

***West Rusk  
High School***

**“Campus Improvement Plan”**



***2020-2021***

**West Rusk High School  
Campus Plan of Action  
2020-2021**

**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 (903) 392-7850 ext. 1111**

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

**West Rusk High-School 2020-2021  
Campus Site-Based Committee**

**Jake Jackson, Principal**  
**David Adams, Assistant Principal**  
**Earlean Duncan, Counselor**  
**Cynthia Duncan, Teacher**  
**Chuck Atkinson, Teacher**  
**James Casey, Parent**  
**Brittany King, Parent**  
**Kathy Hlavaty, Business**  
**Jean Davidson, Community**

## **Comprehensive Needs Assessment \*1**

**West Rusk High School is 75% 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 2020-2021**

- \*Improve Math (Algebra 1) STAAR (EOC) Scores**
- \*Improve Science (Biology) STAAR (EOC) Scores**
- \*Improve U.S. History 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, Distinguished level graduates and the total number of students graduating College, Career and Military Ready**
- \*Increase Dual Credit Enrollment and CTE certifications**

Goal 1: By 2020-2021, 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
<p>1. Content Mastery and inclusion support will be provided for 504 and Sp. Ed. Students *9</p> <p>2. West Rusk High School will use SCE funds to enhance the Title I program. These funds will be 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>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>Content Mastery personnel, Sp Ed personnel, Inclusion support</p> <p>Campus Admin/Principal Program Director</p> <p>Principal Program Director</p>	<p>Sp Ed and Local Funds</p> <p>Salaries, services, supplies, and fees</p> <p>Comp Ed \$559,758.71 FTE - 9</p> <p>Title I \$78,987.56 FTE - 1</p> <p>Title II \$21,425.00 FTE – 6.5</p> <p>Title 1A, Title 2A, VIB Subpart 2, SCE Local Funds, Sp Ed Funds</p>	<p>Aug. - May</p> <p>Aug 2019 through June 2020</p> <p>Sept. - May</p> <p>Sept. - May</p>	<p>Benchmark Assessment, Progress Reports, Report Cards, Common Assessments (CBA)</p> <p>Students, district-wide, will meet and exceed the state and federal requirements.</p> <p>100% At-Risk students will meet expected standards</p> <p>100% students will meet expected standards</p>

Strategy	Personnel Responsible	Resources	Timeline	Formative Assessment	
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)	

<b>Strategy</b>	<b>Personnel Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Formative Assessment</b>
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 2019-2020	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 2019-2020	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 2020 Fall 2019 Spring 2020	Teacher Evaluations T-TESS Teacher Goal Setting/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.
<b>Strategy</b>	<b>Personnel Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Formative Assessment</b>
14. Provide New teachers with mentor teacher to align curriculum and remain consistent with procedures and policies	Teachers Principal	Local Funds	Fall 2019 Spring 2020	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
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



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

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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	Form
1. Random drug testing	Principal	SWC	Sept, Nov, Feb, Mar.	Students tested
2. Enlist Drug Dog to sniff for drugs.	Principal, Rusk County/Local Police Force Drug Dogs	Local (county) resources/agencies	Aug. - May	Number of stud
3. Incorporate Character Development Program	Principal/Asst. Principal	Guest Speakers	Aug. - May	Observation, dis
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 phys

Strategy	Personnel Responsible	Resources	Timeline	Formative Assessment
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

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
1. Counselor reviews Texas Grant and other financial aid with all seniors and with all 8 <sup>th</sup> and 10 <sup>th</sup> 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

Strategy	Personnel Responsible	Resources	Timeline	Formative Assessment
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

Strategy	Personnel Responsible	Resources	Timeline	Formative Assessment	
<p>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</p>	<p>Counselor and Principal</p>	<p>Local</p>	<p>October</p>	<p>Up-dated plan</p>	