

West Rusk Intermediate
District/Campus
Improvement Plan
2021-2022

Date of School Board Approval
January 10, 2022

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)*

West Rusk Intermediate Vision Statement

We, at West Rusk Intermediate, will strive to foster a safe, nurturing, academic environment while maximizing student accomplishments and accountabilities. Using all available resources to develop lifelong learners and productive citizens, we will collaborate effectively with our peers, parents, and local community.

Campus Improvement Planning and Decision Making Committee

Name	Position <small>(Parent, Business, Community, Teacher, etc.)</small>	Signature
Paula Marshburn	Teacher	
Leigh Ann Meltzer	Teacher	
Tracey Bryan	Teacher	
Tamara Elliot	Teacher	
Amy Wood	Parent	
Judy Elrod	Business	
Lori Wyatt	Community	

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	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	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

State Compensatory Education

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

- 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

State Compensatory Education

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard		
	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
Students At-Risk	66	79	53	58	86	61	32	63	51	57	63	55
Students Not At-Risk	80	81	66	77	85	70	61	65	63	67	68	65

The comprehensive, intensive, accelerated instruction program at this district/campus...*We have implemented ACE (Afterschool Centers for Education) a campus wide tutorial and enrichment program for all subjects, 1 hour before school and 2 hours after*

Upon evaluation of the effectiveness of this program the committee finds that... *This program went into effect on August 30th, we will look for findings with our first CBA and six weeks grade reporting period.*

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

Federal	
Program/Funding Source	Amount of Funding
Title 1	84,404.48****
Title 2	1,700.27*****
State	
Program/Funding Source	Amount of Funding
Compensatory Ed.	65,155.82*****
Local	
Program/Funding Source	Amount of Funding
Expenses	84,510.78****
Total Local	151,260.57

Comprehensive Needs Assessment Attendees

Name	Position (Parent, Business, Community, Teacher, etc.)	Signature
Amy Wood	Parent	Amy.Wood@dfps.Texas.gov
Judy Elrod	Business	avonjudyw@aol.com
Paula Marshburn	Teacher	marshburnp@westruskisd.org
Leigh Ann Meltzer	Teacher	meltzerl@westruskisd.org
Tamara Elliot	Teacher	elliott@westruskisd.org
Tracy Bryan	Teacher	bryant@westruskisd.org
Lori Wyatt	Community	LoriWyattMD@outlook.com

Comprehensive Needs Assessment Summary - 2021-2022

Section 1 – Campus Profile {Demographics} West Rusk Intermediate has 212 students enrolled with 15 teachers and 3 paraprofessionals. In addition, we share 3 teachers and 6 paraprofessionals with the elementary campus. West Rusk Intermediate is a school-wide Title I campus. At this time 79% of our students are economically disadvantaged. Our student demographics consist of 12.6% African Americans, 29.7% Hispanics, 50% White, 6% Multiracial and less than 1.5% American Indian and Asian. In the spring of 2021, West Rusk Intermediate had 214 students tested using the STAAR with 15.8% ELL, 69.3% At-Risk, and a mobility rate of 14.9%.

Section 2 – Student Achievement West Rusk Intermediate had an overall Accountability Rating of Met Standard for the 2018-2019 school year. Due to the COVID pandemic, this was the last year we received an accountability rating. Last year, our campus had 206 students made up of 79% Economically Disadvantaged students, 15% English Language Learners, with a 14% mobility rate, and 11% served by Special Education. We took the 2020 edition of the STAAR in the spring of 2021 since it had been canceled the prior year due to COVID.

1. Reading: In third grade, our Reading scores were at a 69% passing rate compared to a state average of 68%. Our Hispanics scored 65% passing at the approaches level. Our African Americans were 50% and our Whites 74%, while 21% of our Special Education students received passing scores. In fourth grade, our overall passing percentage was 63% compared to a state average of 63%, our Hispanics scored 63%, our African Americans were 50% and our Whites 72%. Meanwhile, 14% of our Special Education received scores at the approaches level. In fifth grade our Reading scores were at a 77% passing compared to a state average of 72%. Our Hispanics scored 73% passing at the approaches level. Our African Americans were 60% and our Whites 90% while 22% of our Special Education students received passing scores.

