

Texas Academic Performance Report - TAPR

West Rusk CCISD

2015 – 2016

Public Hearing – January 23, 2017

Part II. PEIMS Financial Standard Reports

Part III. District Accreditation Status

Part IV. Campus Performance Objectives

High, Junior High, Intermediate, Elementary

Part V. Report on Violent or Criminal Incidents

Part VI. Student Performance in Postsecondary Institutions

FULL REPORT LOCATED ON WEST RUSK OR TEXAS EDUCATION AGENCY WEB SITE



2014-2015 Actual Financial data

Totals for West Rusk County Consolidated ISD (201914)

Total Membership: 1,071

	<u>District</u>			<u>State</u>					
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Receipts									
<u>Total Revenue</u>	9,711,374	100.00%	9,068	12,396,092	100.00%	11,574	56,133,489,714	100.00%	10,774
Local Tax	5,550,304	57.15%	5,182	7,273,009	58.67%	6,791	25,280,136,712	45.04%	4,852
Other Local and Intermediate	227,089	2.34%	212	320,067	2.58%	299	2,184,020,956	3.89%	419
State	3,680,011	37.89%	3,436	3,803,852	30.69%	3,552	22,814,894,859	40.64%	4,379
Federal	253,970	2.62%	237	999,164	8.06%	933	5,854,437,187	10.43%	1,124
<u>Total Receipts</u>	10,056,374	100.00%	9,390	12,741,092	100.00%	11,896	78,601,559,619	100.00%	15,086
Total Revenue	9,711,374	96.57%	9,068	12,396,092	97.29%	11,574	56,133,489,714	100.00%	10,774
Equity Transfers	0	0.00%	0	0	0.00%	0	1,496,609,416	1.90%	287
Total Other Resources	345,000	3.43%	322	345,000	2.71%	322	20,971,460,489	26.68%	4,025
Fund Balances (for ISDs)									
<u>Total Fund Balance**</u>	1,345,839	13.86%	1,257	3,125,149	25.21%	2,918	29,561,641,503	54.77%	5,927
Nonspendable Fund Balance	0	0.00%	0	0	0.00%	0	308,398,318	0.57%	62

Restricted Fund Balance	0	0.00%	0	1,779,310	14.35%	1,661	13,254,233,291	24.56%	2,657
Committed Fund Balance	0	0.00%	0	0	0.00%	0	3,257,809,183	6.04%	653
Assigned Fund Balance	0	0.00%	0	0	0.00%	0	2,102,056,286	3.89%	421
Unassigned Fund Balance	1,345,839	13.86%	1,257	1,345,839	10.86%	1,257	10,639,144,425	19.71%	2,133

Disbursements

Total Expenditures

BY OBJECT	10,130,009	100.00%	9,458	12,234,170	100.00%	11,423	60,977,192,546	100.00%	11,704
Payroll (Objects 6100)	7,965,321	78.63%	7,437	8,554,220	69.92%	7,987	37,049,271,624	60.76%	7,111
Other Operating (Objects 6200-6400)	1,773,565	17.51%	1,656	2,169,413	17.73%	2,026	10,508,649,793	17.23%	2,017
Debt Service (Objects 6500)	117,663	1.16%	110	1,237,077	10.11%	1,155	7,236,507,503	11.87%	1,389
Capital Outlay (Objects 6600)	273,460	2.70%	255	273,460	2.24%	255	6,182,763,626	10.14%	1,187

BY FUNCTION (Objects 6100-6400 only)

Debt Service (71)	0		0	0		0	494,213		0
Facilities Acquisition & Construction (81)	0		0	0		0	329,486,348		63
Total Operating Expenditures	9,738,886	100.00%	9,093	10,723,633	100.00%	10,013	47,227,940,856	100.00%	9,065
Instruction (11,95)	4,954,564	50.87%	4,626	5,404,164	50.39%	5,046	26,871,610,227	56.90%	5,158
Instructional Res Media (12)	88,742	0.91%	83	88,742	0.83%	83	586,142,869	1.24%	113
Curriculum/Staff Develop (13)	15,649	0.16%	15	15,649	0.15%	15	1,001,022,261	2.12%	192
Instructional Leadership (21)	0	0.00%	0	0	0.00%	0	718,051,639	1.52%	138
School Leadership (23)	902,483	9.27%	843	902,483	8.42%	843	2,722,138,250	5.76%	522

Guidance Counseling Svcs (31)	244,481	2.51%	228	244,481	2.28%	228	1,668,235,063	3.53%	320
Social Work Services (32)	0	0.00%	0	0	0.00%	0	128,116,298	0.27%	25
Health Services (33)	104,067	1.07%	97	104,067	0.97%	97	473,216,577	1.00%	91
Transportation (34)	441,892	4.54%	413	441,892	4.12%	413	1,347,546,868	2.85%	259
Food (35)	0	0.00%	0	535,147	4.99%	500	2,699,811,544	5.72%	518
Extracurricular (36)	702,976	7.22%	656	702,976	6.56%	656	1,367,198,521	2.89%	262
General Administration (41,92)	680,961	6.99%	636	680,961	6.35%	636	1,475,276,145	3.12%	283
Plant Maint/Operation (51)	1,419,990	14.58%	1,326	1,419,990	13.24%	1,326	4,693,527,961	9.94%	901
Security/Monitoring (52)	87,596	0.90%	82	87,596	0.82%	82	413,839,438	0.88%	79
Data Processing Services (53)	95,485	0.98%	89	95,485	0.89%	89	841,708,130	1.78%	162
Community Services (61)	0	0.00%	0	0	0.00%	0	220,499,065	0.00%	42
Total Disbursements	10,246,875	100.00%	9,568	12,351,036	100.00%	11,532	75,481,160,718	100.00%	14,487
Total Expenditures	10,130,009	98.86%	9,458	12,234,170	99.05%	11,423	60,977,192,546	100.00%	11,704
Equity Transfers	0	0.00%	0	0	0.00%	0	1,496,609,416	1.90%	287
Total Other Uses	0	0.00%	0	0	0.00%	0	12,392,399,682	16.42%	2,379
Intergovernmental Charge	116,866	1.14%	109	116,866	0.95%	109	614,959,074	1.30%	118
Program Expenditures									
Operating Expenditures - Program	6,977,809	100.00%	6,515	7,427,409	100.00%	6,935	35,244,680,101	100.00%	6,765
Regular	3,804,475	54.52%	3,552	3,933,574	52.96%	3,673	21,166,857,496	60.06%	4,063
Gifted and Talented	41,808	0.60%	39	41,808	0.56%	39	398,047,499	1.13%	76
Career and Technical	304,345	4.36%	284	304,345	4.10%	284	1,293,287,689	3.67%	248
Students with Disabilities	769,114	11.02%	718	769,114	10.36%	718	5,342,939,885	15.16%	1,025

