

**West Rusk Intermediate**  
**District/Campus**  
**Improvement Plan**  
**2025-2026**

**October 20, 2025**  
**Date School Board Reviewed**

## 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.**

## **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:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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 and 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.
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.
15. Is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548
16. Is a chronically absent student, as defined by Section 48.009.
17. Is required to attend school under Section 25.085, is not exempted under Section 25.086, and fails to attend school without excuse for 10 or more days or parts of days within a six-month period in the same school year

**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 time frame
- LEP status

## State Compensatory Education

STAAR	Math % Met Standard			Reading % Met Standard			Science % Met Standard		
	23	24	25	23	24	25	23	24	25
<b>Students At-Risk</b>	56	30	37	76	56	59	52	21	37
<b>Students Not At-Risk</b>	86	87	88	86	93	95	79	75	91

**The comprehensive, intensive, accelerated instruction program at this**

**district/campus...** We have implemented a 45-minute priority time each day that offers targeted instruction on TEKS and skills that the students did not master on the previous year's STAAR test. All students will receive instruction designed to further their academic growth based on their individual needs. We will use the previous year's STAAR data, as well as benchmark and CBA data to adjust the instruction as the year progresses.

**Upon evaluation of the effectiveness of this program the committee finds that...** All students receive targeted instruction designed to close the achievement gap. Students who are on grade level receive differentiated instruction that extends their learning through enrichment and higher-level thinking opportunities.

## 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	86,360.25
Title 2	3,927.50
Title 4	4,506.00
Title 5	610.49
Immigrant	730.65
State	
Program/Funding Source	Amount of Funding
Compensatory Ed.	69, 527.68
Local	
Program/Funding Source	Amount of Funding
Expenses	69, 527.68

# Comprehensive Needs Assessment Attendees

<b>Name</b>	<b>Position</b> (Parent, Business, Community, Teacher, etc.)	<b>Signature</b>
Megan Clader	Parent	
Amy Wood	Parent	
Brandi Armstrong	Business	
Karla Haney	Teacher	
Leigh Meltzer	Teacher	
Amy Mimms	Teacher	
Kaitlyn Milby	Assistant Principal	
Krystal Medford	Principal	

**Data Reviewed:** We examined various sources of data to help us focus instruction and resources where they will help us the most. We looked at longitudinal TAPR data, STAAR, STAAR ALT. 2, TELPAS, benchmark testing, PBMAS, discipline data, promotion/retention rates, stakeholder surveys, staff workshop attendance, TPRI, DMAC reports, Accelerated Reader, STAR testing, faculty input, AR reports, report cards/progress reports, absentee reports, tardy reports, teacher/parent contact logs, staff retention/turn over, and lesson plans.

# West Rusk Intermediate

## Comprehensive Needs Assessment Summary

Date(s): September 15, 2025

**1. Demographics:** West Rusk Intermediate has 222 students enrolled with 15 teachers and 2 paraprofessionals. We also share 2 teachers and 3 paraprofessionals with the elementary campus. West Rusk Intermediate is a school-wide title I campus. At this time, 75% of our students are economically disadvantaged. Our student demographics consist of 9% African American, 36% Hispanic, 46% white, and 8% of mixed race. Our student population broken down by subgroups are special education- 19%, at-risk-53%, G/T-10%, English Language Learners-14%.

**2. Student Achievement:** West Rusk Intermediate has received a C accountability rating for the 2024-2025 school year. Our campus last year had 217 students made up of 75% economically disadvantaged students, 15% English Language Learners, and 21% served by special education.

