

**West Rusk Elementary
District/Campus Improvement Plan
2020-2021**

Date of School Board Approval:

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
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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

**2019-2020 State Accountability Report and Ratings
(Safeguards)

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

2020-2021

Demographics:

Date Examined: Campus Demographics

Strength: The student enrollment is 223. There are 113 females and 110 males. The ethnic breakdown is as follows: 59% White, 30% Hispanic, 9% African American, and .9% Asian. The student demographics reflect the demographics of the community. Average Daily Attendance remains at or above 95%.

Weakness: 81% of students are economically disadvantaged. Our Average Daily Attendance needs to be at 97%.

Student Achievement:

Data Examined: TPRI, Circle Assessment, CBA's, unit tests, Fountas and Pinnell levels, TEKSCORE Year at a Glance

Strength: 86% of students passed the middle of the year reading CBA and 80% of students are reading at or above grade level. Based on middle of the year CBA's, 93% of students are performing at or above grade level in math. All 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 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.

Weakness: Due to Covid-19, there is no end of the year data to include. 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. Parent conferences, interviews, and surveys are completed.

Weakness: The same students tend to be repeat offenders who receive disciplinary 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. Current certified staff will be retained while needed certified staff will be recruited.

Weakness: There is a need for additional bilingual staff members.

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 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, TPRI, and Imagine Math, and Fountas and Pinnell are assessments administered to students. The use of Into Reading ELA Series, Saxon Phonics, Fusion Science, Texas Go Math, Studies Weekly, and teacher created materials for specific lessons. Students with Individualized Educational Plans (IEP's) and/or 504 plans are instructed according to these plans with appropriate modifications and accommodations.

Weakness: There is a need for a more effective and useful Math program. The TEKS in ELA have changed, and teachers and administrators are becoming more familiar with them. Due to Covid-19, the new Houghton Mifflin Harcourt reading curriculum was not completed. Teachers are not familiar with the last two volumes of instruction and the content of those materials and lessons.

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 parent and/or community members as tutors and/or mentors. More opportunities for parent and family engagement activities need to be incorporated. Due to Covid-19, family and community engagement will be 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. More technology is being used with At-Home learners due to Covid-19.

Weakness: There are frequent problems with internet connections and computer hardware and/or software. If internet connections 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 need 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 need for newer facilities.

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
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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.

Objective : TPRI scores, 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 2021.

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	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. 3. Teachers will use student work and assessments in PLC meetings to collaborate and reflect on effective teaching practices.	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 and Fountas and Pinnell by using MOY and EOY as guides.	
4. Use the TPRI 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 intervention spreadsheet.	Improved CBA and TPRI scores, 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. 2. Evidence of the use of Go Math will be	Improved CBA scores, improved math skills

					<p>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. Imagine 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 FrogStreet Press 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 weeks	Local funds	<p>1. Students will be added to intervention schedule and Raider Camp.</p> <p>2. Students needing possible further assessment will be identified, i.e. GT, dyslexia, etc.</p> <p>3. DMAC data, intervention</p>	Student progress and interventions are documented

					spreadsheets, running records, RTI, IEP, 504, teacher observations and records	
7. Intervention lessons will support classroom instruction and meet the individual need 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 2020-2021 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, and Facebook.	1. 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

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 with Covid-19 safety considerations in place..

Summative Evaluation: West Rusk Elementary will increase parental contacts and involvement in elementary activities with faculty and staff. outreach with Covid-19 safety considerations in place.

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, 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	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. Two school-wide music programs/year 4. Participation in the Veterans Day Program 5. Annual Field Day	Increased family attendance at school-wide programs and activities

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 2020	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. Staff will participate in a book study of <u>The Fundamental Five</u> and implement the strategies of <u>The Fundamental Five</u> .	1, 2	Teachers Principal Paraprofessionals	August 2020-ongoing	Fundamental Five Books and materials Local funds	1. Teachers will enhance and obtain new knowledge to implement strategies with students in the areas of Framing the Lesson, Small Group Purposeful Talks, Power Zone, Recognition and Reward, and Critical Writing.	Improved classroom instruction, improved student behavior, improved student performance
7. Provide update training for all staff to ensure common understanding of district procedures for identifying, supporting, and monitoring the following students: Dyslexia and related disorders, LEP, SPED, G/T, At-Risk Title I	3	Principal	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 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 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. "Choose Love"	Improved students treatment of each other, themselves, and interactions with each other.

5. Train a campus team in Crisis Prevention Intervention	3	District Administrators Teachers Paraprofessionals	June 2020	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.
Implement character building program - "Beginning of a Hero"	3	Principal, counselor and teachers	twice a week	donated Jim Lord CDs	Increased student knowledge on good character traits	Discipline referrals reduced

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 26 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

State Compensatory Education

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

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

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

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

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years; (Note: 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.

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

COMP ED, TITLE I AND TITLE II FYE 2019-20				
<u>ELEMENTARY</u>	<u>COMP ED</u>	<u>TITLE I</u>	<u>TITLE II</u>	
SALARIES	\$ 138,671.74	\$ 57,389.65	\$ -	
CONST SERVICES	\$ -	\$ 8,650.65	\$ 425.00	
GENERAL SUPPLY	\$ -	\$ -	\$ -	
FEES AND DUES	<u>\$-</u>	<u>\$-</u>	<u>\$-</u>	
TOTAL	\$ 138,671.74	\$ 66,040.30	\$ 425.00	