Accelerated Education	1,160,902	16.64%	1,084	1,481,403	19.95%	1,383	1,785,245,681	5.07%	343
Bilingual	183,254	2.63%	171	183,254	2.47%	171	871,163,578	2.47%	167
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0	133,254,572	0.38%	26
Disc Alt Ed-DAEP Basic Serv	0	0.00%	0	0	0.00%	0	214,449,433	0.61%	41
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	24,917,911	0.07%	5
T1 A Schoolwide-St Comp>=40%	0	0.00%	0	0	0.00%	0	1,857,002,479	5.27%	356
Athletics/Related Activities	603,431	8.65%	563	603,431	8.12%	563	919,076,645	2.61%	176
High School Allotment	64,453	0.92%	60	64,453	0.87%	60	406,767,398	1.15%	78
Prekindergarten	46,027	0.66%	43	46,027	0.62%	43	831,669,835	2.36%	160

	<u>District</u>	<u>State</u>
Instructional Expenditure Ratio	53.6%	63.8%

Tax Rates

2014 (current tax year) Tax Rates

Maintenance and Operations	1.0400	1.0741
Interest and Sinking Funds	0.3200	0.1897
Total Tax Rate	1.3600	1.2638

2013 Tax Year State Certified Property Values

	Amount	Percent	Amount	Percent
Property Value	512,034,493	N/A	1,871,511,130,244	N/A
Property Value per pupil	478,090	N/A	375,792	N/A
Property Value by category:				

Business	123,324,590	23.68%	734,946,454,778	35.98%
Residential	100,485,410	19.30%	1,104,324,234,295	54.06%
Land	10,703,100	2.06%	58,742,939,046	2.88%
Oil and Gas	281,460,670	54.05%	133,469,263,469	6.53%
Other	4,722,980	0.91%	11,225,667,994	0.55%

Unassigned Fund Balance percentage of total budgeted expenditures

2014-2015 School Districts' General Fund Unassigned Fund Balance***	1,345,839		10,667,062,944	
2014-2015 School Districts' General Fund Total Budgeted Expenditures	9,568,412		40,721,513,562	
2014-2015 School Districts' Percent of Total Budgeted Expenditures		14.1%		26.2%

** Fund balance percentages are calculated by dividing the fund balance by either the general revenue or all funds. The percentages illustrate the size of the fund balance in relation to total revenues.

Charter schools report net assets rather than fund balances.

*** The TEA does not have encumbrance data to subtract from the fund balances.

2015-2016 Accreditation Status

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation status for 2015-2016 is listed below:

CDN	Name	ESC	2015 FIRST Rating	2015 Accountability Rating	2015-2016 Accreditation Status	Reason For Status	Notes
201914	WEST RUSK COUNTY CISD	7	Pass	Met Standard	ACCREDITED		

**West Rusk High School
Campus Plan of Action
2016-2017**

With leadership from our principal, this plan has been collaboratively developed by the district site-based decision making committee, which represents all district stakeholders. All performance goals identified in No Child Left Behind legislation have been adopted by the district and are reflected in this Plan of Action.

The following funding sources support the objectives and strategies implemented to address identified student needs: Titles I, IIA, III, V1B subpart 2, Special Education, State Compensatory Education, Career and Technology Education, District Foundation Grants.

It is the policy of WRCCISD to not discriminate on the basis of race, religion, color, national origin, sex, age or disability in providing educational services, activities, and programs, and employment, in accordance with the Title VI of the Civil Rights Act of 1064 as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act. The following has been designated to coordinate compliance with these legal ramifications: Gwen Gilliam 895-4503

*** This plan contains the ten components of a school wide campus.**

West Rusk High-School 2016-2017 Campus Site-Based Committee

Jake Jackson, Principal
Joshua Conway, Assistant Principal
Grady Haffner, Teacher
Josh Pero, Teacher
Earlean Duncan, Counselor
Russell Jarvis, Teacher
Chris Grotemat, Teacher
Dr. Bill Morton, Teacher
Sheila Floyd, Parent
Jerilynn Williams, Parent
Jean Davidson, Business
Paul Jackson, Community

Comprehensive Needs Assessment *1

West Rusk High School is 70% economically disadvantaged and is a school wide campus. The following information sources provided data for the comprehensive needs assessment:

- *Longitudinal AEIS data**
- *Longitudinal academic performance information for non-AEIS student groups**
- *TELPAS, STAAR, STAAR-A, ACT/SAT**
- *Program Evaluations**
- *Staffing Needs**
- *Benchmark (CBA) test, Teacher checklists**
- *Norm-referenced test data**
- *Discipline Data**
- *Drop-Out Rate**
- *Attendance Rate**
- *Performance Based Monitoring Report**
- *Promotion/Retention**
- *Community, Staff, & Student Surveys**

An in-depth review and disaggregation of data by the campus site-based committee led to the development of the goal(s), objectives, and strategies included in this Plan of Action.

Findings to be addressed in 2016-2017

- *Improve Math (Algebra 1) STAAR (EOC) Scores
- *Improve Science (Biology) STAAR (EOC) Scores
- *Improve English/Language Arts (ELA 1 and ELA 2) STAAR (EOC)
- *Continue to close the gap in performance scores between economically disadvantaged, African American, Special Ed., Hispanic and other student groups
- *Increase STEM Endorsement Graduates and the total number of students graduating College Ready
- *Increase Dual Credit Enrollment

Goal 1: By 2016-2017, all students will reach high standards, at a minimum attaining proficiency or better in English/language arts, math, social studies and science.

