

West Rusk
Intermediate

201-914-104



2017-2018

Campus Plan

West Rusk Intermediate Campus Improvement Plan 2017 – 2018

- West Rusk Intermediate is a school-wide Title I campus. During the 2015-2016 school year 78.1% of our students were economically disadvantaged. Our population consisted of 14.6% African Americans, 26.5% Hispanics, 55.4% White, and 1.2% American Indian.
- West Rusk Intermediate Met Standard for the 2016-2017 school year with a distinction for Academic Achievement in ELA/Reading. In 2014-2015 we had 260 students tested using STAAR with 15.8% ELL, 57.3% At-Risk, and a mobility rate of 14.9%. Demographic testing information for 2016-2017 has not yet been released.

West Rusk Intermediate will achieve the following Every Student Succeeds Act (ESSA) Goals:

- All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- 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 and mathematics.
- All students are taught by highly effective teachers.
- All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- All students will graduate from high school.

West Rusk Intermediate Comprehensive Needs Assessment

The following information sources provided data for the comprehensive needs assessment:

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
Lesson plans

Ten Components of a School Wide Program

- 1. Comprehensive needs assessment of the entire school based on information that includes the achievement of children.**
- 2. School-wide reform strategies**
- 3. Instruction by highly qualified teachers/staff**
- 4. High quality and ongoing professional development**
- 5. Strategies to attract and retain highly qualified teachers/staff**
- 6. Strategies to increase parental involvement**
- 7. Plans for assisting preschool children in the successful transition from early childhood programs to local elementary school-wide programs**
- 8. Measures to include teachers in the decisions regarding the use of assessments**
- 9. Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance**
- 10. Coordination and integration of federal, state, and local services and programs**

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.

West Rusk Intermediate Funding Sources

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

Titles I

II A

III

VI

Special Education

State Compensatory Education

District Foundation Grants

Local funds

Gifted and Talented

Fund raisers

Objectives for the 2017– 2018 School Year

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.

Summary of Needs Assessment 2017-2018

West Rusk Intermediate had an overall Accountability Rating of Met Standard for the 2016-2017 school year. We Met Standard in Student Achievement (69 with a Target Score of 60), Student Progress (44 with a Target Score of 32), Closing Performance Gaps (35 with a Target Score of 28), and Postsecondary Readiness (28 with a Target Score of 12). We earned a Distinction for Academic Achievement in ELA/Reading. Our campus had 260 students made up of 78.1% Economically Disadvantaged students, 15.8% English Language Learners, 14.9% mobility rate, and 10.4% served by Special Education.

1. Reading: In third grade, our Reading scores increased from 62% passing overall in 2015-16 to 75% passing in 2016-17. That is a gain of 13%. Our Hispanics scored the lowest with 63% passing at the Approaches level. Our African American were 73% and our Whites 80%. Only 20% of our Special Education students received passing scores. In fourth grade, our overall passing percentage went down 1% from 65% in 2015-16 to 64% in 2016-17. Our African Americans (AAs) had the lowest passing rate of 40%. Our Hispanics scored 50% and our Whites 75%. Only 25% of our Special Education students were successful on their Reading assessment. In fifth grade, we went up one percentage point from 72% to 73% from the previous year. Our AAs had the lowest passing rate of 56%. We had 65% of our Hispanics pass and 85% of our Whites. 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 classrooms. 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 students to discuss what they've read.

2. Writing: Our fourth grade writing scores increased by 3% overall last year from 47% the previous year to 50%. This was 13% below the state average of 63%. Our AAs scored the lowest with a 30% passing rate, and our Hispanics scored 42%. 60% of our White students passed the test. We had eleven SPED students take the fourth grade writing test with 0% passing. Out of our 64 economically disadvantaged students 28 passed, which was 44%. 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.

