

**West Rusk Elementary
District/Campus Improvement Plan
2024-2025**

Date of School Board Approval:

October 21, 2024

Legal References

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

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.

Goals:

- 1. Students will improve reading skills based on TPRI end of year results and will show improvement in math based on end of year CBA results.**
- 2. All students will maintain good attendance and graduate as productive citizens ready for college, career, and/or work in an ever changing society.**
- 3. West Rusk Elementary will partner with parents and families in encouraging family involvement to increase exemplary academic performance.**
- 4. West Rusk Elementary will have 100% of core academic classes taught by high quality and effective teachers, providing them with adequate meaningful staff development to meet their needs and the needs of their students.**
- 5. West Rusk Elementary will create a learning environment that is safe, and drug free, where students understand the importance of showing good character, following rules, with regular school attendance.**

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL 2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL 3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL 4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2:** Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- OBJECTIVE 4:** A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

| | | | |
|---|--|---|---|
| 1 Recruit, support, retain teachers & principals | 2 Build a foundation of reading and math | 3 Connect high school to career and college | 4 Improve low- performing schools |
|---|--|---|---|

SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT

Though these Schoolwide campus Parent & Family Engagement requirements are not necessarily requirements of the CIP, TEA is expecting to see evidence of the following activities in your plans:

- **School Parent & Family Engagement Policy** [ESSA Sec. 1116(b)]:
 - Annual Title I meeting
 - Flexible number of meetings
 - Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
 - Provide Parents:
 - Timely notification about Title I programs
 - Description and explanation of curriculum and assessments used
 - Upon request, opportunities for regular meetings to participate in decisions related to child
 - Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents
- **School-Parent Compact** [ESSA Sec. 1116(d)]
 - Describe school's responsibilities to provide effective learning environment
 - Describe ways in which parents will be responsible for supporting student learning
 - Address importance of communication
 - Parent-teacher conferences in elementary (annually, at a minimum)
 - Frequent reports to parents regarding student's progress
 - Reasonable access to staff, volunteer opportunities and observation of classroom activities
 - Ensure two-way, meaningful communication in language family understands (as practicable)
- **Build Capacity for Involvement** [ESSA Sec. 1116(e)]
 - Provide assistance in understanding academic standards and assessment and how to monitor child's progress
 - Provide materials and training to help parents work with children to improve achievement
 - Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
 - Coordinate/integrate parent involvement programs, as feasible

- Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
- Provide other reasonable support for parental involvement activities
- **Accessibility** [ESSA Sec. 1116(f)]
 - Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

CAMPUS NEEDS ASSESSMENT - Resources

2023-2024 State Accountability Report and Ratings
(Safeguards)

2024 STAAR passing rates (regular & alternative)

TELPAS (Texas English Language Proficiency
Assessment)

Mobility of Staff and Students

Teacher Appraisal/Walkthrough Data

Enrollment / Attendance Rate

Performance Based Monitoring Report (PBMR)

Promotion/Retention/Drop-out Rates

Program Evaluations (ESL, Dyslexia, Rtl, Content
Mastery)

Common Benchmark Assessments (CBAs)

Professional/Paraprofessional training needs

Decision Making Process

Teacher/Parent Contact Logs

Parent and Community Attendance in Extra Curricular
Activities

Curriculum Alignment

Safety and Wellness Surveys

Parent, Teacher, and Student Surveys

Discipline Data

Staff Development

Highly Qualified Staff Reports

STaR Chart – Technology Assessment / Plan

Progress Reports / Report Cards

CAMPUS NEEDS ASSESSMENT

2024-2025

Demographics:

Data Examined: Campus Demographics

Strength: The student enrollment is 211. There are 106 females and 105 males. The ethnic breakdown is as follows: 50% White, 33% Hispanic, 9.5% African American, 7% multiple races and .5% Asian. The student demographics reflect the demographics of the community.

