West Rusk Intermediate
Campus Improvement Plan
2018-2019

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 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
Bailee Stanley	Teacher	
Krystal Medford	Teacher	
Tamara Elliot	Teacher	
Sheri Parker	Teacher	
Sara Dotsun	Parent	
Samantha Porter	Parent	
Judy Elrod	Business	
Debbie Bates	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	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

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)]*:
  - o Annual Title I meeting
  - o Flexible number of meetings
  - o Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
  - o 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)]*
  - o Describe school's responsibilities to provide effective learning environment
  - o Describe ways in which parents will be responsible for supporting student learning
  - o 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)]*
  - o Provide assistance in understanding academic standards and assessment and how to monitor child's progress
  - o Provide materials and training to help parents work with children to improve achievement
  - o Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
  - o Coordinate/integrate parent involvement programs, as feasible
  - o Ensure info related to school/parent programs, meetings, activities are provided in language/format understood

- o   Provide other reasonable support for parental involvement activities
- ☐ **Accessibility** *[ESSA Sec. 1116(f)]*
  - o   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: <u>From 2010-2011 forward</u>, 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 <u>documented</u> 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		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Students At-Risk	52	50	66	52	51	58	30	28	32	43	54	57
Students Not At-Risk	66	68	80	61	68	77	47	50	61	61	69	67

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 fourth, we will look for findings with our first CBA and six weeks grade reporting period.*

Federal, State and Local Funding Sources

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

Federal	
Program/Funding Source	**Amount of Funding**
Title 1	71,265.30
Title 2	14,458.02
State	
Program/Funding Source	**Amount of Funding**
Compensatory Ed.	160,162.44
Local	
Program/Funding Source	**Amount of Funding**
Expenses	86,150.00
Total Local	1,358,639.00

CNA Subcommittee Attendees
Date(s):

Name	Position (Parent, Business, Community, Teacher, etc.)	Signature

Comprehensive Needs Assessment Summary - 2018-2019

Section 1 – District Profile {Demographics} West Rusk Intermediate has 224 students enrolled with 15 teachers, 3 paraprofessionals, we share 5 teachers and 6 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 15% African Americans, 29% Hispanics, 55 % White, and 1% American Indian. West Rusk Intermediate Met Standard for the 2017-2018 school year with a distinction for Academic Achievement in ELA/Reading. In 2017-2018 we had 244 students tested using STAAR with 15.8% ELL, 69.3% At-Risk, and a mobility rate of 14.9%.

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 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.

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 years STAAR tests administered by the state. We met standard in all areas with 1 distinction, third grade reading. We missed 4 distinctions by only 1 student We feel we are moving in the right direction. In the federal "Closing the Gap" data we missed ELA/R target score on academic achievement by 1 percentage point, our minority populations missed the score by the same percentage point, while our economically disadvantaged were 4 percent above the target score. In the growth portion of status of "Closing the Gap" data we were 3 percent above target, while Hispanics were 11 percent above and economically disadvantaged were 5 percent above target. Attendance was 95.5% last year, and are on better pace so far this new year,98.4 %.

{Student Achievement} West Rusk Intermediate had an overall Accountability Rating of Met Standard for the 2017-2018 school year. We earned a Distinction for Academic Achievement in ELA/Reading. Our campus last year had 244 students made up of 79% Economically Disadvantaged students, 15% English Language Learners, with a 14% mobility rate, and 11% served by Special Education. 1. Reading: In third grade, our Reading scores increased from 75% passing overall in 2016-17 to 78% passing in 2017-18. Our Hispanics scored the 78% passing at the Approaches level. Our African American were 63% and our Whites 84%. 50% of our Special Education students received passing scores. In fourth grade, our overall passing percentage went up 14% from 64% in 2016-17 to 78% in 2017-18. Our African Americans (AAs) had the lowest passing rate of 55% which is up 15% from last year. Our Hispanics scored 74% up 24 points and our Whites 84%. 50% of our Special Education students were successful on their Reading assessment. In fifth grade, we scored 69%. Our AAs had the lowest passing rate of 41%. We had 67% of our Hispanics pass and 78% of our Whites. 2. Writing: Our fourth grade writing scores increased by 11% overall last year from 50% the previous year to 61%. This was at the state average of 61%. Our AAs scored the lowest with a 27% passing rate, and our Hispanics scored 55%. 73% of our White students passed the test. We had 8 SPED students take the fourth grade writing test with 0% passing. Out of our 59 economically disadvantaged students 34 passed, which was 58%. 3. Math: In third grade, our Math scores went up 7% overall from 2016-2017