STAAR - Spring 2024 Grades 3-8					
Grade	Subject	2024 WR Percent Passing	2024 State Passing	2025 WR Percent Passing	2025 State Passing
5th	Math	58%	76%	75%	72%
4th	Math	64%	68%	49%	67%
3rd	Math	43%	69%	53%	69%
5th	Reading	68%	78%	79%	76%
4th	Reading	74%	81%	67%	79%
3rd	Reading	77%	75%	77%	76%
5th	Science	46%	57%	66%	63%

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus
<b>All Subjects</b>									
<b>Percent of Tests</b>									
At Approaches GL Standard or Above	74%	52%	66%	80%	-	*	-	88%	70%
At Meets GL Standard or Above	44%	20%	36%	51%	-	*	-	58%	39%
At Masters GL Standard or Above	18%	7%	15%	23%	-	*	-	8%	15%
<b>Reading/Language Arts (RLA)</b>									
<b>Percent of Tests</b>									
At Approaches GL Standard or Above	80%	52%	74%	87%	-	*	-	100%	76%
At Meets GL Standard or Above	61%	30%	54%	68%	-	*	-	82%	54%
At Masters GL Standard or Above	36%	17%	31%	45%	-	*	-	24%	30%
<b>Mathematics (RLA)</b>									
<b>Percent of Tests</b>									
At Approaches GL Standard or Above	76%	52%	72%	81%	-	*	-	94%	73%
At Meets GL Standard or Above	40%	13%	34%	48%	-	*	-	59%	34%
At Masters GL Standard or Above	9%	0%	9%	13%	-	*	-	0%	7%

**3. Culture and Climate:** Our campus and district sent out community surveys at the end of the school year that show strong support for our staff and school. While we don't believe the STAAR is the most important measure of our students' success, we commend our students for showing growth on the STAAR tests that are administered by the state. We have a safe and positive learning environment on our campus for our students and staff. Working to promote a supportive academic, disciplinary, and physical environment, and to encourage and maintain respectful, trusting, and caring relationships throughout our building, no matter the setting, is a priority for teachers and staff. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons to protect the instructional time in the classroom. Attendance was 95.8% last year, and with incentives, we hope to outpace that this year.

**4. Staff Quality, Recruitment and Retention:** At West Rusk Intermediate, we will continue to work on retaining a highly qualified teaching staff. We will support our new teachers by providing professional development in areas needed as well as working with staff from Region 7. We will continue to build strong interpersonal relationships among our staff by providing support in all areas. We had 2 teachers retire last year which created a shuffle among staff and we hired 2 new teachers to cover those positions.

**5. Curriculum, Instruction and Assessment:** Our curriculum is determined by our state TEKS. Teachers align instruction from the TEKS with daily lesson plans that provide focus on student needs. Students that have learning difficulties that do not meet special education requirements meet with our RTI and 504 interventionists. We have 2 that serve that population.

**ELA & Reading:** We will continue to utilize phonics in third grade to teach decoding and build a foundation of sight words. To help narrow the gap between our populations, we will do frequent checks for understanding, model the comprehension process, and give multiple opportunities to study. We will focus on vocabulary in all grade levels and all subjects. We will promote self-evaluation and goal setting. We will increase interest in reading and develop fluency by allowing students to select high interest books within our Accelerated Reader program. Focus will be placed on all reading skills by reading and discussing novels in the classroom to discuss what they've read. With the addition of new computers at every grade level, we now have 100% of our students with computer access in every class to help us with new question types on state testing. Our students will work on improving their editing and revising skills daily by beginning class with a daily oral language (DOL) lesson. They will increasingly build on their composition writing length throughout the year. Our writing teachers will continue to attend professional development workshops to attain up-to-date, successful, research-based practices to be used in the classrooms. All grade levels now have both a dedicated reading and writing teacher which should help with both subjects in the future.

**Math:** The campus will strengthen mathematics instruction through consistent implementation of the TEKS-aligned STEMscopes math curriculum, emphasizing conceptual understanding, problem-solving, and data-driven differentiation. Teachers will continue to use the 5E instructional framework to ensure students build deep understanding of mathematical concepts. Targeted interventions will address learning gaps identified through formative and summative assessments, while on-grade-level and advanced students will receive enrichment and higher-level learning opportunities to extend their understanding. Ongoing professional development will focus on instructional best practices, progress monitoring, and effective use of manipulatives and digital tools to increase student achievement and mastery across all grade levels. We will also continue to utilize computer-based programs such as ScootPad, Brain Pop, Study Island, Education Genius, Flocabulary, and Prodigy.