Weakness: 74% of students are economically disadvantaged. Our Average Daily Attendance needs to be at 97%. Due to Covid and other recent issues, our Average Daily Attendance has been below 97%.

Student Achievement:

Data Examined: TPRI, Circle Assessment (CLI), CBA's, unit tests, Fountas and Pinnell levels, Kindergarten Early Assessment (KEA), TEKSCORE Year at a Glance

Strength: All 1st and second grade students take the TPRI reading assessment three times per year. All students take Common Based Assessments (CBA) and are administered formative and summative assessments. All kindergarten through second grade students are administered the Fountas and Pinnell Benchmark reading assessments one on one to identify accurate reading levels. English Language Learners also take the TELPAS. Students with Individualized Educational Plans (IEP) work towards set goals. Pre-K and Kindergarten students are assessed using the state approved CLI and TX KEA. 84% of pre-K students were deemed end of the year proficient based on CLI test results. 62% of kindergarten students were proficient based on TX KEA results. 90% of first and second grade students passed the End of the Year CBA test. 60% of first and second grade students read at or above grade level. This number is not as negative as it may appear. The reason this number is not higher is due to student's missing one comprehension question.

Weakness: Many students continue to have academic struggles and are still developing in the areas of reading and math. More students in each student population need to read at or above grade level and perform on or above grade level in math. There is still a high % of students deemed at-risk.

School Culture and Climate:

Data Examine: Campus philosophy, Discipline Data, Parent Surveys

Strength: School wide discipline management is in place. The number of discipline referrals continue to decrease. Positive reinforcements are in place. Each student and teacher create and sign a Social Contract for their classroom. Students recite the Raider Pledge and motto daily. Students and staff participate in character days, pep rallies, Red Ribbon Week, Homecoming activities, Character Education - Beginning of a Hero, Box Tops for Education, field trips, Fabulous

Fridays, Holiday activities, i.e. Veteran's Day, Thanksgiving, Christmas, etc. Elementary students support secondary school students' school spirit days and events. Accelerated Reader and classroom academic and behavior incentives are in place. Students' schedules are adjusted if necessary to help with behavior issues. Parent conferences, interviews, and surveys are completed. Parents complete a satisfaction survey each year. The responses were overwhelmingly positive. Parents with specific concerns are encouraged to reach out to their child's teacher.

Weakness: Discipline referrals are low. The same students tend to be repeat offenders who receive disciplinary referrals. Counseling services and positive reinforcement and incentives are provided to help reduce disruptive behaviors that can lead to discipline referrals.

Staff Quality, Recruitment, and Retention:

Data Examined: Principal Meetings Data

Strength: Teachers are state certified. Paraprofessionals are qualified for their positions. 63% of the staff are certified teachers. Each certified teacher completes goal setting for the Texas Teacher Evaluation Support System (T-TESS) and is appraised using the T-TESS instrument. All K-2 classroom teachers, the ESL teacher, and special education teachers have successfully completed the Science of Teaching Reading. Current certified staff will be retained while needed certified staff will be recruited. 37% of the staff are Paraprofessionals who are also certified through the Education Service Center at Region VII. Additional qualified bilingual staff have been hired. Under the leadership of a qualified special education teacher, a full time qualified and experienced paraprofessional works directly with students receiving resource, content mastery, and 504 services and accommodations.

Weakness: There is a need for additional support staff and substitute teachers.