3. Math: In third grade, our Math scores went up 13% overall from 2015-2016 going from 60% to 73%. Our Hispanics and

Summary of Needs Assessment – continued

AA scores were very close to our Hispanics at 63% and our AAs at 64%. Our Whites had a passing rate of 77%. Our SPED students were at 40% and our ECD had 70% passing. In fourth grade, we remained the same from 2015-16 to 2016-17 with our overall passing rate of 59%. That is 16% below the state average. Our Hispanic students had the lowest percentage passing with 54%. Our White students scored 60%, and our AAs had the best passing percentage with 70%. In fifth grade, we had an overall passing rate of 82% two years in a row. That is 1% above the state average. Our AAs had the lowest percentage at 69%. Our Hispanics scored 77% and our Whites 89%. Sixty percent of our SPED students passed their Math test. 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.

4. Science: Our fifth grade Science scores improved from 61% in 2015-16 to 69% in 2016-17. This was 4% below the state average. Our AAs scored a low 38%. Our Hispanics had a passing rate of 54% and our whites 87%. Our SPED students were at 40% and our ECD at 63%. Our fifth grade Science 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.

5. PBMAS: Our 2017 PBMAS report indicates our ESL students for STAAR 3-8 had a passing rate of 54.0% in Math and a 52.0% 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 50% in Math and 37% in Reading giving us a Performance Level of 2 in math and a 3 in Reading. We had a 20% District Rate for our number of students taking the STAAR Alternate 2 tests. This needed to be below 10%. This gave us a 3 on our Indicator Performance Level. 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

Summary of Needs Assessment -- 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 Reading, Writing, and Science, our ECD in Writing, and our ELLs in Reading. 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.

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.

8. 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.

9. Our SMART Goal: Our 4th grade Math students will reach 65% passing rate on STAAR math by 2021. Our Performance Measure for our 4th grade Math students will increase from 59% to 61% on the math STAAR assessment in the 2017-2018 school year.

Campus Improvement Plan 2017-2018

Campus Goal: WR Intermediate school will equip all students with the necessary academic skills in reading (TEA Strategic Priority), language arts, and writing to be successful at each grade level.

Objective: All students in grades 3-5 will score above the state average in group STAAR performance. TPRI scores will reflect growth in grade 3.

Strategy	Resources	Person Responsible	Timeline	Evaluation	Status Check
1. Conduct an in-depth analysis of testing data: grade to grade tracking, subgroup performance, and individual student growth.[1,8]	State prelim. results, data charts, graphs, and teacher charts.	Principal, teachers, SBDM committee	Complete '18 data by June '18, and indiv. student data by Sept. '18	Publication to faculty, Board, and SBDM comm. of all charts and data graphs	last week of Sept. '18
2. Make available training through the local ESC for all faculty in TAPR and DMAC, to better track student progress and to disaggregate scores.[4,8]	Local	Principal Special Programs	August 2018	Faculty sign up for workshops	After testing
3. STAR Reading assessment used at appropriate grade levels to monitor reading levels.[1]	Local	Reading teachers	Performed at least three times during the year	STAR report/ STAAR '18 data	9/17, 12/17, 3/18, 5/18
4. Reading testing strategies used consistently in appropriate grades.[2]	none	3 rd , 4 th , and 5 th teachers	Daily	Teacher input at team meetings	Each six weeks
5. All grades target vocabulary, comprehension, summarization skills, fluency and critical thinking skills.[2,3]	Local	Principal All teachers	Each 6 wks	Teacher assessment, team meetings, report cards, STAAR 2018	Each six weeks