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

Summative Assessment: State Assessment

Strategy	Personnel Responsible	Resources	Timeline	Formative Assessment	Notes
1. Content Mastery will be provided for 504 and Sp. Ed. Students *9	Content Mastery personnel, Sp Ed personnel	Sp Ed and Local Funds	Aug. - May	Benchmark Assessment, Progress Reports, Report Cards, Common Assessments (CBA)	
2. West Rusk High School will use SCE funds to enhance the Title I program. These funds will be	Campus Admin/Principal Program Director	Salaries, services, supplies, and fees \$369,209.33 Title I	Aug 2016 through June 2017	Students, district-wide, will meet and exceed the state and federal requirements.	

<p>coordinated with other Title, Local and Special Ed funds to implement the 10 components of the school wide program and support Title I School wide purposes and strategies</p>	<p>Principal Program Director</p>	<p>\$63,597.01 Title IIA \$3,943.87</p>	<p>Sept. - May</p>	<p>100% At-Risk students will meet expected standards</p>	
<p>3. WR High School will coordinate Title 1A, Title 2A, IV, V, IVB Subpart 2, SCE, Local Funds, and Sp Ed Funds for implementing the school wide program *10</p>		<p>Title 1A, Title 2A, VIB Subpart 2, SCE Local Funds, Sp Ed Funds</p>	<p>Sept. - May</p>	<p>100% students will meet expected standards</p>	

	Responsible				
4. Increase STAAR EOC scores with curriculum enriched with technology	Principal	Title II A Title VIB Sub- Part 2	Sept, Nov, Dec, Feb, Mar.	All students increasing test scores on Benchmark, CBA tests, and STAAR/EOC	
5. Teachers will use STAAR data to provide personalized instruction during Raider Period for students who have not passed STAAR. *8	All Teachers	None	Sept, Nov, Dec, Feb, Mar.	6 weeks grades, benchmark test, STAAR (EOC)	
6. Students who do not pass all STAAR Tests will receive remediation through summer tutorials. *9	Math, Science, Social Studies and ELA teachers and Principal	Comp. Ed. Title I	June and July	End of Course (STAAR) exams	
7. GT students will be challenged to explore additional applications of their learning *9	Math, Science, Social Studies, and English	GT Funds, Local Title I	Aug. - May	100% students fulfilling requirements	
8. Paraprofessional Staff will assist classroom teachers to allow intensive instruction for at-risk, 504, and Sp Ed students.	Teachers, Principal	SCE Funds	Aug - May	Improved STAAR scores, increase number of Sp. Ed students in regular classrooms	
9. Continue Content Mastery to serve all struggling students	Teacher, Aid, Principal		Aug - May	Lower failure rates, Improve 6 week grades, Improve CBA scores, Improve performance on STAAR (EOC)	

Strategy	Personnel Responsible	Resources	Timeline	Formative Assessment	Notes
10. Professional Development to improve instruction in core subjects. (Math, Science, SS, ELA)	Teachers Principal Assistant Superintendent Region VII	Local Funds Region VII Ruth Meggs	Fall/Spring 2016-2017	Improvement on CBA (6 weeks test) and TAKS/STAAR Track Data/Info through DMAC	
11. Use of a district wide, vertically aligned curriculum "TEKS Resource System"	Teachers Principal Asst. Superintendent	Title Funds Local Funds	Aug – June 2016-2017	CBA performance throughout school year. Track Data/Analyze Results in DMAC	
12. Professional Development on cultural diversity and best classroom practices	Teachers Principal	Local Funds Title Funds Region VII	Summer 2016 Fall 2016 Spring 2017	Teacher Evaluations PDAS Teacher Self-Report Forms	
13. Improve Parent involvement and in school activities by making phone calls, mailing home important info and by offering Open House/Meet the Teacher, All-Call system,	Teachers Principal	Local Funds	Local Funds	Parent Survey Results Site-based Committee discussions. Attendance Records for Parent/Guardian Attendance at school activities.	

Strategy	Personnel Responsible	Resources	Timeline	Formative Assessment	
14. Provide New teachers with mentor teacher to align curriculum and remain consistent with procedures and policies	Teachers Principal	Local Funds	Fall 2016 Spring 2017	Faculty feedback on results of mentor program. Teacher Surveys/Discussion Teacher Retention Rate	

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

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

SUMMATIVE ASSESSMENT: State Assessments

Strategy	Personnel Responsible	Resources	Timeline	Formative Assessment	Notes
1. The Language Proficient Assessment Committee (LPAC) will identify English Language Deficient students and provide modifications and monitoring. *9	LPAC Committee	Local Funds	Aug., May	Progress Reports, Report Cards	

2. A quality ESL curriculum will ensure 100% of ESL students will become English proficient before their senior year.	ESL Teacher, Principal, Curriculum Director	ESL Funds	Aug., May	STAAR (EOC), TELPAS Tests	
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GOAL 3: Ensure that all students continue to be taught by highly qualified teachers.

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

SUMMATIVE ASSESSMENT: 100% of staff is considered Highly Qualified. *3

Strategy	Personnel Responsible	Resources	Timeline	Formative Assessment	Notes
1. Insure that teachers that teach advance placement courses are trained. *5	Principal, Teachers, Counselor	Title 1 Title II A	August	Increase number of advanced courses offered	
2. Make training available through ESC 7 for faculty in TEKstar, and DMAC to better track student progress and to disaggregate test results. *1	Curriculum Director, Principal		August	Scores on State Tests: STAAR/EOC TELPAS	

<p>3. Require annual update training for all teachers to ensure quality instruction. *4</p>	<p>Teachers, Principal</p>	<p>Title I Title II A</p>	<p>August</p>	<p>Teacher evaluations</p>	
<p>4. Provide Staff Development based on campus recommendations and administrative needs assessment. *8</p>	<p>Principal, Curriculum Director,</p>	<p>Title II A,</p>	<p>August, January</p>	<p>90% Classroom Implementation Documented through classroom observations.</p>	
<p>5. Encourage and fund teachers to take TExES in additional fields. *5</p>	<p>Principal, Teachers</p>	<p>Title I, Part A</p>	<p>Each Semester</p>	<p>Additional Certifications</p>	

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

OBJECTIVE: Provide a safe and secure environment by involving parents and encouraging all students to refrain from drug and alcohol use through safe and drug free schools. *6

SUMMATIVE ASSESSMENT: Discipline referrals and drug dog alerts will decrease by 50%