**Science:** The teachers will continue to be a member of the Region VII science cohort to enhance their knowledge in research-based teaching practices and to collaborate with other area science teachers. We will continue to perform hands-on investigations, use inquiry-based strategies, and observe virtual science activities to promote success in all ethnic groups. Our students will use appropriate tools to gather, analyze, and interpret data. They will communicate scientific procedures and explanations using appropriate vocabulary. We will continue to stress academic vocabulary at all grade levels and utilize our computer-based programs such as Study Island and Brain Pop to increase students' knowledge base. Each grade level now has a dedicated science teacher, and they work together to plan vertical lessons to help students become prepared for the 5th grade Science STAAR test.

**6. Family & 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. Each year, we invite parents to attend our Meet the Teacher as well as various parent opportunities throughout the year. This year, we will be working with students from the high school as they come and mentor our students and promote working hard and staying motivated to succeed. 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.

**7. School Organization:** West Rusk Intermediate is a structured, well-organized campus that has created a positive academic image within the community. Expectations are set high by all members of the Intermediate faculty to ensure students are successful in preparing for life and as they move to junior high and then high school. District administration works diligently to meet the needs of the teachers and staff in each aspect of the school environment. Additionally, all teachers and

staff are focused on making the school environment one that is inviting, clean, and inspiring for our students. While maintaining a welcoming environment full of high expectations, stakeholders strive to utilize time spent in the schools serving the needs of our students.

**8. Technology:** Our district has increased wireless capabilities for all campuses and cell phone boosters to help with connectivity for all. Each homeroom is equipped with a set of Chromebooks or laptop computers for student use. Some classrooms have smartboards, and all have Elmo projectors. Students and teachers use technology daily for instruction and to increase academic performance. Students attend computer lab classes at least once per week to learn typing skills and complete software and web based lessons. Teachers use the Remind app to keep parents informed of student behavior and classroom activities. School administration and teachers also use campus and grade level Facebook pages to keep parents apprised of events and happenings.

## Strengths

### Students:

- 94% of students on a school survey say they would come here if they had the choice to go anywhere.
- According to TPRI and Star Renaissance reports, the majority of our students have seen an increase in grade levels in Reading and Math.
- 100% computer access in every class
- Classroom and campus incentives for attendance

### Staff:

- Dedicated, highly qualified, low turnover rate
- Quick to come forward with needs, attend training
- A bilingual paraprofessional

### Parents/Community:

- 100% parents believe their child's learning is a high priority (School survey)
- Parents believe staff works well with them to solve issues (School survey)
- PTO is very active, providing equipment, supplies and activities

### Facilities:

- 1 to 1 ratio of students to computers, every child has a chromebook
- Fourth and fifth building newer than all but the 6<sup>th</sup> wing
- Quick access to all areas of the district

## **Weaknesses**

### Students:

- 75% of students are economically disadvantaged
- Math STAAR scores are below state average
- Need for more consistent implementation of behavior expectations and proactive classroom management strategies

### Staff:

- Need more training in closing the gaps in learning, specifically addressing math
- The campus needs more substitutes.

### Parents/Community:

- Very large percentage of our parents have children that qualify as “At Risk”

### Facilities:

- No intercom system
- No campus wide bell system

# Campus Goals for 2025-2026

**Goal 1:** By May 2026, We will.increase our STAAR scores campus wide by 3% from the scores we made on the 2025 tests in all grade levels.

**Objective 1:** All students and sub-groups will demonstrate growth throughout the year in their learning, culminating in success on the end of the year STAAR test.