Strategy	Resources	Person Responsible	Timeline	Evaluation	Status Check
6. Grade level reading teachers monitor our Hispanics as noted in the data analysis concerns [1,8].	Common planning period, supplemental materials, state comp. Local	ESL teacher, dyslexia teacher, special education and reading teachers	Each semester	Meeting minutes, teacher made assessments, report cards, STAR, STAAR '18	Each six weeks
7. Third grade will continue Saxon phonics to build a strong phonics background.[3]	Local funds	3 rd Grade Reading teacher	Daily	Formative and Summative evaluations	Each six weeks
8. Local Accelerated Reading incorporated into reading curriculum. Volunteer parents read to small groups. [2,6]	Web based program, Comp. Ed. supplies	Reading teachers	Daily	Student AR reports, circulation, STAR reports, report cards, STAAR '18	Each six weeks
9. Reading teachers to formulate motivational activities to benefit students.[2]	Local	Reading teachers	Semester and End of Year	Student participation	Semester & End of Year
10. Targeted Hispanic, African Am., and other special populations will receive concentrated instruction in ESL classes and content mastery.[2,9]	Elective period, Comp. Ed. Salary, Title 1 ESL funds	ESL teacher & aide and content mastery teacher	Two times per week	Teacher input/student assessment/practice STAAR, report cards, standardized achievement tests	Each six weeks

Strategy	Resources	Person Responsible	Timeline	Evaluation	Status Check
11. Students screened, tested, and served for dyslexia during elective scheduled slots.[9]	Title I Comp. Ed	Scottish Rite teacher and aide	Two to five times per week	Teacher input/student assessment/practice STAAR, report cards, standardized achievement tests	Each six weeks
12. Appropriate grade levels will journal write and be responsible for proofing across the curriculum.	Supplemental materials	Language arts teachers	Weekly	Language arts teachers team meetings, writing practice tests, STAAR '18	Each six weeks
13. Appropriate grade level writing curriculum using the writing process, Writing Academy, and The Writing Doctor	Local money ESC VII	Language arts teachers	Weekly	Student work, team meetings, minutes, writing practice, STAAR '18	Each six weeks
14. School-wide participation in mock reading and writing STAAR sessions.[8]	Schedule changes, teachers	Principal and teachers	January through May	Student preliminary results STAAR 18	Results following each testing session
15. G/T students will participate in activities to develop productive thinking, decision making, planning, forecasting, and communication skills.[10]	G/T funds	Classroom teachers	Weekly	Teacher input, student assessment, reports, parent surveys, STAAR '18	Each six weeks
16. Incorporate/ Coordinate planned lessons in computer lab with classroom instruction.[2,3]	Comp. Ed	Classroom teacher and Computer teacher	Weekly	Teacher input, evaluation	Each six weeks
17. Purchase Software and Chromebooks to re-enforce classroom instruction in all subjects. [9]	Local Funds	Principal & Teachers	Weekly	Student Success	Each Six Weeks

Strategy	Resources	Person Responsible	Timeline	Evaluation	Status Check
18. Periodic update of the server loaded with Accelerated Reader and other student/teacher software	Title I	Reading teachers and technology support staff	Ongoing	Teacher input, student AR test data	Each six weeks
19. Maintain dyslexia lab.[9]	Region VII Title 1	Scottish Rite teacher & aide	August 2017 – May 2018	Teacher input, parent surveys ESC surveys, student test data	Each six weeks
20. Use word walls and anchor charts in the classrooms and hallways, post and cover SE's to improve vocabulary and skills [2]	Local funds	Teachers	Ongoing	Benchmarks, Unit tests, STAAR '18	Each six weeks
21. Provide small group in-school tutorials for 3 th , 4 th , & 5 th graders in the area of math and reading.[9]	SCE	Principal	February - April 2018	Decreased retention, benchmarks, STAAR '18	End of second semester
22. West Rusk Intermediate will use State Compensatory Education (SCE) funds to enhance the Title I and Title II programs. These funds will be coordinated with other Title, Local, and Special Education funds to implement the 10 components of the school wide program.[10]	SCE funds \$216,219.89, Salaries \$215,987.99, Gen. Supplies \$231.90, Title I \$71,598.62, Salaries \$57,786.00, Const. Services \$13,812.62 Title II Const. Services \$359.51	Principal	August 2017 through June 2018	Students will meet and exceed the state and federal requirements	Each six weeks
23. Writing teachers will attend the Writing Academy workshops at Region VII [2,4]	Title Funds	Writing teachers, principal	Throughout the year	Teachers will report to other teachers the information acquired to be used cross curricular	End of each semester