Curriculum, Instruction, and Assessment:

Data Examined: Curriculum Documents, RTI documentation, Tutorial Documentation, Intervention Meeting Data, DMAC Data, TEKScore Year At a Glance

Strength: The Texas Essential Knowledge and Skills (TEKS) are the standards that drive instruction. The components of Balanced Literacy and the Daily 5, Saxon Phonics, and Texas Go Math and/or Daily 3 for Math guide the instruction in ELAR and Math. Hands-on Science and Social Studies lessons are incorporated. Small group tutoring and interventions are provided for students in need of assistance. Students in need of intervention can participate in Raider Camp reading and math groups. Activities and enrichment for gifted students are given. CBAs, formative assessments, summative assessments, math assessments, TPRI, and Fountas and Pinnell are assessments administered to students. The use of HMH Into Reading ELA Series, Saxon Phonics, Into Science, Texas Go Math, Studies Weekly, and teacher created materials for specific lessons. The HMH Into Reading curriculum that all K-2 teachers use, is on the commissioner's list of approved Phonics programs as is the Saxon Phonics program. Students with Individualized Educational Plans (IEP's) and/or 504 plans are instructed according to these plans with appropriate modifications and accommodations. All kindergarten through second grade teachers received training in the new Science curriculum - Into Science.

Weakness: There is a need for a more effective and useful Math program.

Family and Community Involvement:**Data Examined: Parent Surveys, Parent and Community Involvement in Campus Events, Parent and Visitor sign-in logs**

Strength: Parents and guardians are strongly encouraged to attend face to face conferences with teachers. Translation of written communication between school and home is provided for non-English speaking homes. Families and the community are actively involved in, but are not limited to the following: Parent Teacher Organization (PTO), Book Fair, classroom parties, festivals, lunch, music programs, awards ceremonies, pep rallies, field day, field trips, fundraisers, Student Council drives, parent volunteers, secondary school student volunteers, etc.

Weakness: There is a need for more parents and/or community members as tutors and/or mentors. More opportunities for parent and family engagement activities need to be incorporated. Due to safety concerns, family and community engagement is modified and adjusted.

Technology:**Data Examined: Meetings with Campus Technology Directors, Number of Technology Work Orders**

Strength: Each homeroom is equipped with Chromebooks and laptop computers for student use. Some classrooms have Ipads for teacher and student use. Students and teachers use technology daily for instruction and to increase academic performance. Students attend computer lab classes at least once per week to complete software based and web based lessons. Some teachers use the DOJO and Remind apps to keep parents informed of student behavior and classroom activities. In the event of bad weather days, technology can be incorporated in order to do at home learning to avoid having to make up days. Each classroom has 10 additional chromebooks for students to use.

Weakness: There are frequent problems with internet connections and computer hardware and/or software. The problems affect the computers, telephones, and intercom systems. If internet connection problems are minimal, there may be a need for additional wireless devices.

School Context and Organization:**Data Examined: School Structure (PK-2), Schedules, Support Programs, Physical Environment**

Strength: The facilities are not new, but they are very well kept, and they are attractive. The campus is led formally and informally by the campus principal. Teachers' roles vary from leader to support based on the needs of the teacher and/or the students at the time. Grade levels meet regularly to plan and discuss upcoming lessons. Teachers share ideas and instructional strategies. Each grade level is comprised of a Professional Learning Community (PLC). Special teachers work directly with teachers to ensure each student is successful and his/her goals are met according to IEP and/or 504 plans and/or LPAC recommendations. The master schedule incorporates all aspects 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.

Weakness: There is a continued concern for campus safety. Due to these concerns and that our main building is outdated, there is a need for newer facilities.

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

| | | | |
|--|--|---|---|
| <p>1</p> <p>Recruit, support, retain teachers & principals</p> | <p>2</p> <p>Build a foundation of reading and math</p> | <p>3</p> <p>Connect high school to career and college</p> | <p>4</p> <p>Improve low- performing schools</p> |
|--|--|---|---|

Goal 1: Students will improve reading skills based on TPRI end of year results and will show improvement in math based on end of year CBA results and math assessments from math curriculum.

Objective : TPRI scores, CLI and Texas Kindergarten Early Assessment (KEA), CBA's and running records will reflect growth in grades K-2.