**Summative Assessment:** 80% of students in grades 4-5 will by class show at least 3% growth on STAAR tests in the spring 2025 test.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact	Reviews		
							Form.		Summ.
							Nov.	Feb.	May
Track data using test scores from the CBA and begin targeting sub populations and individual student growth using tutorials and intervention strategies.	1	Teachers Principal Asst. Principal	Every 6 weeks	SCE Title I	Attendance records and tutorial logs	CBA/Unit Test scores STAAR			
Tutorial time added to schedule with a dedicated priority period focused on reading and math.	1	Teachers Principal Asst. Principal	6 weeks	SCE Title I	Daily schedules	Increased reading and math levels			
Focus on appropriate grade level curriculum	1	Teachers Principal Asst. Principal	Weekly	SCE Title I	Grade level assignments and critical writing across curriculum	CBA/Unit Test scores STAAR			
Provide targeted small-group instruction and intervention for struggling learners.	1	Teachers Principal Asst. Principal	Weekly	SCE Title I	Lesson plans, RTI data	CBA/Unit Test scores STAAR			
Students on or above grade level will continue to be challenged through focused instruction during daily priority times	3	Teachers Principal Asst. Principal	Weekly	Local Title I SCE	Priority documentation, lesson plans	CBA/Unit Test scores STAAR			
Students identified as GT will receive small group enrichment time in addition to enrichment from their homeroom teacher.	3	Classroom Teacher, Music Teacher (GT), Principal	2 times/6 weeks from Oct. - April	GT Materials Local	Music teacher will provide enrichment instruction	GT students will make Masters level on state assessment.			

**Goal 2:** West Rusk Intermediate will strengthen behavior management and establish consistent campus-wide expectations.

**Objective 1:** Provide a safe and secure environment to discourage all forms of violence and bullying while maintaining or growing at least 97% attendance rate with reduced disciplinary referrals by 10% from first semester to second semester.

**Summative Assessment:** Maintain attendance above 97%. Students show good character and follow school rules. Monitor discipline referral trends through PEIMS report and measure discipline referrals from beginning of program implementation to end of the year.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact	Reviews		
							Form.		Summ.
							Nov.	Feb.	May
Implement a campus-wide discipline framework with clear behavior expectations.	2	Principal Asst. Principal Teachers	Daily	Local	Number of students receiving discipline	Reduction in student disciplinary referrals			
Develop incentives to foster good behaviors and good citizen habits	2	Principal Asst. Principal	Each 6 weeks	Local	Number of students eligible for Friday social	Less discipline incidents			
Excessive absences will be investigated, and reminders of attendance laws and retention will be given and enforced.	4	Principal Asst. Principal Attendance clerk	Daily	Local	Daily summary report, 6 weeks report	Reduction in chronic absenteeism			
Celebrate students that have perfect attendance with the attendance cart	4	Principal Asst. Principal	Each 6 weeks	Local	Number of students visiting attendance cart	Attendance rate			
Counselor programs (Start with Hello)	2	Counselor Principal Asst. Principal	Weekly	Local	Student participation in programs	Student surveys, reduced number of bullying accusations			
Implement morning announcements each morning	4	Principal	Daily	Local	Students will listen to announcements each morning in their classroom	Less behavior incidents in classroom			

**Goal 3:** West Rusk Intermediate will partner with parents, families, and the school community in encouraging involvement to increase exemplary academic performance.

**Objective 1:** To promote active involvement through activities designed to meet the needs of all children and support the educational process.

**Summative Assessment:** West Rusk Intermediate will increase parental contacts and involvement in intermediate 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	Reviews		
							Form.		Summ.
							Nov.	Feb.	May
Remind app, Facebook, Class DOJO, behavior folders, phone calls, emails	4	Principal Asst. Principal Teachers	Weekly	Local	Parent response, participation	Increased parent responses			
Parent/teacher conferences	4	Teachers	Various times during the year	Local	Parent contact log Documentation of conferences	Increased student achievement, lower number of disciplinary referrals			
PTO sponsored events and activities	4	PTO members	Monthly	PTO members Facebook	Attendance at PTO events	Increased attendance at PTO sponsored events			
Mentor students from the high school will work with small groups of students and populations	2	Principal Assistant Principal	Weekly	Local	Sign in sheets, documentation of work	Student morale and increased academic success			