Strategy	Resources	Person Responsible	Timeline	Evaluation	Status Check
24. Continue to use the library to enhance reading skills.[10]	Comp Ed.	Librarian and aides	Daily	Utilization of library	Each six weeks
25. Promote understanding of the over representation issue in our special education program as indicated in the PBMAS indicators.[1]	Special Education funds	Special Ed. Director and special programs coordinator	8/17 1/18 5/18	Review of students in special education	TAPR and PBMAS
26. Help students at risk of failing by having 10 days of summer school.[9]	SCE funds	Principal	June 2018	Students successful as shown on report cards and STAAR.	End of 2018 school year
27. Help students at risk of failing STAAR by offering remediation in Math and Reading in 3 rd , 4 th , 5 th grades. [8,9]	SCE funds	Reading/Math teachers, reading/math tutor, and Reading aide	April 2018	Passing rate on STAAR	End of 2018
28. Ensure that all LEP students will become proficient in English and reach high academic standards	Local funds	ESL teacher and Aide	September 2017 through May 2018	Improved STAAR scores and TELPAS scores	End of 2018
29. Continue computer based instruction, such as Imagine Learning for LEP students	Local	ESL teacher & aide	September 2017- May 2018	Improved STAAR scores and TELPAS scores	End of 2018

Campus Goal: WR Intermediate School will equip all students with the necessary academic skills in mathematics to be successful at each grade level (TEA Strategic Priority).

Objective: All students in grades 3 – 5 will score above state average in group STAAR performance.

Strategy	Resources	Person Responsible	Timeline	Evaluation	Status Check
1. Conduct an in-depth analysis of math testing data: grade to grade tracking, subgroup performance, individual student growth.[1,8]	State preliminary results data charts, graphs, and teacher made charts	Principal, teachers, SBDM committee	Complete 2018 data by June 2018 and individual student data by September 2018	Publication to faculty, School Board and SBDM committee of all charts, graphs, and lists	Last week of September 2018
2. Teaming/vertical planning time between grade levels and subject teams to discuss/modify instruction for subgroup concerns noted in summary[2,8]	Common planning periods, parent volunteers, local funds	Principal All teachers	Each week for team planning and each six weeks for vertical planning	Meeting minutes, surveys, PDAS	Each six weeks
3. Incorporate method for math to locate key words and steps in problem solving.[2]	Common planning Local funds	Math teachers	Daily	Teacher input at team meetings	Each six weeks
4. Students perform hands-on activities and use manipulatives to enhance learning.[2]	Local Funds	Math teachers and content mastery teacher	Daily	Formative assessments	Throughout the year

Strategy	Resources	Person Responsible	Timeline	Evaluation	Status Check
5. Purchase supplemental materials (Mentoring Minds, Imagine Math) and manipulatives	Local	Principal & Teachers	Fall & Spring	Student success on tests	Each six weeks
6. School-wide participation in mock math STAAR sessions during the year. [1]	Schedule changes	Principal All teachers	January through April	State preliminary results	After each event
7. Teachers attend various Math workshops through Region VII such as Math Academy	Local	Math teachers, Principal	Throughout the year	New teaching strategies noted in the classrooms	Fall & Spring Semesters
8. Provide physical education with supplies and equipment to enhance the academic program and meet state requirements	Local funds	PE instructors	Daily	Student participation	Each six weeks
9. STAR Math assessment used at each grade level to monitor math levels.[1]	Local	Math teachers	Performed at least three times during the year	STAR Report/STAAR '18 data	9/17, 12/17, 3/18, 5/18
10. Use Study Island, Prodigy, Moby Max and Imagine Math to improve math skills and monitor improvement [9]	Comp. Ed.	Intermediate math teachers	Weekly	Students show improvement in math	Each six weeks

Campus Goal: WR Intermediate School will create a learning environment where students will understand the importance of regular school attendance.

