points	Increased reading levels
Focus on appropriate grade level curriculum		Core subject teachers Principal	weekly	SCE	Grade level assignments and critical writing across curriculum	CBA's and STAAR
Coordinate lessons for computer lab with classroom instruction		Core subject teacher and computer teacher	weekly	local	Log on records and attendance	Lesson levels and CBA's

Goal 2: By August 2021, our achievement gap in math, as measured by the percentage of African American and White students taking and meeting STAAR reading Domain1 Academic Achievement Student Success % meets and masters state targets in grades 3,4&5, will be increased to meet or beat these targets.

Objective 1: African American and White students in grades3, 4 and 5 will score at or above the state average targets on the Domain1 Academic Achievement Student Success score % meets and masters

Summative Evaluation: Students score above state targets on the Academic Achievement Student Success % meets and masters which will move us from targeted status on federal reporting.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Track data using test scores from the 2019 STAAR test and begin targeting sub populations and individual student growth. Tutorials and Intervention	1	DCSI, Core subject teachers Principal.	Set norms at 3 weeks and then every 6 weeks after	SCE	Lists of students by grades and sup-populations	CBA scores STAAR scores
Vertical team planning time	1	Core subject teachers Principal.	every 6 weeks	local	Meeting minutes	STAAR scores
Provide supplemental materials and manipulatives	1	Principal	Fall	local	Student use of materials	CBA scores STAAR scores
Coordinate lessons for computer lab with classroom instruction		Core subject teacher and computer teacher	weekly	local	Log on records and attendance	Lesson levels and CBA's

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

Objective 1: *To encourage more parental involvement in attending functions and volunteering for activities than they have in years past, by partnering with ACE program to provide these activities. We will do as much as COVID protocols allow*

Summative Evaluation: *We will increase parental contacts and involvement in intermediate activities with faculty and staff outreach, we will provide activities that include Online, during and after school that include parents.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
SBDC to investigate ways to involve parents in school activities	2	Principal, SBDC	May 2021	local	Parent surveys, teacher contact lists, sign in sheets	, more parent involvement
Teachers conduct team/parent meetings with parents of students with documentation	2	Grade level teams	6 weeks	local	Meeting minutes, phone logs, emails and notes	more parent involvement
All teachers maintain an active conference logs	2	Principal, All Teachers	6 weeks	none	Actual parent logs	more parent contacts
Meet regularly with PTO		Principal, PTO officers	Monthly	none	Teacher / PTO input	better parent relations
Partner with ACE to provide activities for dads and moms	2	Principal, ACE director	May 2021	ACE	Schedule Of Events	more parent involvement

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

Objective 1: Provide professional development to enhance instruction

Summative Evaluation: Professional development that teachers will utilize during instruction making them more successful in the classroom.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Highly qualified staff will join us because of low class size and structured environment and strong support.	3	Principal,	August 2021	Title 1, SCE	Low turnover rate	Student success increases
G/T staff development for teaching depth, and complexity for G/T students to increase knowledge from last year	3	Principal,	August 2021	Title 1	Lesson plans, check for complexity of depth	CBA scores, STAAR scores
Staff Development will be planned and conducted to train all staff in areas in areas of classroom management, technology and curriculum.	3	Principal	August 2021	Title 1, SCE	Staff development plan, sign in sheets, attendance	Use of techniques taught during staff development.

Goal 5: Students will receive the academic skills needed to be successful in ELAR and Math in each grade level as reported by STAAR testing for 20-21.

Objective 1: Students in grades 3-5 will score at least 2% above state average on math and reading tests given in the spring of 2021.

Summative Evaluation: Student scores will be at least 2% higher than state average when scores are reported in the spring of 2021..

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Highly qualified staff will focus on various types of instruction.	1	Core subject teachers Principal.	Spring 2021	Title 2, SCE	Lesson plans	Student success increases
Target students in danger of not meeting goals and provide intervention.	1	Core subject teachers Principal.	Spring 2021	SCE	Lesson plans, attendance logs, prior STAAR data, and PIEMs	CBA scores, STAAR scores
Staff Development will be planned and conducted to train all staff in areas in areas of focus for appropriate instruction and intervention.	1	Core subject teachers Principal.	Spring 2021	SCE	Staff development plan, lesson plans	Use of techniques taught during staff development show diverse learning styles.

West Rusk Intermediate

Faculty and Staff 2020 – 2021

Third Grade:

Lisa Rogers

Sheri Parker

Leigh Meltzer

Keshia Waller

Fourth Grade:

Paula Martin

Kaylah Hlavaty

Paula Marshburn

Amanda Garrett

Special Education:

Periann Crane

Sandy Strickland (aide)

Content Mastery:

Tammy Spencer

Stacie Hinson (aide)

Scottish Rite-Dyslexia/RTI:

Tamara Elliott

Lunch Detention/ISS:

Sarah Dotson

Physical Education:

Ashley Harp

Summer Johnston (aide)

Kevin Harp (aide)

Fifth Grade:

Jessica Minor

Paige Pratt

Crystal Blizzard

Bailee Whitaker

Lifeskills:

Jenna Tippet

Lindsay Stanley (aide)

Juanita Cooper (aide)

Administration:

Burt Langley- Principal

Lori Burke- A.P.

Amanda Kirkendoll- Counselor

Dulce Savala- Secretary

District Coordinator of School Improvement (DCSI) - Leah Bobbit

Music:

Jared Garen

Computer/Tech:

April Alford

Library:

Lynn Jackson (shared)

Mitzie Walton (aide)

ESL:

Judy Chapman

Sylvia Rodriguez (aide)

Nurse:

Megan Wriggle

Custodians:

Christina Ham

Michael Brown