

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.

Mission Statement for West Rusk CCISD

The West Rusk 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 curriculum in a safe environment, free of drugs, violence, and fire arms. West Rusk CCISD is designed to equip students with the skills and understanding necessary to successfully negotiate the challenges to work and life as presented by an ever-changing society.

Mission Statement for West Rusk Junior High

West Rusk Junior High will support and reinforce the district mission by providing a safe environment in which students can improve academic performance, attendance, participation in school related activities and will be ready for the challenges of high school.

Motto

West Rusk Junior High----where greatness gets its start!

**West Rusk Junior High received 5 Distinction Designations for 2015-2016
with 97% of System Safeguards Met**

* ELA/ Reading*

Mathematics

Science

Social Studies

*Top 25 Percent Closing Performance Gaps *

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

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

Mike Smith, Business

Kelli Norman, Parent

Bitsy Jeffers, Community

Brian Keith, Principal

Lou Lewis, Teacher

Cristie Read, Teacher

Comprehensive Needs Assessment

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

- Longitudinal TAPR data
- Longitudinal academic performance information for non-TAPR student groups
- TELPAS, PBMAS, and STAAR
- Program Evaluations
- Staffing Needs

- Professional/Paraprofessional training needs
- Benchmark tests, teacher checklists
- Norm-referenced test data
- Discipline Data
- Promotion/Retention rates
- Stakeholder surveys
- Informal evaluations
- Technology Star Chart

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:

- Campus is school-wide campus with 72.7% economically disadvantaged (2013-2014)
- Mobility Rate JH Campus (15.8 %) District (18.1%) (2014-2015 TEA School Report Card)
- At-Risk 2016 –17 in Junior High 6th – 8th grade = 63%
- Index 1: Student Achievement scored 77 and the requirement was 60 (up 3 points from last year)
- Index 2: Student Progress scored 35 and the requirement was 30 (down 6 points from last year)
- Index 3: Closing Performance Gaps scored 41 and the requirement was 26 (down 1 point from last year)
- System Safeguards scored 28 out of 29 for 97% met (up 10% from last year)

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.

<u>Strategy</u>	<u>Person responsible</u>	<u>Resources</u>	<u>Timeline</u>	<u>Formative Assessment</u>
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

Strategy	Person responsible	Resources	Timeline	Formative Assessment
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.</p> <p>[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.</p> <p>[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.

<u>Strategy</u>	<u>Person responsible</u>	<u>Resources</u>	<u>Timeline</u>	<u>Formative Assessment</u>
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.	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
*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]				

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

<p>Annual meetings for Special programs and title programs</p>	<p>Sp Programs Director</p>	<p>Local funds</p>	<p>May</p>	<p>number of parents who attend</p>
<p>[6]</p> <p>3. Provide transition activities to assist students moving from one campus to another.</p> <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 	<p>Principals, Teachers, Transition Coordinator</p>	<p>Local funds</p>	<p>District</p>	<p>Report to SBDM committee</p>
<p>[7]</p> <p>4. Continue to provide Behavior management through lunch detention, after school detention, corporal punishment, In School Suspension, Out of School Suspension, and AEP</p>	<p>Principals, Teachers</p>		<p>May</p>	<p>Number of students receiving discipline</p>

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