2. Writing: Our fourth grade writing scores on the 2020 STAAR test taken in the spring of 2021 saw us reach a passing rate of 53% which was the same as the state average on the test. Our African Americans scored 14%, our Hispanics scored 61%, which was the same as the 2019 score, and 59% of our White students passed the test. We had 7 Special Education students take the fourth grade writing test with 14% passing.

3. Math: In third grade, our Math scores were at a 67% passing rate compared to a state average of 61%. Our Hispanics scored 60% passing at the approaches level. Our African Americans were 30% and our Whites 81% while 14% of our Special Education students

received passing scores. In fourth grade, our overall passing percentage was 67% compared to a state average of 58%. Our Hispanics scored 54%, our African Americans were 29%, and our Whites were 79%. In addition, 29% of our Special Education received scores at approaches level. In fifth grade, our Math scores were at a 63% passing compared to a state average of 69%. Our Hispanics scored 62% passing at the approaches level. Our African Americans were 30% and our Whites 81%, while 22% of our Special Education students received passing scores.

4. Science: Our fifth grade Science 2021 STAAR scores were 65% overall passing. Our African Americans scored at 50%, our Hispanics had a passing rate of 58%, our Whites 77%, and our Special Education was at an 11% approaches rate.

Scores for the campus were lower than the 2019 results which was expected from the COVID layoff and the mixed learning at the start of the 2020-2021 year. Since we did not take the test and cannot compare from year to year, we are comparing our results to the state as a whole. We are finding through early diagnostic testing that are students are suffering from retention loss due to the time away for COVID and we are working hard to make up for these losses. We have added a priority Math and Reading period to every grade level to help address the areas where students fell short on the STAAR.

Section 3 – Culture and Climate Parent and community surveys show strong support for our staff and school. We have a strong culture of “school family”, including high student and staff standards. The administration attempts to create clear expectations for students/staff and communicate these clearly and in a timely manner. We invest in building connections and, as a result, we enjoy a warm, inviting culture where all students feel supported and accepted. Expectations for student behavior are high and we are blessed to have respectful, confident students. This culture of respect also exists between staff and parents. Parent surveys returned gave us high marks of over 90% on providing for their students

Section 4 – Staff Quality, Recruitment and Retention At West Rusk Intermediate, we will continue to work on retaining a highly qualified teaching staff, and we will support our new teachers by providing professional development opportunities and a strong mentoring program. We will continue to build strong interpersonal relationships among our staff by providing support in all areas. Consequently, we have a low turnover rate with staff. In the past year, we lost 2 teachers, one retired and the other moved into a position for the Special Education Co-op at our High School campus. We hired a veteran teacher of 20 plus years in fifth grade for math and one of our paraprofessionals has graduated college and become our brand new teacher for the third grade science position. We have 1 new paraprofessional in P.E. that will also be our campus bi-lingual interpreter.

Section 5 – Family and Community Involvement We will work to increase our family and community involvement by inviting parents and other family members to school to read to students, visit with them, and/or assist them with homework or classwork. We will invite speakers of various ethnicities to be positive role models by talking with our students about working hard and staying motivated to succeed in life. We will research ways to provide more motivation and incentives at school. This will inspire our reluctant students to learn and desire success. We will research ways to Increase parent involvement, not only for parent teacher meetings but as volunteers to provide more contact between the school and the community. We will continue to utilize our ACE

program to help us with attracting parents and community to the school through different activities they provide during the year. In the past we have had math and science nights, as well as donuts with dad, and trunk or treat at Halloween.

Strengths

Students:

Students are active in ACE and community activities

Discipline referrals are very low compared to earlier years

Students feel they have the materials to be successful

Staff:

Dedicated, highly qualified, low turnover rate

Quick to come forward with needs, attend training

18 – 1 student to teacher ratio

Parents/Community:

Smaller class sizes allow teachers to really get to know their students

Students and families are treated with respect

Teachers work with parents on problem areas

Facilities:

Fourth and fifth grade building newer than all but the 6th grade wing

Quick access to all areas of the district

Weaknesses

Students:

73% of students are economically disadvantaged

Students are behind from missed class time due to COVID

Staff:

Need more training in certain areas, implementing differentiation for student learning

Parents/Community:

Volunteerism for events is very low

Very large percentage of our parents have children that qualify as "At Risk", 56%

Facilities:

Need automatic door buzzers for all outside doors

No intercom system or campus wide bell system

Goal 1: By May 2022, we will increase our STAAR scores campus wide by 3% from the scores we made on the 2021 tests in all demographics.