Strategy	Personnel Responsible	Resources	Timeline	Formative Assessment
1. Random drug testing	Principal	SWC	Sept, Nov, Feb, Mar.	Students tested will be drug free.
2. Enlist Drug Dog to sniff for drugs.	Principal, Rusk County/Local Police Force Drug Dogs	Local (county) resources/agencies	Aug. - May	Number of students in possession.
3. Incorporate Character Development Program	Principal/Asst. Principal	Guest Speakers	Aug. - May	Observation, discipline referrals
4. Each campus will have staff members who will have training for Nonviolent Crisis Intervention	Principal, Staff Train	Sp. Ed. Funds, Local	June, August, January	Number of physical interventions

Strategy	Personnel Responsible	Resources	Timeline	Formative Assessment	Notes
5. Provide newsletters, flyers, course information and Financial Aid information in both English and Spanish *6	Principal, Counselor	Local	Aug - May	Increased parental Involvement Documented by sign-in sheets, call logs, etc...	
6. Organize active booster clubs *6	Parents, Staff	Fundraisers	Aug - May	Increased parental Involvement	
7. Consistent Parent Contact for discipline and behavior	Principal Asst. Prin. Teachers	Local	Daily	Discipline referrals	

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GOAL 5: All students will graduate from high school.

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

SUMMATIVE ASSESSMENT: 0% drop out rate.

Strategy	Personnel Responsible	Resources	Timeline	Formative Assessment	Notes
1. Counselor reviews Texas Grant and other financial aid with all seniors and with all 8 th and 10 th graders during conferences*7	Counselor	Local	October, February	Data Sign-in sheets Counselor documentation	
2. Up-grade computers and software to offer students/staff up-to-date applications *3	Principal, Staff	Local Funds High School Allotment	Aug. - Oct	All students increase test scores	
3. Offer Saturday school for excessive absences	Principal, PEMS Coordinator	Local	4 Saturdays before end of semester	Increase in number of students attending and maintaining class credits Saturday school attendance sheets and parent call log sheets	

	Responsible				
4. Each student will have a personal graduation plan. *7	Principal, Counselor	Local	August	Number of students graduating	
5. Provide Pregnancy Related Services (see addendum)	Principal, Counselor, Home Instruction Teacher	Local	August - May	Drop-out rates, Attendance Rates	
6. Inform students of local summer schools and offer math, English and Social Studies at West Rusk. *7	Principal, Counselor, Teachers	Comp. Ed.	May, June	Number of students participating and earning credits.	
7. Students will be encouraged to move beyond the foundation high school endorsement programs and pursue the STEM Endorsement, and other Endorsments to prepare them for post-secondary success. *7	Counselor, Principal	None	May	Increase in number of seniors completing these programs.	
8. Continue to incorporate CATE options in the curriculum with additional articulation agreement with local colleges *2, *7	Principal, Counselor, Special Programs Director, CATE Teachers	CATE Funds, Local	August	Additional CATE courses, completed articulation agreements, Tech Prep survey results	

	Responsible				
9. Update and evaluate annually a plan to communicate to students and parents the state graduation requirements and available opportunities and scholarships to assist students in completing high school and transitioning into post-secondary education and/or the workplace. *2	Counselor and Principal	Local	October	Up-dated plan	

West Rusk Junior High 2016-2017 Campus Plan of Action



"Striving for honor, excellence, and the Raider way!"

It is the policy of WRCCISD not discriminate on the basis of race, religion, color, national origin, sex, age or disability in providing educational services, activities, and programs, and employment, in accordance with the Title VI of the Civil Rights Act of 1964 as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1093, as amended; and Title II of the Americans with Disabilities Act. The following has been designated to coordinate compliance with these legal ramifications: Lawrence Coleman - 903-392-7850.

Goal 1: All students will meet or exceed Federal, State, and Campus student performance standards.

Objective: Students in each student group will meet or exceed expectations for STAAR, STAAR-Accommodated, and STAAR-Alternate tested content areas as identified by the Academic Performance Chart. We will also emphasize improvement in our African American Math scores. The one safeguard that the campus didn't meet.

Summative Assessment: 2014-2015 DATA – Student Achievement scored 74 and the requirement was 60. Student Progress scored 40 and the requirement was 28. Closing Performance Gaps scored 42 and the requirement was 27.

Strategy	Person responsible	Resources	Timeline	Formative Assessment
1. Coordinate State Comp with other Title, Local, and Special Ed Funds to implement the 10 components of a school wide program. [1,10]	Principal	Title I funds: \$104,837.09 FTE - 3 Contracted Services: \$8,419.08 SCE funds: \$258,611.45 Title II funds: \$62,782.12	Sept, Nov, Dec, Feb, Apr, May	90% identified At-Risk students meeting expected standards each six weeks.

Goal 1, continued

<u>Strategy</u>	<u>Person responsible</u>	<u>Resources</u>	<u>Timeline</u>	<u>Formative Assessment</u>
2. Paraprofessional staff will assist classroom teachers to allow for intensive remediation of at-risk, 504, and Sp. Ed. students. [9]	Principal	SCE Funds	Nov, Jan, Mar	Benchmark Assessments, Progress Reports, Report Cards
3. Low achieving students will attend enrichment tutorials during the Fall and Spring semesters to address their specific needs. [3,9]	Principal Core Teachers	Previously listed	Fall/Spring	Progress Reports, Report Cards
4. GT students will be provided time to work together on group projects. [2]	Principal GT Teacher	GT Funds, Local	All year	100 % students fulfilling requirement.

Goal 1, continued

Strategy	Person responsible	Resources	Timeline	Formative Assessment
<p>5. Targeted Performance needs for all accountability groups and others identified as at-risk using assessment instruments. [8]</p>	<p>Teachers Principal</p>	<p>DMAC, Skyward, benchmarks, local funds</p>	<p>End of each six weeks</p>	<p>Data Analysis Reports, CBA data meetings, Failure reports</p>
<p>6. Priority Reading/Math Classes will be utilized in 6th, 7th, and 8th grades. I-station, Reading Plus, Study Island, and Accelerated Reading/Math is utilized. [2,8,9]</p>	<p>Reading teachers</p>	<p>Local funds</p>	<p>Daily for struggling students assigned</p>	<p>Students will pass the STAAR Reading/Math test</p>

Goal 2: WRJH will meet all Federal, State Program Based, and State Compensatory Education compliance standards and performance based monitoring assessment criteria to ensure that all students meet performance standards in all areas with emphasis on those students with special needs and at-risk of not achieving performance standards or graduating on time.