Summative Evaluation: Reading skills and math skills will improve by 3% by May 2025.

| Activity/Strategy | Priority # | Person(s) Responsible | Timeline | Resources <i>(Local funds, State, SCE, Title)</i> | Evidence of Implementation | Evidence of Impact |
|---|------------|--------------------------|----------|--|---|-------------------------------|
| 1. Through focused classroom instruction & implementation strategies in CAFÉ (comprehension, accuracy, fluency, expanded vocabulary) we will provide all students opportunities to increase fluency and comprehension in reading and writing. | 2 | Teachers Principal | Daily | Professional Development | <p>1. Campus wide implementation strategies will be routine and observed daily in all classrooms.</p> <p>2. Evidence of the use of Reader/Writer workshops will be documented in walks, observations, and student responses.</p> <p>3. Teachers will use student work and assessments in PLC meetings to collaborate and reflect on effective teaching practices.</p> | Improved reading performance. |

| | | | | | | |
|---|------|-----------------------|-------|--|---|---|
| | | | | | 4. Documentation of student groupings, interventions, and student progress. | |
| 2. Continue and strengthen phonics for all students in K-2. | 2 | Teachers Principal | Daily | Local funds | 1. Campus wide implementation strategies will be routine and observed daily in all classrooms. 2. Evidence of the use of Saxon will be documented in walks, observations, and student responses. 3. Lesson plans will show evidence of the use of Saxon. 4. Daily scripted Saxon lessons 5. Daily schedule allows/shows time for phonics. | Improved reading performance, improved report card grades. |
| 3. Develop teacher competencies using research-based strategies to increase students' ability to respond to text using critical thinking skills. Use Bloom's and DOK (depth of knowledge) question stems to increase students' reading ability beyond | 1, 2 | Teachers Principal | Daily | Local funds, Professional Development | 1. Classroom management and student work will show evidence of research-based strategies. 2. Alignment across grade levels and | Improved reading performance, increased critical thinking skills. |

| | | | | | | |
|--|---|-----------------------|-------|-------------|---|---|
| those set by F&P (Fountas and Pinnell) EOY reading levels. | | | | | vertically will be monitored by principal. 3. Feedback will be discussed at meetings and adjustments made as needed. 4. Students make significant gains in TPRI, CLI, and Fountas and Pinnell by using MOY and EOY as guides. | |
| 4. Use the TPRI data, CLI data, running records, and CBA (common benchmark assessments) data to differentiate instruction during guided reading and intervention planning. | 2 | Teachers Principal | Daily | Local funds | 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 the intervention spreadsheet. | Improved CBA, TPRI scores, and CLI increased number of above level guided reading groups. |
| 5. Utilize research-based activities, to improve math knowledge and skills, mental math and to increase math fluency. | 2 | Principal Teachers | Daily | Local funds | 1. Campus wide implementation strategies will be routine and observed daily in all classrooms. | Improved CBA scores, improved math skills. |

| | | | | | | |
|---|------|--------------------|--------------------------|-------------|--|--|
| | | | | | <p>2. Evidence of the use of Go Math will be documented in walks, observations, and student responses.</p> <p>3. Lesson plans will show evidence of the use of Go Math and Daily 3 Math stations and teacher created materials.</p> <p>4. Daily 3 math schedule allows/shows time for mental math and hands-on math activities.</p> <p>5. Sumdog Math in the computer lab.</p> <p>6. All K-2 teachers will use Go Math and Daily 3 Math Stations and teacher created materials. Pre-K teachers will use Savvas - Three Cheers for Pre-k and teacher created materials.</p> | |
| 6. Intervention meetings will be held to ensure that the needs of all students are addressed and being met. | 1, 2 | Principal Teachers | Every six to eight weeks | Local funds | <p>1. Students will be added to the intervention schedule, Tier 3, and Raider Camp.</p> <p>2. Students needing possible further assessment will be</p> | Student progress and interventions are documented. |