going from 73% to 80%. Our Hispanics at 79% and our AAs at 80%. Our Whites had a passing rate of 80%. Our SPED students were at 13% and our ECD had 80% passing. In fourth grade, we showed tremendous growth from 2016-17 to 2017-18 with our overall passing rate of 83%. Our Hispanic students had a percentage passing of 85%. Our White students scored 87%, and our AAs had the lowest passing percentage with 64%. In fifth grade, we had an overall passing rate of 75% after the first admission, after the third we had moved up to over 80%. Our AAs had the lowest percentage at 54% after first test but moved to 80% after 3rd. Our Hispanics scored 66% up to 83% and our Whites 68% to 80% after the final test. 39% of our SPED students passed their Math test. Science: Our fifth grade Science scores went from 69% in 2016-17 to 67% in 2017-18. Our AAs scored a low 49% which was up 11% from last year. Our Hispanics had a passing rate of 65% and our whites 68%. Our SPED students were at 55% and our ECD at 62%. **PBMAS**: Our 2018 PBMAS report indicates our ESL students for STAAR 3-8 had a passing rate of 71.0% in Math and a 54.0% passing rate in Reading. This gave us an Indicator Performance Level of 2 for each of those areas. We ended up with a 2 on our TELPAS Reading Beginning Proficiency Level Rate and a 2 on our TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years. Our SPED STAAR Passing Rate was 48% in Math and 57% in Reading giving us a Performance Level of 2 in math and a 2 in Reading. We had a 17% District Rate for our number of students taking the STAAR Alternate 2 test. To improve our SPED results, we will schedule our students' class time in Resource at times to ensure small group instruction. We will utilize inclusion to maximize grade level instruction within the regular classrooms. We will also continue to make certain our students are placed in their Least Restrictive Environment through Content Mastery, RTI, and Inclusion. We will work to improve our ESL students' performance using the strategies mentioned in #5 and by ensuring each student is provided with their allowable ELL Instructional Accommodations in each class. This will give them extra support based on their individual needs. We will teach culturally-responsive lessons using -- Continued cooperative learning. Our Students will continue using the Imagine Learning computer program. We will assure that our students are coded correctly in PEIMS. 6. 2017 System Safeguards: Our status report revealed we did not meet our 60% goal on our system safeguards in Writing for all students, our Hispanics in, Writing, and Science, our ECD in Writing, and our ELLs in writing. To improve these areas, we will focus on vocabulary and reading skills with our Hispanic population. Our ELL students attend ESL classes on a regular basis each week and be included in tutorials with their regular education teachers weekly. We will strive to build relationships with our Hispanic families. **{Staff Quality, Recruitment and Retention}** 7. 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. **{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.

 {Technology} We have 3 to 5 computers in all classrooms and have mobile labs for each grade, 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 an areas that teachers and staff request.

{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. Students at risk of failing STAAR will receive help by offering remediation in Math and Reading in 3rd,4th and 5th grades.   **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 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, Moby Max, 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.

Science: teacher has moved into content mastery and the new 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.

Objectives for the 2018– 2019 School Year and Beyond.

Continue to train staff by participating in workshops and campus training.

Students will exceed state averages on state assessments.

Technology will continue to advance in each classroom and in labs.

Staff will continue to use DMAC reporting benchmark testing.

Third grade teachers will analyze Reading and Math abilities using the TPRI, STAR Reading and STAR Math.

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 through the use of campus wide and classroom incentives.

Improve behavior through the use of The Beginning of a Hero and The Beginning of a Famous Hero programs by Jim Lord and the Character Network.

Teachers will use the Keystone Character Education program daily to teach positive character.

Our counselor will conduct Character/Bully prevention lessons during PE classes.

Implement "After School Centers for Education" (ACE) program federally funded enrichment classes for 3rd through 5th campus offering academic instruction as well as enrichment programs to benefit students in both academic and extracurricular activities.

Student health will be monitored by campus nurses and fitness assessment data gathered from PE teachers yearly and evidenced by our high attendance rate, 97.4% last year.

Goal 1: All students will receive the academic skills needed to be successful in ELA/R in each grade level.

Objective: All *students in grades 3 through 5 will score above the state average and grow 3% from 2018 STAAR scores by* May of 2019.

Summative Evaluation: 80% of Intermediate students will have an increase 3% on 2018-2019 state test.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Implement new 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
Target at risk students for tutorials and intervention	1	Core subject teachers Principal	Every 3 weeks	SCE	Attendance records and tutorial logs	CBA Grades, STAAR Test results
A.R. incorporated into reading curriculum	1	Core subject teachers Principal	6 weeks	SCE	A.R. reports, A.R. points	Increased reading levels
Focus on appropriate grade level writing curriculum	1	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	1	Core subject teacher and computer teacher	weekly	local	Log on records and attendance	Lesson levels and CBA's
Target Hispanic, African American, and other special populations we will create concentrated instruction through RTI, and content mastery.	1	ESL teacher, aide and Content Mastery Teacher	2 to 4 times a week	Title 1 ESL	Teacher input, student assessment/practice	CBAs, STAAR
Help Students at risk of failing STAAR by offering remediation in Math and Reading.	1	Reading/Math teachers, tutors and aides	April 2018	SCE funds	Scheduling, report cards	Passing rate on STAAR

Goal 2: All students will receive the academic skills needed to be successful in Math and Science in each grade level,

Objective : All students in grades 3 through 5 will score above state average and grow 3% from *2018 STAAR* scores by May 2019.