Objective: Students in ESL will meet or exceed expectations for TELPAS and/or STAAR as identified by the LPAC committee for each individual student. At-Risk, 504, and Special Education students will meet or exceed expectations for STAAR, STAAR modified, or STAAR alternate assessments.

Summative Assessment: Accomplishment of objective as measured by group % of scores on all state assessments.

Strategy	Person responsible	Resources	Timeline	Formative Assessment
1. Ensure that all LEP Students become Proficient in English through the following: * priority reading *priority math * tutorials	Core teachers, TELPAS raters'	Local funds	Nov, Jan, Mar	Benchmark tests, informal teacher surveys, TELPAS rater documentation
[9]				

2. Identify and monitor
At-risk, 504, and Special
Education students.
[2,9]

Principal,
Counselor,
Core teachers

Local funds

Aug, Sept, Oct
for snapshot and
routinely check

Number of referrals
Number of students identified
Number of ARD and 504 mtgs

Goal 3: The campus will actively recruit and retain highly qualified (state certified) personnel, as well as provide high quality professional development for teachers and administrators.

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

Summative Assessment: 100 % of staff is considered Highly Qualified (Texas State Certified).

Strategy	Person responsible	Resources	Timeline	Formative Assessment
1. Provide quality staff development to ensure retention and recruitment of highly qualified staff. *Technology training * Sp. Ed. Confidentiality * Higher Order Thinking skills *Curriculum Based Assessments * Bloom's Taxonomy * Higher level questioning * Increased Rigor * Disaggregate data with DMAC [3,4,5]	Principal	Title I, local funds	Mar, May	Number of teachers who wish to be rehired for next year, Number of teachers certified, number of teachers attending training and applying new knowledge in the classroom

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

Objective: Provide a safe and secure environment to discourage all forms of violence and bullying.

Summative Assessment: Monitor discipline referral trends through PEIMS report and measure discipline referrals including special education students placed in DAEP.

Strategy	Person responsible	Resources	Timeline	Formative Assessment
1. Develop incentives to foster good behavior and good study habits. [2,6]	Principal Teachers	Local funds Activity funds	every Friday every six weeks	number of students eligible for Friday Social and Six Weeks Events
2. Provide opportunities for parents to be partners in the education of their child: SBDM Open House Volunteer Activities Phone calls & e-mails	Principal	Title I Local funds	May	number of attendees to Open House and Volunteering

Annual meetings for Special programs and title programs	Sp Programs Director	Local funds	May	number of parents who attend
[6]				
3. Provide transition activities to assist students moving from one campus to another.	Principals, Teachers, Transition Coordinator	Local funds	District	Report to SBDM committee
<ul style="list-style-type: none"> • 6th grade orientation • Principal meetings to schedule students • 9th grade orientation • Transition Coordinator meets with eligible special ed. students 			May	
[7]				
4. Continue to provide Behavior management through lunch detention, after school detention, corporal punishment, In School Suspension, Out of School Suspension, and AEP	Principals, Teachers		Daily	Number of students receiving discipline

Goal 5: WRJH will enhance the educational program through strong partnership forged with parents, community members, and surrounding business partners to benefit all students.

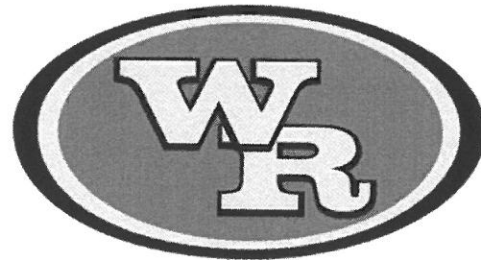
Objective: Increase parent involvement through activities designed to meet the needs of all children and support the educational process.

Summative Assessment: NCLB compliance reports, parent sign-in sheets, class and program rosters

Strategy	Person responsible	Resources	Timeline	Formative Assessment
1. Schedule parent information meetings to inform of course offerings. [6]	Principal Counselor		May	parent sign in sheets
2. Provide written communication with parents. [6]	Principal Teachers		Every three and six weeks	progress report report card
3. Engage groups of parents in "Parenting Partners" curriculum for student achievement. [2,6]	Staff trained in "Parenting Partners" curriculum	Title I funds	two hour sessions for four weeks	parent sign in sheets

West Rusk
Intermediate

201-914-104



2016-2017

Campus Plan

Campus Improvement Plan 2016-2017

District Goal Reference: WRCCISD faculty and parents will be full partners in encouraging exemplary performance in comparison to national and international standards.

Campus Goal: WR Intermediate school will equip all students with the necessary academic skills in reading, 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 '17 data by June '17, and indiv. student data by Sept. '17	Publication to faculty, Board, and SBDM comm. of all charts and data graphs	last week of Sept. '17
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 2017	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 '17 data	9/16, 12/16, 3/17, 5/17
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 2017	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 '17	Each six weeks
7. Third grade will incorporate 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 '17	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 meeting, writing practice tests, STAAR '17	Each six weeks
13. Appropriate grade level writing curriculum using the writing process and The Writing Academy by Randi Whitney	Local money ESC VII	Language arts teachers	Weekly	Student work, team meetings, minutes, writing practice, STAAR '17	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 17	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 '17	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 to re-enforce classroom instruction in Reading & Math [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 2016 – May 2017	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 '17	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 2017	Decreased retention, benchmarks, STAAR '17	End of second semester
22. West Rusk Intermediate will use State Compensatory Education (SCE) funds to enhance the Title I program. These funds will be coordinated with other Title, Local, and Special Education funds to implement the 10 components of the school wide program.[10]	SCE funds \$222,382.54, Salaries \$221,348.43, Gen. Supplies \$1,034.11, Title I \$94,937.85, Salaries \$84,621.26, Const. Services \$10,316.59	Principal	August 2016 through June 2017	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	8/16 1/17 5/17	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 2017	Students successful as shown on report cards and STAAR.	End of 2017 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 2017	Passing rate on STAAR	End of 2017
28. Ensure that all LEP students will become proficient in English and reach high academic standards	Local funds	ESL teacher and Aide	September 2016 through May 2017	Improved STAAR scores and TELPAS scores	End of 2017
29. Continue computer based instruction, such as Imagine Learning for LEP students	Local	ESL teacher & aide	September 2016- May 2017	Improved STAAR scores and TELPAS scores	End of 2017