| | | | | | | |
|---|------|---|--|------------------------------|--|--|
| | | | | | identified, i.e. GT, dyslexia, etc. 3. DMAC data, intervention spreadsheets, running records, RTI, IEP, 504, teacher observations and records | |
| 7. Intervention lessons will support classroom instruction and meet the individual needs of the student. Lessons in Life Skills are geared towards students individualized goals. | 1, 2 | Special Teachers (Resource, Life Skills, ESL) Classroom Teachers Principal Raider Camp Teacher | Daily | Local funds | 1. Students will receive small group instruction to improve performance - intervention, Raider Camp, resource, ESL, Life Skills. 2. Whole group Life Skills lessons will use resources and teacher created materials. | Students attending intervention classes regularly. |
| 8. Students identified as GT will receive small group enrichment time in addition to enrichment from their homeroom teacher. | 1, 2 | Classroom teacher, Music Teacher (GT), Principal | 2 times/six weeks from October - April | GT Materials and local funds | 1. Music teacher will provide enrichment instruction. | GT students receive enrichment instruction; will make Masters level on state assessment. |

Goal 2: All students will maintain good attendance and graduate as productive citizens ready for college, career, and/or work in an ever changing society.

Objective : Average daily attendance rate for 2024-2025 will improve from previous year.

Summative Evaluation: Maintain 97% attendance rate.

| Activity/Strategy | Priority # | Person(s) Responsible | Timeline | Resources <i>(Local funds, State, SCE, Title)</i> | Evidence of Implementation | Evidence of Impact |
|--|------------|--|-----------------|--|--|---|
| 1. Attendance reports will be run every two weeks to monitor average daily attendance. | 3 | Secretary Principal Assistant Principal | every two weeks | Local funds | 1.Importance of attendance will be promoted through morning announcements, notes home, Class DOJO, Remind, and Facebook. | Attendance reports will be run every two weeks to monitor average daily attendance. |
| 2. School absences made personal through contact. | 3 | Teachers Secretary Principal Assistant Principal | daily | Local funds | 1.Attendance reports will be checked daily and phone calls made home to those absent students. | Improved student attendance. |
| 1. Notes are sent home to parents of students who have numerous absences and tardies. | 3 | Secretary Principal | every six weeks | Local funds | 1. Attendance notes are sent home to parents of students who have numerous absences and tardies. | Improved student attendance and fewer tardies. |

Goal 3: West Rusk Elementary will partner with parents and families in encouraging family involvement to increase exemplary academic performance.

Objective : To encourage parental involvement in attending functions and volunteering and participating in activities.

Summative Evaluation: West Rusk Elementary will increase parental contacts and involvement in elementary activities with faculty and staff.

| Activity/Strategy | Priority # | Person(s) Responsible | Timeline | Resources <i>(Local funds, State, SCE, Title)</i> | Evidence of Implementation | Evidence of Impact |
|---|------------|--|-------------------------------|--|--|---|
| 1. Parent information sheets; Facebook, Class DOJO, Remind app, notes home, newsletters, updates, phone calls, emails | 2, 3 | Principal Teachers Secretary | weekly | Facebook Online Apps Local funds | 1. Parents respond to notes, emails, Facebook, and phone calls. | Increased parent responses. |
| 2. PTO sponsored events and activities | 2, 3 | PTO members | monthly | PTO members Facebook | 1. Attendance at PTO events (i.e., family dance, fall fest, health fair, fundraiser activities, etc.) | Increased family attendance at PTO sponsored events. |
| 3. Family based activities | 2, 3 | All Staff | various times during the year | Local funds | 1. Breakfast and lunch dates, Book Fair, parties, Awards Day, School wide programs, ESL parent meetings | Increased family attendance at school sponsored family based activities. |
| 4. School-wide programs and activities | 2, 3 | Music Teacher P.E. Teacher Principal | various times during the year | Local funds | 1. Weekly music lessons and classes. 2. Daily PE classes 3. Music activities in the community and on campus. 4. Participation in the Veterans Day Program. 5. Annual Field Day | Increased family attendance at school-wide programs and activities. |
| 5. Parent/teacher conferences | 2, 3 | Teacher | various times during the year | local funds | Teachers complete a documentation log when parent conferences and/or contacts are made. | Increased parental involvement with teacher conferences can increase student achievement and has a positive effect on students. |

Goal 4: West Rusk Elementary will have 100% of core academic classes taught by high quality and effective teachers, providing them with adequate meaningful staff development to meet their needs and the needs of their students.