Summative Evaluation: 80% of Intermediate students will have an increase 3% in 2018-2019 on state testing in science and math.

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 2018 STAAR test and begin targeting sub populations and individual student growth.	1	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
G/T students will participate in activities to develop decision making, forecasting and communication skills	1	Classroom teachers, counselor, Principal	weekly	G/T funds	Student work, team meetings, assessments	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	1	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 in comparison to state state standards.*

Objective : *To encourage parental involvement in attending functions and volunteering for activities with 60% attendance rate at meet the teacher nights and 80% with survey returns, last year only 55% of parents came to meet the teacher and 76% returned surveys.*

Summative Evaluation: *We will increase parental contacts and involvement in intermediate activities with faculty and staff outreach*

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 such as Title1 meetings	2	Principal, SBDC	May 2019	local	Parent surveys, teacher contact lists, sign in sheets	, more parent involvement
Teachers conduct team/parent meetings with parents of students with documentation and at flexible times for more access.	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	2	Principal, PTO officers	Monthly	none	Teacher / PTO input	better parent relations
Distribute parent/school compacts to all students in dual languages	2	Principal, Teachers, secretaries	August	local	Number returned,	parent conferences

Goal 4: W.R. Intermediate faculty will have 100% of core academic classes will be taught by highly effective teachers, providing them with adequate meaningful staff development to meet both their and their student needs.

Objective: 100% of core academic classes will be taught by highly effective teachers and highly qualified paraprofessionals with instructional duties will meet ESSA requirements. The LEA will recruit and retain effective teachers.

Summative Evaluation: 100% of core academic classes will be taught by highly appropriately certified teachers and 100% of effective staff will be maintained.

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 2018	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 2018	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 2018	Title 1, SCE	Staff development plan, sign in sheets, attendance	Use of techniques taught during staff development.
Provide Annual update training for all staff to ensure common understanding of district procedures for identifying, supporting, and monitoring the following students: Dyslexia and related disorders, LEP, SPED, G/T, At-Risk Title I	3	Principal	December & March	local funds	All students are served by appropriate Programs	Student success increases

Goal 5: WR Intermediate School will create a learning environment that are safe, and drug free, where students understand the importance of showing good character, following rules, with regular school attendance.

Objective: to grow or at least maintain 97% attendance rates, Reduce discipline referrals by 10% from the 94 in 2018-2019.

Summative Evaluation: Maintain attendance above 97%, and show good character by getting along with others and following school rules.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources *(Local funds, State, SCE, Title)*	Evidence of Implementation	Evidence of Impact
Students returning from absences must bring a parent note. An office memo admit slip will be documentation.	3	Secretary	daily	local	6 weeks absence report, yearly report	Increased attendance
Excessive Absences will be investigated, and parents will be reminded of attendance laws and how retention can be a result of excessive absences.	3	Principal, ISS teacher,	6 weeks	local	6 weeks absence report, yearly report	Reduced chronic absenteeism
Celebrate perfect attendance for students and faculty with rewards for perfect attendance.	3	Assistant Principal	6 weeks	local	6 weeks absence report, yearly report	Reduced absences
Violence prevention with incorporation of crisis management, drills, suicide prevention and, bully prevention training and red ribbon week.	3	Principal, W.R. Police Chief, local LEO, counselor	October, daily	local	All students are served by appropriate Programs, parent surveys, teacher input	Reduced student conflict, fewer discipline referrals, fewer counselor referrals

Goal 5: WR Intermediate School will create a learning environment that are safe, and drug free, where students understand the importance of showing good character, following rules, with regular school attendance.

Objective: to grow or at least maintain 97% attendance rates, Reduce discipline referrals by 10% from the 94 in 2018-2019.

Summative Evaluation: Maintain attendance above 97%, and show good character by getting along with others and following school rules.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources *(Local funds, State, SCE, Title)*	Evidence of Implementation	Evidence of Impact
Train a campus team in Crisis Prevention Intervention	3	District Administrators	August 2018	Region 7	Incident reports,	De-escalation of student incidents before physical confrontation, or safe removal of student that is in danger of hurting himself or others.
Install character building programs such as "Keystone and Beginning of a Hero"	3	Principal, counselor and teachers	weekly	donated	Increased student knowledge on good character traits	Discipline referrals reduced

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
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
Introduce real-world learning assignments	3	Teachers,	August 2018	local	Lesson plans, check for complexity of depth	CBA scores, STAAR scores
Organize career exploration Assignments in the 5th grade	3	Teachers	Monthly Lessons	local	Walkthroughs, Lesson plans	Career exploration assignments
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