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

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 2017 data by June 2017 and individual student data by September 2017	Publication to faculty, School Board and SBDM committee of all charts, graphs, and lists	Last week of September 2017
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, STAAR Coach) 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	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 and MClass assessments used at appropriate grades to monitor math levels.[1]	Local	Math teachers	Performed at least three times during the year	STAR Report/STAAR '17 data	9/16, 12/16, 3/17, 5/17
10. Use Study Island, Prodigy, and Think Through Math to improve math skills and monitor improvement [9]	Comp. Ed.	Intermediate math teachers	Weekly	Students show improvement in math	Each six weeks

District Goal: Through enhanced dropout prevention efforts, all students in the WRCCISD will remain in school until they obtain a high school diploma or equivalent.

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 '15-'16 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 2016	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 2016- May 2017	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. 2016-May 2017	Increased performance and attendance of at-risk students	Each six weeks

District Goal: WRCCISD faculty and parents will be full partners in encouraging exemplary performance in comparison to national and international standards.

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 2017	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
5. Distribute parent/school compacts to all students in dual languages[6]	Local fund	Principal, secretaries, Homeroom teachers	August	Number returned, parent conferences	September
6. Meet regularly with Parent Teacher Organization (PTO)[6]	none	Principal, PTO president, and officers	Each semester	Teacher/PTO input	Each six weeks
7. Update enrollment forms with correct addresses and phone numbers[6]	none	Secretaries Classroom teachers	Each semester	Ability to contact parents	Each semester
8. Develop and update web site.[6]	Local fund	Principal and Technology personnel	Monthly	Parent survey	Monthly

Strategy	Resources	Person Responsible	Timeline	Evaluation	Status Check
9. Grade level mentor to new personnel and substitutes	none	Principal	Each six weeks	Retention of personal	Staff roster
10. 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
11. Participate in academic UIL to motivate students	Local	UIL director, Principal, and Teachers	Mid-year	Success and UIL district competition	UIL results
12. Conduct Awards Assemblies to recognize successful students. Parents will be invited to attend.	Local	Principal, Counselor, Teacher, Secretaries	End of each six weeks	Recognition of Students	Students being recognized

District Goal Reference: WRCCISD educators will keep abreast of the development of creative and innovative techniques in instruction, technology and administration as appropriate to improve student learning.

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 2016	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
2. 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 2016	Teachers will teach G/T students at a greater depth and complexity as indicated on weekly lesson plans	Each six weeks
3. 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
4. TEKS staff development[3]	none	Principal and Special Programs coordinator	August – May 2016-2017	Evaluation Lesson Plans	Each six weeks

Strategy	Resources	Person Responsible	Timeline	Evaluation	Status Check
6. Staff will receive training in positive behavioral intervention strategies in order to eliminate potential discretionary referrals to DAEP[3]	Local	CPI trainer Principals	January 2017	Number of staff attending training sessions	Decreased number of referrals to ISS and DAEP
7. 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	Local funds	Principal	Dec. & March	All students are served by appropriate Programs	Students are successful on required test.
8. Update technology (projectors and Elmos) and train teachers to use new types of technology during classroom instruction, and provide technical support when needed.	Local funds	Tech. Director	Beginning and middle of school year	Teachers use technology in the classroom more often	Lessons plans with technology
9. 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

District Goal Reference: WRCCISD will work to maintain a safe and disciplined environment conducive to student learning.

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 2016 – June 2017	Follow-up after each incident	Each semester
4. Continue In School Suspension unit for Elem./Int. students	Local Funds	Principal, and ISS aide	August 2016 – June 2017	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 2016	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 and Bully Alert Program	Donated	Principal and teachers	Twice weekly	Student success and disciplines referrals	Each Six Weeks

**West Rusk Elementary School
2016-2017
Campus Improvement Plan**

West Rusk County Consolidated Independent School District

The campus Improvement Plan directly supports the WRCCISD District Plan.

Mission

The West Rusk CCISD public education system is devoted to ensuring that all its children, regardless of race, color, national origin sex, or handicap, have access to a quality education by providing a well-balanced curricula in a safe environment, free of drugs, violence, and firearms, designed to equip students with the tools and understanding necessary to successfully negotiate the challenges to work and life as presented by an ever changing society.

West Rusk Elementary Mission

We believe Tradition + Pride + Hard Work = Success

West Rusk Elementary Vision

At West Rusk Elementary School, our vision is to ensure all students have a positive, nurturing environment where they are expected to reach their highest learning potential, in order to become productive, educated, independent, and successful citizens.

of the campus i.e. physical education, music, library, recess, lunch, computer lab, motor lab, etc. Counseling, student council, and UIL activities are included as scheduled. Each teacher and paraprofessional assumes duties as assigned.

CAMPUS ACTION PLAN FOR 2016-2017

Title I components		
<i>Each Title I component must be addressed in at least one strategy, but not all strategies be tied to a Title 1 component</i>		
1. Needs Assessment 2. Schoolwide reform strategy 3. Instruction by certified staff 4. Ongoing Professional Development (PD)	5. Strategies to attract certified teachers 6. Increased parental involvement 7. Measures to include teachers in decisions about use of assessment to improve perf.	8. Activities to help students reach proficient and advanced standards 9. Coordination & integration of federal, state, & local programs 10. Communication with parents regarding student assessment results 11. EC/PK transition programs