Objective: Average daily attendance rate for the '17-'18 school year will increase from the previous year.

Strategy	Resources	Person Responsible	Timeline	Evaluation	Status Check
1. Students returning from absences must bring a parent note. An office memo admit slip will be documentation[2,6]	Local funds	Secretaries	daily	Six weeks absence report, semester/yearly report	Each six weeks
2. School personnel through use of telephone logs will check on high absentees[2,6]	Conference time Local funds	Office personnel	weekly	Telephone log/ PEIMS attendance reports	Each six weeks
3. Excessive absences will be investigated. Parents will be contacted and reminded of the attendance laws. [2,6]	Local funds	Principal PEIMS	As needed	Six weeks absence report	Each six weeks
4. Attendance Committee will preview excessive absence report at midterm and end of year and mail out warning documentation as needed.[2,6]	Postage Local funds	Principal and secretaries	December and May	PEIMS semester attendance reports	January and May

Strategy	Resources	Person Responsible	Timeline	Evaluation	Status Check
5. Teachers will send home notice of concern slips in dual languages as needed.[6]	Local funds	Teachers Secretaries ESL aide	Each six weeks	Six weeks absence reports, daily tardy and absence documentation	Each three to six weeks
6. RTI Teachers, Classroom teachers and Aides will work with at risk students daily.[2,6]	Comp. Ed. Funds	RTI teachers, Classroom Teachers, Aides	Daily	Report cards, teacher input, student assessments/STAAR	Each six weeks
7. Investigate schedules of personnel to better serve students needing assistance. [9]	Special Education	Principal Special Education Director	June 2017	Special Education students success rate on State Developed Alternative Assessment and report cards	Each six weeks
8. Utilize the service of the school nurse to in all effort eliminate absences due to illness.	Local	Nurse	August 2017- May 2018	Daily average attendance	Each semester
9. Have the ISS teacher call parents of absent students to show concern for students and find out reason for absence.[2]	Local Funds	ISS teacher	Daily	Daily average attendance	Each six weeks

Strategy	Resources	Person Responsible	Timeline	Evaluation	Status Check
10. West Rusk Intermediate will provide orientation for students and parents of 5 th grade to make a smooth transition into junior high.[7]	Local	Principals, Counselor, Fifth grade teachers	Progress reports and report cards	Students will be successful	End of semester
11. Celebrate successes of students and faculty to encourage daily attendance and efforts in the classroom. Send out notes to parents inviting them to attend. [2,6]	Local	Principal, teachers	End of each six weeks	Number of students receiving awards	End of each six weeks
12. Retain highly qualified teachers by maintaining a family atmosphere where all faculty and staff support each other. We will celebrate together through luncheons and fun activities. [5]	Activity funds	Principal, counselor	Throughout the year, holidays, and special occasions	Cordial atmosphere with teachers who collaborate together for the best interest of the students and school	Each six weeks
13. Create a mentoring program for at-risk students using teachers and community people [2]	Local	Principal, counselor, teachers	Sept. 2017-May 2018	Increased performance and attendance of at-risk students	Each six weeks

Campus Goal: Parents and community members will be regularly involved at WR Intermediate School.

Objective: To incorporate more parental involvement in activities and participation than in years past.