**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.

**Summative Assessment:** 100% of core teachers at West Rusk Intermediate will be considered highly qualified.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact	Reviews		
							Form.		Summ.
							Nov.	Feb..	May
Certified staff will be attracted and retained because of low class size, structured environment, and strong support.	2	Principal Asst. Principal Teachers	Yearly	SCE, Local, Title I	Low turnover rate year to year	Improved staff morale and retention of staff			
Staff Development will be planned and conducted to train all staff in areas of classroom management, technology and curriculum	1	Principal Asst. Principal	Various times during the year	Title 1, SCE	Staff development plan, sign in sheets, attendance	Use of techniques taught during staff development.			
Implement coaching or mentoring for teachers to improve math instruction effectiveness.	1	Principal Asst. Principal Teachers	Monthly	Local	New skills learned are implemented in the classrooms	Math scores will improve			
All staff members in core subjects will obtain and/or renew GT certification.	3	Teachers	Yearly	Local Region 7 Eduhero	All core teachers will be GT certified	Improved academic performance for GT students and all students.			
Teachers will attend grade level meetings to discuss upcoming lessons, TEKS, data and effective teaching strategies.	1	Teachers Principal	Weekly	Local	Teachers are held accountable for knowledge that is obtained as shown through walk-throughs.	Improved classroom instruction, student performance, and increased morale among staff.			

**Goal 5:** 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 s instructional leaders (principal, assistant principal, counselor) with clear roles and responsibilities.

**Summative Assessment:** Campus leadership team effectiveness will improve, as shown by walkthrough data, documented progress monitoring, and an increase in student achievement scores.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact	Reviews		
							Form.		Summ.
							Nov.	Feb..	May
The principal will attend workshops designed on being a better instructional leader.	2	Principal	Monthly	Region 7	Material and policies learned will be implemented on campus	Increased staff morale and student success			
Focus on best practices and instructional strategies at monthly faculty meetings.	1	Principal Assistant Principal	Monthly	Local	Positive campus culture Faculty meeting agendas	Teacher participation in professional development, observation/feedback cycles, and progress monitor student data.			
The assistant principal will attend first time administrator training	2	Assistant Principal	Monthly	Region 7	Material and policies learned will be implemented on campus	Increased staff morale and student success			
Administrative staff will be trained and calibrated on how to conduct thorough and effective walkthroughs and observations.	2	Principal Assistant Principal	Monthly	Region 7	DMAC records of walkthroughs and observations	Teachers will reflect on information collected and improve teaching			

**Goal 6:** The campus will improve student wellness and academic success by using health, fitness, attendance, and academic data to guide actions that increase physical activity, support learning, address student needs, improve attendance, and implement SHAC recommendations.

**Objective 1:** Improve student health and academic success by using student wellness and performance data to increase fitness, support learning, improve attendance, ensure required physical activity, and follow School Health Advisory Council recommendations.

**Summative Assessment:** End-of-year fitness, academic, attendance, and activity data, along with SHAC feedback, will show improved student wellness and success.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact	Reviews		
							Form.		Summ.
							Nov.	Feb..	May
Students will participate in the Fitness Gram assessment in PE in the fall and spring.	4	P.E. teacher	Twice/yr	Local	Fitness Gram results	Progress in results from fall to spring.			
Ensure all students have access to healthy meals by promoting breakfast and lunch. (free to all WR students)	1	Food Service Director	Daily	Title	Reports showing amount of students eating in cafeteria	Students will be able to have improved focus once food need is met.			
Ensure all students participate in the required minimum minutes of moderate to vigorous physical activity weekly.	4	Principal, P.E. teacher	Weekly	Local	Students will be in a PE class every day	Improvement in physical activity as students participate.			
Staff will call parents of students who are absent each day to encourage timely attendance and provide support as needed	1	Office personnel	Daily	Local	Documentation will be kept of reasons for absentee	Absentee rate will go down, parents will be provided with support needed.			
Offer hydration stations in hallways and gym to provide students with water and opportunities to fill up reusable water bottles.	4	Maintenance	Daily	Local	Students will be able to utilize daily	Increased water consumption			