District Goal Reference: WRCCISD will meet or exceed expectations for STAAR and other tested content areas					
Performance Objective: TPRI scores, CBA's and running records will reflect growth in K-2.					
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources Including Professional Development (PD)	Evidence of Implementation/effectiveness	Timeline
1. Through focused classroom instruction & implementation strategies in CAFÉ, we will provide all	1, 2, 3, 4, 8	Teachers Principal	Continual training and updates in Daily Five	1. Campus wide implementation strategies will be routine and observed daily in all classrooms. 2. Evidence of the use of Reader/writer workshop will be documented in walks, observations, and student responses.	August 2016 - June 2017

students' opportunities to increase fluency and comprehension in reading and writing				<p>3. Teachers will use student work and assessments in PLC meetings to collaborate and reflect on effective teaching practices.</p> <p>4. Documentation of student groupings, interventions, and student progress.</p>	
2. Continue and strengthen phonics for all students in K-2	1, 2, 3, 4, 8	Teachers Principal	Training and implementation of Saxon phonics program	<p>1. Campus wide implementation strategies will be routine and observed daily in all classrooms.</p> <p>2. Evidence of the use of Saxon will be documented in walks, observations, and student responses.</p> <p>3. Lesson plans will show evidence of the use of Saxon.</p> <p>4. Daily scripted Saxon</p> <p>5. Daily schedule allows/shows time for phonics.</p>	daily
3. Develop teacher competencies using research-based strategies to increase students' ability to respond to text using critical thinking skills. Use FCRR	1, 2, 3, 4, 5, 7, 8, 9, 10, 11	Teachers Principal	<p>1. All PK-2 teachers will use the Balanced Literacy framework as a road map for literacy.</p> <p>2. Through collaboration, teachers will refine their understandings of Reader/Writer</p>	<p>1. Classroom management and student work will show evidence of research-based strategies.</p> <p>2. Alignment across grade levels and vertically will be monitored by principal.</p> <p>3. Feedback will be discussed at weekly meetings and adjustments made weekly.</p>	August 2016 - June 2017

<p>and DOK (depth of knowledge) question stems to increase students' reading ability beyond those set by F&P (Fountas and Pinnell) EOY reading levels</p>			<p>workshop and comprehension strategies and F&P. 3. Principal will monitor the progress of teachers and give feedback. 4. Teachers and/or principal will model instruction when needed and work with teacher through coaching cycle.</p>	<p>4. Students make significant gains in TPRI by using MOY and EOY as guides.</p>	
<p>4. Use the TPRI data, running records, and CBA (common benchmark assessments) data to differentiate instruction during guided reading and intervention planning.</p>	<p>2, 3, 7, 8, 9, 10</p>	<p>Teachers Principal</p>	<p>1. Principal will train teachers to use assessment information in lesson planning to guide instruction. 2. Monitor guided reading instruction and groupings through data review and walks. PD may consist of recording guiding reading lessons and review for effectiveness and make adjustments as needed. PD may</p>	<p>1. Guided reading groups are fluid and change as student needs are identified. 2. Documentation of student grouping, intervention/enrichment provided, and progress will be expected of each grade level. 3. Decrease the number of students reading below grade level, as shown on intervention spreadsheet.</p>	<p>daily</p>

			consist of watching effective GR lessons and implementing what was observed.		
5. Utilize research-based activities, to improve math knowledge and skills, mental math and to increase math fluency.	2, 3, 7, 8, 9, 10	Principal Teachers	<ol style="list-style-type: none"> 1. All PK-2 teachers will use Go Math and Daily 3 Math. 2. Teachers and/or principal will model instruction when needed and work with teacher through coaching cycle. 3. Principal will monitor the progress of teachers and give feedback. 	<ol style="list-style-type: none"> 1. Campus wide implementation strategies will be routine and observed daily in all classrooms. 2. Evidence of the use of Go Math will be documented in walks, observations, and student responses. 3. Lesson plans will show evidence of the use of Go Math and Daily 3 Math. 4. Daily 3 math schedule allows/shows time for mental math and hands on math activities. 	August 2016 - June 2017
6. Intervention meetings will be held to ensure that the needs of all students are addressed and being met.	1, 2, 3, 7, 8, 9, 11	Principal Teachers	DMAC data, intervention spreadsheets	<ol style="list-style-type: none"> 1. Students will be added to intervention schedule. 2. Students needing possible further assessment will be identified, i.e. GT, dyslexia, etc. 	August 2016 - June 2017
7. Intervention lessons will support classroom instruction and meet the individual	1, 2, 3, 7, 8, 9, 11	Special Teachers (Resource, Life Skills, ESL)	DMAC data, intervention spreadsheets, running records,	<ol style="list-style-type: none"> 1. Students will receive small group instruction to improve performance - intervention, resource, ESL, Life Skills. 	August 2016 - June 2017

need of the student.		Classroom Teachers Principal	IEP, 504, RTI, lesson plan documents		
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Title I components <i>Each Title I component must be addressed in at least one strategy, but not all strategies be tied to a Title 1 component</i>		
1 Needs Assessment 2 Schoolwide reform strategy 3 Instruction by HQ staff 4 Ongoing PD	5 Strategies to attract HQ teachers 6 Increased parental involvement 7 Measures to include teachers in decisions about use of assessment to improve perf.	8 Activities to help students reach proficient and advanced standards 9 Coordination & integration of federal, state, & local programs 10 Communication with parents regarding student assessment results 11 EC/PK transition programs

District Goal Reference: Through enhanced dropout prevention efforts, all students in the WRCCISD will remain in school until they obtain a high school diploma or equivalent.

Performance Objective: Average daily attendance rate for the 2016-2017 year will increase from the previous year.					
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (including PD)	Evidence of Implementation/effectiveness	Timeline
1. Attendance reports will be run every two weeks to monitor average daily attendance.	2, 8, 9	Secretary Principal	Skyward	Importance of attendance will be promoted through morning announcements, and Facebook.	monthly
2. School absences made personal through contact.	2, 6, 8, 9	Teachers Secretary Principal	Phone Email Skyward	1. Attendance reports will be checked daily and phone calls made home to those absent.	daily

Title I components		
<i>Each Title I component must be addressed in at least one strategy, but not all strategies be tied to a Title 1 component</i>		
1 Needs Assessment 2 Schoolwide reform strategy 3 Instruction by HQ staff 4 Ongoing PD 5 Strategies to attract HQ teachers 6 Increased parental involvement	7 Measures to include teachers in decisions about use of assessment to improve perf. 8 Activities to help students reach proficient and advanced standards 9 Coordination & integration of federal, state, & local programs	10 Communication with parents regarding student assessment results 11 EC/PK transition programs

District Goal Reference: WRCCISD faculty and parents will be full partners in encouraging exemplary performance in comparison to national and international standards.

Performance Objective: Incorporate more parental involvement in activities and participation than in the previous year.