Strategy	Resources	Person Responsible	Timeline	Evaluation	Status Check
1. Parent monthly newsletters and frequent notes along with communication through students' blue folder[6]	Local	Principal All Teachers	Each Six Weeks Folders Daily	Teacher/parent survey	Quarterly
2. Site based committee to investigate ways to involve volunteers [6]	None	Local Site Based members	May 2018	Teacher/parent volunteer log	Fall Semester, Spring Semester
4. Teachers conduct team/parent meetings with parents of students with documentation [6]	Common planning periods	Grade level teams and conference	Six weeks	Individual teachers meeting minutes telephone logs, copies of written parent notes	Throughout year
5. All teachers maintain an active conference log [6]	None	Principal All Teachers	Each Six Weeks	Turn in copies of conference logs	Each six weeks

Strategy	Resources	Person Responsible	Timeline	Evaluation	Status Check
6. Distribute parent/school compacts to all students in dual languages[6]	Local fund	Principal, secretaries, Homeroom teachers	August	Number returned, parent conferences	September
7. Meet regularly with Parent Teacher Organization (PTO)[6]	none	Principal, PTO president, and officers	Each semester	Teacher/PTO input	Each six weeks
8. Update enrollment forms with correct addresses and phone numbers[6]	none	Secretaries Classroom teachers	Each semester	Ability to contact parents	Each semester
9. Develop and update web site.[6]	Local fund	Principal and Technology personnel	Monthly	Parent survey	Monthly

Strategy	Resources	Person Responsible	Timeline	Evaluation	Status Check
10. Grade level mentor to new personnel and substitutes[5]	none	Principal	Each six weeks	Retention of personal	Staff roster
11. Transfer funds from Title II Part A if needed to hire or retain personnel or move personnel among grades to reduce class size in early grades.[10]	Title II, Part A	Principal and Special Programs Coordinator	Each six weeks	All positions are filled	Staff roster
12. Participate in academic UIL to motivate students	Local	UIL director, Principal, and Teachers	Mid-year	Success and UIL district competition	UIL results
13. Conduct Awards Assemblies to recognize successful students. Parents will be invited to attend.[6]	Local	Principal, Counselor, Teacher, Secretaries	End of each six weeks	Recognition of Students	Students being recognized

Campus Goal: West Rusk Intermediate will have meaningful staff development to meet the needs of all employees.

Objective: Improve professional development to enhance instruction.

Strategy	Resources	Person Responsible	Timeline	Evaluation	Status Check
1. Highly qualified staff will be attracted/retained because of low class size, structured environment, and strong support. Teachers will be urged to earn additional certifications.[5]	Title I A, contracted services Title II Part A	Principal and Special Programs coordinator	August 2017	Teachers attain new certifications and staff becomes more versatile	Each year
2. Add class sections & facilities as enrollment increases	Local	Administrative	Summer	Classroom enrollment stays below 22 to 1	End of Year
3. G/T staff development needed for teaching G/T including depth and complexity and vertical teaming as indicated on our needs survey.[1]	Title I	Principal and Special Programs coordinator	August 2017	Teachers will teach G/T students at a greater depth and complexity as indicated on weekly lesson plans	Each six weeks
4. Attend various workshops offered by Region VII especially new STAAR workshops.[3]	Substitute cost Title I Title II A	Principal	As offered by Region VII and other companies	Teacher input/evaluations and share sessions	Each six weeks
5. TEKS staff development[3]	none	Principal and Special Programs coordinator	August – May 2017-2018	Evaluation Lesson Plans	Each six weeks

Strategy	Resources	Person Responsible	Timeline	Evaluation	Status Check
5. Staff will receive training in positive behavioral intervention strategies in order to eliminate potential discretionary referrals to DAEP[3]	Local	CPI trainer Principals	January 2018	Number of staff attending training sessions	Decreased number of referrals to ISS and DAEP
6. 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, Sp Ed, G/T, At-Risk Title I [4]	Local funds	Principal	Dec. & March	All students are served by appropriate Programs	Students are successful on required test.
7. Update technology (projectors and Elmos) and train teachers to use new types of technology during classroom instruction, and provide technical support when needed. [4]	Local funds	Tech. Director	Beginning and middle of school year	Teachers use technology in the classroom more often	Lessons plans with technology
8. Staff development will be planned and conducted to train all professionals and paraprofessionals in areas of classroom management, technology, and curriculum. [4]	Title II A	Special Program Director and Principal	Beginning of year	Staff development plan and sign in sheets	Staff is using techniques taught during staff development

Campus Goal: Discipline problems on-campus will decrease from previous year.