Objective 1: All students in grades 3-4-5 will, by class, show at least 3% growth on STAAR tests on the Spring 2022 test.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
Implement instruction method, Fundamental 5	1	Core subject teachers Principal	6 weeks	Title 2	Lesson plans and walk through data	Improved six weeks grades, STAAR Test results, Reduced failure rate
Track data using test scores from the CBA and begin targeting sub populations and individual student growth. Tutorials and Intervention	1	DCSI, Core subject teachers Principal	6 weeks	SCE	Attendance records and tutorial logs	CBA scores STAAR scores
Tutorial time added to schedule with a dedicated priority period focused reading and math.		Core subject teachers Principal	6 weeks	SCE	Daily schedules	Increased reading and math levels
Focus on appropriate grade level curriculum		Core subject teachers Principal	weekly	SCE	Grade level assignments and critical writing across curriculum	CBA's and STAAR
Coordinate lessons for computer lab and ACE (after school centers for education) with classroom instruction		Core subject teacher and computer teacher ACE director	weekly	Local and Federal Grant for ACE	Log on records and attendance	Lesson levels and CBA's

Goal 2: Create effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1: Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
Focus on best practices and instructional strategies at monthly faculty meetings. Evidence of Implementation: Faculty meeting agendas (Target Group: All)	1	Assistant Principal, Counselor, Principal.	May 2022 - Quarterly	SCE	Positive campus culture : Faculty meeting agendas	teacher participation in professional development, observation/feedback cycles, and progress monitor student data.
Participate in deliberate modeling and observation and feedback cycles.	1	Assistant Principal, Principal, Teachers.	May 2022 - Quarterly	local	Feedback documentation	teacher participation in professional development, observation/feedback cycles, and progress monitor student data
Participate in professional development led by teacher leaders.	1	Principal	May 2022 - Quarterly	local	Faculty meeting agendas, professional development agendas	teacher participation in professional development, observation/feedback cycles, and progress monitor student data

Goal 3: W.R. Intermediate faculty will return to ADA of 97% from a low of 92% due to the Covid Pandemic of the 2020-2021 school year.

Objective 1: To encourage and deeply engage students, families, and community on the importance of student attendance and the correlation of attendance and student academic successes.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
SBDC to investigate ways to involve parents in student attendance	2	Principal, SBDC	Ongoing	local	Parent, teacher contact lists, sign in sheets	Higher ADA
Parent contact and meeting with chronically absent students	2	Campus	weekly	local	Daily emails and contact logs	more parent involvement
Incentivize student attendance through whole grade level perfect attendance with weekly competition for perfect attendance	2	Campus	weekly	Bank of incentives	Daily emails from Operations Coordinator that highlights when grade levels earn 97%	more parent contacts

Goal 4: W.R. Intermediate faculty will recruit and retain highly qualified teachers, providing them with adequate meaningful staff development to help meet their and the students' needs.

Objective 1: Provide professional development to enhance instruction

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
Highly qualified staff will join us because of low class size and structured environment and strong support.	3	Principal	August 2022	Title 1, SCE	Low turnover rate	Student success increases
G/T staff development for teaching depth, and complexity for G/T students to increase knowledge from last year	3	Principal	August 2022	Title 1	Lesson plans, check for complexity of depth	CBA scores, STAAR scores
Staff Development will be planned and conducted to train all staff in areas in areas of classroom management, technology and curriculum.	3	Principal	August 2022	Title 1, SCE	Staff development plan, sign in sheets, attendance	Use of techniques taught during staff development.

Goal 5: All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1: Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
Collaborate with staff to identify required components of a quality lesson plan. Monitor lesson plans with directional feedback; provide peer planning and monitoring..	1	Core subject teachers Principal.	Spring 2022	Title 1, Title 2, SCE	Lesson plans	Student success increases
Target students in danger of not meeting goal and provide intervention.	1	Core subject teachers Principal.	Spring 2022	Title 1, Title 2, SCE	Lesson plans, attendance logs, prior STAAR data, and PIEMs	CBA scores, STAAR scores
Staff Development will be planned and conducted to train all staff in areas in areas of focus for appropriate instruction and intervention.	1	Core subject teachers Principal.	Spring 2022	Title 1, Title 2, SCE	Staff development plan, lesson plans	Use of techniques taught during staff development show diverse learning styles.