Objective: 100% of core academic classes will be taught by highly effective teachers and highly qualified paraprofessionals with instructional duties meeting ESSA requirements. Professional development will be meaningful and specific and targeted based on the needs of the teacher and students. The LEA will recruit and retain effective teachers.

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

| Activity/Strategy | Priority # | Person(s) Responsible | Timeline | Resources <i>(Local funds, State, SCE, Title)</i> | Evidence of Implementation | Evidence of Impact |
|--|------------|---------------------------------------|-------------------------------|--|--|---|
| 1. Certified staff will be attracted and retained because of low class size, structured environment, and strong support. | 1, 2, 4 | Principal Human Resource Personnel | August 2024 | Local funds, state, SCE, Title, district website, Region 7 | High quality staff will be hired, and 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. | Improved staff morale and retention of staff. |
| 2. All staff members in core subjects will obtain and/or renew GT certification. | 1, 2 | Principal | yearly | Local funds EduHero Region 7 | 1. Teachers will obtain GT certification. 2. Teachers will teach GT students at a greater depth and complexity as indicated on lesson plans and walk throughs. | Improved academic performance for GT students and all students. |
| 3. Teachers will attend various workshops offered by ESC. | 1, 2 | Teachers Principal | various times during the year | Local funds Region 7 | Teacher input/evaluations and sharing of sessions. | Improved academic student performance and improved teacher instruction. |

| | | | | | | |
|---|------|-------------------------|-------------------------------|-------------------------|--|--|
| 4. Teachers will receive instructional coaching to enhance their teaching. | 1, 2 | Teachers Principal | various times during the year | Local funds Region 7 | 1. Goal setting by teachers. 2. Teacher/principal conferences | Improved classroom instruction and student performance. |
| 5. Teachers will attend grade level Professional Learning Community (PLC) meetings to discuss upcoming lessons, TEKS, data and effective teaching strategies. | 1, 2 | Teachers Principal | monthly | Local funds | 1. Enhanced and obtained new knowledge and implementation of goals. 2. Teachers are held accountable for knowledge that is obtained as shown through walk-throughs. | Improved classroom instruction, student performance, and increased staff morale. |
| 6. Provide updated training for all staff to ensure common understanding of district procedures for identifying, supporting, and monitoring the following students: Dyslexia and related disorders, LEP, SPED, G/T, At-Risk Title I. | 3 | Principal SPED staff | once each semester | local funds | All students are served by appropriate programs. | Student success increases. |

Goal 5: West Rusk Elementary will create a learning environment that is safe, and drug free, where students understand the importance of showing good character, following rules, with regular school attendance.

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.

Summative Evaluation: Students show good character by getting along with others and following school rules. The number of discipline referrals will decrease from the previous year.