Objective: Students will obey school rules, get along with others, and show good character.

Strategy	Resources	Person Responsible	Timeline	Evaluation	Status Check
1. Violence prevention with incorporation of crisis management, drills, red ribbon week, student sign out sheet	Local Funds	Principal, Rusk Co. Sheriff Dept. New London Police Dept. District Police Chief	October Daily	Parent surveys, teacher input	Each six weeks
2. Character Education: Keystone Character Ed.	Local Funds	Principal Counselor	Monthly Daily Lessons	Parent/teacher surveys, discipline documentation	Each semester
3. Train a campus team of professionals in Crisis Prevention Intervention	Region VII	District Administrators	August 2017 – June 2018	Follow-up after each incident	Each semester
4. Continue In School Suspension unit for Elem./Int. students	Local Funds	Principal, and ISS aide	August 2017 – June 2018	Number of students returning to ISS	Each six weeks
5. Train teachers in bully prevention, and suicide prevention. [4]	Local Funds	Special Education director, principal, and counselor, Region VII	August 2017	Number of reports of bullying, suicide, and misbehavior – roster of teachers being trained	End of year Discipline reports
6. Use the Beginning of a Hero Program and the Beginning of a Famous Hero [2]	Donated	Principal and teachers	Twice weekly	Student success and disciplines referrals	Each Six Weeks

Campus Goal: WR Intermediate school will have systems in place to help recruit, support, and retain teachers (TEA Strategic Priority).

Objective: We will recruit and retain teachers to ensure that all students are taught by teachers with skills necessary to help our students achieve high academic standards.

Strategy	Resources	Person Responsible	Timeline	Evaluation	Status Check
1. Perform “exit interviews” to better understand why teachers move/leave [5]	Local	Principal	As teachers resign	Retention of personnel	Staff roster
2. Support high-quality alternative certification programs [5]	None	Principal and assistant principal	Throughout certification process	Successful completion of program by candidate	Low turnover rate
3. Improve hiring practices and interview process [3,5]	None	Principal, assistant principal, SBDM committee, interview team	Spring Semester and early summer	All positions are filled	UIL results
4. Maintain a strong mentor program for new teachers [5]	Local	Principal, Counselor, Teacher, Secretaries	End of each six weeks	Recognition of Students	Low turnover rate
5. Ensure field experiences are high quality [3,5]	Local	Principals, Mentors, Grade Level Co-workers	First year for intern	Student success on benchmarks	End of each semester

Campus Goal: West Rusk Intermediate will provide an early connection from high school to college and career readiness (TEA Strategic Priority).

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

Strategy	Resources	Person Responsible	Timeline	Evaluation	Status Check
1. Create a student-centered learning environment focused on questioning, problem solving, collaboration, and hands-on activities	Local Funds	Teachers	Daily Lessons	Walkthroughs, bench mark testing, curriculum	Weekly and end of each six weeks
2. Career exploration assignments	Local Funds	Teachers	Monthly Daily Lessons	Walkthroughs, Lesson plans	Each semester
3. Support At-Risk students with back pack program, school supplies, mentoring	Local, Title I	Principal, counselor, teachers	August 2017 – June 2018	Parent and student surveys	End of year
4. Create a college-going Culture [2]	Local Funds	Teachers, counselor	August 2017 – June 2018	Lesson plans, college day during Red Ribbon Week, college jersey days	End of year
5. Transition meetings with Junior High staff at the end of the year.	none	5 th Teachers and counselor	May 2018	Lesson plans, team meeting agendas	End of year Discipline reports
6. Real-world learning assignments	Local	Principal and teachers	Daily Lessons	Walkthroughs, Lesson plans	Each Six Weeks