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (including PD)	Evidence of Implementation/effectiveness	Timeline
1. Parent information sheets; Facebook, Re notes home updates, phone calls, emails	6	Principal Teachers Secretary	Facebook Local Funds	1. Increase in Facebook likes 2. Parents respond to notes, emails, and phone calls	weekly
2. PTO will sponsor numerous	6	PTO	PTO Facebook	1. Attendance at PTO events (i.e., meet the teacher, fall fest, health fair, fundraiser activities, etc.)	monthly
3. Family based activities	1, 6	All staff		Breakfast and lunch dates, Book Fair, parties, Awards Day	August 2016 - June 2017

				School wide programs Daughter dance		
4. School-wide programs and activities	1, 2, 6, 8	Music Teacher P.E. Teacher Principal	Local funds Notes Facebook	1. Weekly music lessons and classes 2. Daily PE classes 3. Two school-wide music programs/year 4. Annual Field Day	August 2016 - June 2017	

Title I components		
<i>Each Title I component must be addressed in at least one strategy, but not all strategies be tied to a Title 1 component</i>		
1 Needs Assessment 2 Schoolwide reform strategy 3 Instruction by HQ staff 4 Ongoing PD	5 Strategies to attract HQ teachers 6 Increased parental involvement 7 Measures to include teachers in decisions about use of assessment to improve perf.	8 Activities to help students reach proficient and advanced standards 9 Coordination & integration of federal, state, & local programs 10 Communication with parents regarding student assessment results 11 EC/PK transition programs

District Goal Reference: WRCCISD educators will keep abreast of the development of creative and innovative techniques in instruction, technology and administration as appropriate to improve student learning.					
Performance Objective: Improve professional development to enhance instruction, making it meaningful, specific and targeted based on shown need through weekly walkthroughs.					
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (including PD)	Evidence of Implementation/effectiveness	Timeline
1. Certified staff will be attracted/retained because of low class size, structured environment, and strong support.	1, 5	Principal Director of Student Services	Website Region 7 job posting	1. Teachers will show growth in their teaching as demonstrated by strong and effective teaching strategies, student performance improvement, test scores, walk throughs, as a result of positive instruction and support from administration.	August 2016 - June 2017
2. All staff members in core subjects will obtain and/or	1, 3	Principal Director of Student Services	Region 7 service center	1. Teachers will obtain GT certificate. 2. Teachers will teach GT students at a greater depth and complexity as indicated	6 hour update as provided by Region 7

renew GT certification				on lesson plans and walk throughs.	
3. Teachers will attend various workshops offered by ESC.	3, 4	Teachers Principal	ESC 7	1. Teacher input/evaluations and sharing of sessions	August 2016 - June 2017
4. Teachers will receive instructional coaching to enhance their instruction.	3, 4	Teachers Principal	Principal Teachers	1. Goal setting by teachers between teacher and principal 2. Evidence of change seen as students improve.	August 2016 - June 2017
5. Teachers will attend grade level Professional Learning Community (PLC) meetings to discuss upcoming lessons, TEKS, data and effective teaching strategies.	1, 3, 4, 5	Teachers Principal	Principal Teachers	1. Teachers will enhance or obtain new knowledge and set goals for implementation. 2. Teachers will be held accountable for knowledge obtained as shown through weekly walk throughs.	Weekly

Title I components		
<i>Each Title I component must be addressed in at least one strategy, but not all strategies be tied to a Title 1 component</i>		
1 Needs Assessment 2 Schoolwide reform strategy 3 Instruction by HQ staff 4 Ongoing PD	5 Strategies to attract HQ teachers 6 Increased parental involvement 7 Measures to include teachers in decisions about use of assessment to improve perf.	8 Activities to help students reach proficient and advanced standards 9 Coordination & integration of federal, state, & local programs 10 Communication with parents regarding student assessment results 11 EC/PK transition programs

District Goal Reference: WRCCISD will work to maintain a safe, loving and disciplined environment conducive to student learning.					
Performance Objective: Using a school-wide discipline plan and positive behavior supports, students will follow school and classroom rules. Learning will take place, and student performance will improve.					
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (including PD)	Evidence of Implementation/effectiveness	Timeline
1. School wide discipline plan	1, 9	Teachers Principal Assistant Principal	Local funds	1.Improved student behavior in all settings - structured and unstructured. 2.Decrease in number of office referrals. 3.Students recognized for great behavior and making good choices. 4.Improved conduct grades. 5.Safe and orderly environment.	August 2016 - June 2017
2. Ready Bodies Lab for each child in grades PK-2.	2, 8, 9, 11	RBL teacher	RBL supplies	1. Weekly schedule 2. Decreased referrals due to sensory needs being met.	Daily

3. Use of redirection room to use as a teaching/learning opportunity.	2, 8, 9, 11	Redirection teacher Principal		1. Log of students seen—decrease of repeated behaviors from students.	As needed
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West Rusk CCISD

Report on Violent or Criminal Incidents Prevention and Intervention Policies and Procedures

Result of Evaluations

2015 – 2016

1. Violent or Criminal Incidents:

Number – 7

Rate – 7 of 1074

Type – Sexual Assault, Theft, Drug Possession/Distribution

2. Violence Prevention and Intervention Policies and Procedures:

Crime Stoppers w/student participation

Stop Bullying Report – web link directly to counselors

School Counselors

Campus Principals and Assistant Principals

School District Police Officer

3. Evaluations conducted under the Safe and Drug-Free Schools and Communities Act:

Survey of staff, students, parents, and community – survey conducted, site-based committee reviewed, goals and objectives in district and campus plans.

Unsafe School Choice Option – none to report

Gun-Free Schools Act – none to report

Discipline reported on the Skyward system (PEIMS report)

Family Educational Rights and Privacy Act (FERPA) – staff trained

**Texas High School Graduates from FY2014 Enrolled in Texas Public or Independent Higher Education
in FY 2015 GPA for 1st Year in Public Higher Education in Texas**

County	District	Total Graduates	2.0 <2.0	2.5 2.49	3.0 2.99	3.49	>3.5	Unk
	WEST RUSK COUNTY CONSOLIDATED ISD							
201914001	WEST RUSK H S							
	Four-Year Public University	2						
	Two-Year Public Colleges	26	7	5	3	3	4	4
	Independent Colleges & Universities	2						
	Not Trackable	4						
	Not Found	33						
	Total High School Graduates	67						