| Activity/Strategy | Priority # | Person(s) Responsible | Timeline | Resources <i>(Local funds, State, SCE, Title)</i> | Evidence of Implementation | Evidence of Impact |
|---|------------|---|----------|--|---|--|
| 1. School wide discipline plan. | 2, 3 | Principal Teachers Assistant Principal | ongoing | Local funds | 1. Decrease in number of discipline referrals. 2. Students are recognized for great behavior and making good choices. 3. Improved conduct grades. 4. Safe and orderly environment. 5. Consequences for inappropriate behaviors. | Improved student behavior in all settings - structured and unstructured. |
| 2. Ready Bodies Lab for each child in PK-2. | 2 | RBL teacher | weekly | Local funds | 1. Weekly schedule 2. Decreased referrals due to sensory needs being met. | Improved student behavior and improved motor skills. |
| 3. Use of counselor and positive reinforcement to improve behavior. | 3 | Counselor Principal | weekly | Local funds | 1. Counselor visits and teaches individual students strategies to help improve behavior. | Decrease the number of repeated misbehaviors from students. |
| 4. Use of counselor for classroom guidance lessons. | 3 | Counselor Principal | weekly | Local funds | 1. Counselor leads classroom guidance lessons each week. | Improved students' treatment of each other, themselves, and |

| | | | | | | |
|--|---|--|----------------------------|----------------------|--|--|
| | | | | | “Choose Love” and “Character Counts”. | interactions with each other. |
| 5. Train a campus team in Crisis Prevention Intervention | 3 | District Administrators Teachers Paraprofessionals | June 2024 | Region 7 | 1.Incident reports | De-escalation of student incidents before physical confrontation, or safe removal of student that is in danger of hurting himself or others. |
| 6. Continue the “Choose to Be Kind” program to encourage a sense of belonging and inclusion of all students. | 3 | Principal, counselor and teachers | September 2024 and ongoing | local funds | 1. “Amazing Things Happen Because You’re Here” and “In Case No One Told You...” bulletin boards are focused on and emphasized. 2. Students are called by their names and recognized during morning announcements for being kind and good citizens. 3. Students and staff are encouraged to be the “I” in KIND. | Improved students’ treatment of each other, themselves, and interactions with each other. Discipline referrals decrease. |
| 7. Implement character building program - “Beginning of a Hero” | 3 | Principal, counselor and teachers | twice a week | donated Jim Lord CDs | Increased student knowledge of good character traits. | Discipline referrals reduced. |

State Compensatory Education

This district has written policies and procedures to identify the following for our campus:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this District/Campus: 4

The process we use to identify students at-risk is: PEIMS data standards E0919

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years; (Note: From 2010-2011 forward, TEC 29.081 (d-1) excludes from this criteria prekindergarten or kindergarten students who were not advanced to the next grade level as a result of a documented request by the student's parent.)

4. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by TEC §29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined NCLB, Title X, Part C, Section 725(2), the term “homeless children and youths”, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code;

The process we use to exit students from the SCE program who no longer qualify is:
TEA education and policy procedures,

- 110% level of satisfactory performance on state assessments
- Promotion records
- Maintenance of passing grades with a score of 70 or better
- Residential placement status
- Alternative education program placement timeframe
- LEP status

Comp Ed - High School - 6.5
 Jr High - 5
 Inter - 4
 Elem - 2
 Total for District - 17.5

Title I - High School - 1
 Jr High - 2
 Inter - 1
 Elem - 1
 Total for District - 5

Title II High School - 0.5
 Total for District - 0.5

| <u>ELEMENTARY</u> | <u>COMP ED</u> | | <u>TITLE I</u> | | <u>TITLE II</u> | | <u>TITLE IV</u> |
|-------------------|--------------------|---|----------------|-----|-----------------|--|-----------------|
| SALARIES | \$ 317,785.10 | 6 | \$ 92,245.05 | 1.5 | \$ - | | \$ - |
| CONT SERVICES | \$ - | | \$ 8,995.73 | | \$ 3,900.25 | | \$ 3,434.50 |
| GENERAL SUPPLY | \$ 4,796.00 | | \$ - | | \$ - | | \$ - |
| FEES AND DUES | <u>\$ 1,320.00</u> | | <u>\$ -</u> | | <u>\$ -</u> | | <u>\$ -</u> |
| TOTAL | \$ 323,901.10 | | \$ 101,240.78 | | \$ 3,900.25 | | \$ 3,434.50 |

