

Nacogdoches Independent School District

Thomas J. Rusk Academy of Fine Arts

2016-2017 Campus Improvement Plan

Accountability Rating: Improvement Required



Mission Statement

At TJR, we will motivate, educate, and inspire others to reach their full potential.

Vision

Our students will be life-long learners who are confident to be change makers in the global community.

Comprehensive Needs Assessment

Needs Assessment Overview

Based on a review of formal data and interviews, it is evident that all strategies must be clearly defined and differentiated in order to meet the varied needs of the campus's diverse population and in order to close the performance gaps between populations.

Demographics

Demographics Summary

The total student population of TJR is 549. The Hispanic population accounts for the largest sub population with 52%. The African American population is 37%, White-11% and 1% other. The campus is 94% Economically Disadvantaged with 75% At-Risk, 38% LEP, 11% Special Education, 3% Gifted and Talented, and 2% 504.

Demographics Strengths

84% of all White students in grades 3-5 met or exceeded the satisfactory standard for reading in 2015-2016.

Demographics Needs

The 2015-2016 campus TAPR indicates that 43% of AA met the satisfactory standard or above in reading in grades 3rd-5th while 61% of Hispanic students and 84% of White students met or exceeded the same reading standard. Additionally 55% of all Economically Disadvantaged students in grades 3rd-5th met or exceeded the satisfactory standard for reading. In math, 41% of AA students in grades 3rd and 5th; 55% of Hispanic students in grades 3rd-5th; and 72% of White students in 3rd-5th met or exceeded the satisfactory standard. These results exhibit a need for focused academic support for AA and Hispanic students in order to close the academic achievement gap.

Failure to meet Accountability Standards in Index 1 reveals that there is a great need for academic assistance for all students. Designing interventions which provide remedial support as well as accelerated instruction is paramount. Moreover, the

Student Achievement

Student Achievement Summary

Data indicates that we continue to implement the district curriculum and Lead4ward strategies to promote progress and student success. DRA 2 data shows that there is still a significant number of students not reading on level which directly reflects the lack of success on the district CBA's and Benchmarks. With the large population of economically disadvantaged students, we must continue to provide interventions in small groups specifically in both reading and math.

Student Achievement Strengths

Students in K-2 are being assessed with the DRA 2 at the beginning, middle, and end of the year. All students are provided with small group interventions or accelerations Monday-Thursday for 30 minutes each day. On Friday, Tier 3 students are provided with additional small group interventions.

Student Achievement Needs

A large percentage of students are still struggling with reading. These struggles continue to effect the students' success in other content areas. Additionally student achievement in writing is deficient as revealed by the fact that 34% of all students met or exceed satisfactory standard on the 2016 STAAR in writing.

School Culture and Climate

School Culture and Climate Summary

Informal staff interviews in May of 2015-2016 revealed that the faculty and staff suffered from low morale due to the contentious work environment caused by the difference between the former principal and assistant principal. However, the new leadership team has worked to improve the culture and climate by improving communication, facilitating team building activities, and facilitating a campus planning event at the beginning of the 2016-2017 school year.

School Culture and Climate Strengths

Goal setting for all faculty, staff and students is a priority. The faculty works diligently to set academic goals with the students and are excited as they see students progressing toward their goals.

School Culture and Climate Needs

School Culture and Climate needs indicated by teachers determined a need for a consistent discipline plan. The teachers also indicate a need for better communication when students are referred to the office. As a campus, there is a strong need for continued training in building relationships with the students, staff and parents. A teacher survey will be administered at the end of the 2016-2017 school year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In 2016-2017, TJR employed a new principal, assistant principal, curriculum coach, receptionist, library clerk, six classroom teachers, and added the position of a k-2 Reading Coach and a 3-5 Math Coach. Retaining and hiring quality teachers is definitely a need for the campus.

Staff Quality, Recruitment, and Retention Strengths

In order to support new teachers, mentors were assigned to all teachers with 0-1 years of experience. Professional Learning Communities will be held to improve staff quality through shared training, practices, and data driven . In addition, all grade level teachers will have a common planning time to increase collaborative planning.

Staff Quality, Recruitment, and Retention Needs

At the Campus Planning Event held at the beginning of the 2016-2017 school year, the faculty and staff participated in a Root Cause Analysis of the campus's low performance in student achievement. Through this activity, it was determined that the root cause of low student achievement was poor tier 1 instruction. Hence, retaining quality staff is a priority as well as recruiting highly qualified educators as well.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers used the curriculum that was provided by Nacogdoches ISD to plan lessons. Professional Learning Communities were established to augment instruction through shared training in Lead4wards strategies and other best practices. Common Assessments and benchmarks were administered according to district guidelines. Assessment data was reviewed during PLCs and faculty meetings. Goals were set based on performance data and instructional strategies were designed around data assessment needs.

Curriculum, Instruction, and Assessment Strengths

Data reviews were used to guide small group interventions in math and reading. RTI goals were written based on individual needs as revealed through data analysis. Small group reading interventions were provided for all students in grades k-5 Monday through Thursday. Students identified in the RTI process as students in Tier 3, received an additional 30 minutes of instruction on Friday.

Curriculum, Instruction, and Assessment Needs

The progress monitoring piece of the RTI process needs to be strengthened. More accountability measures need to be established for documenting RTI progress monitor. Teachers need to be given additional time to record RTI progress monitoring.

Family and Community Involvement

Family and Community Involvement Summary

TJR uses a variety of methods to communicate with all stake holders: weekly emailed bulletins, Tuesday Folders, School Call Outs, and Facebook. The school has built strong relationships with the First Christian Church, the First United Methodist Church, Resilient Nacogdoches; and Stephen F. Austin State University. The school has hosted Lunch with Grandparents; Trunk or Treat; Open House; Meet the Teacher; Field Day; a Black History Program; a Christmas Program; End of Year Celebrations; Report Card Pick-Up; and a Title 1 Meeting.

Family and Community Involvement Strengths

Strengths involve a robust volunteer program with the First United Methodist Church; Kid's Hope; the Concerned Black Men of Nacogdoches; and Foster Grandparents. Additionally, Resilient Nacogdoches in conjunction with multiple other community agencies host a garden club for all 2nd and 4th grade students for an hour each Thursday morning. Moreover, Stephen F Austin State University began a Junior Jack Drama Club during the second semester which met on Monday afternoons after school.

Family and Community Involvement Needs

Report Card Pick-Up and the Title One Meeting were very poorly attended. Better communication needs to be utilized to promote family involvement opportunities. Academic Family Nights need to be established.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: The percentage of all District students achieving the STAAR Percent at the Masters (Advanced) Standard for All Grades on All Subjects will increase from 9% to 27% by 2021.

Spring 2016 - 9%

Spring 2017 - 13%

Spring 2018 - 16%

Spring 2019 - 20%

Spring 2020 - 23%












Spring 2021 - 27%

Performance Objective 1: The percentage of students in grades k-5 achieving 80% proficiency or above on curriculum based assessments for reading/writing will increase from 11% to 16% by the end of the 2016-2017 school year.

Evaluation Data Source(s) 1: TEKScore Student Quintile reports from EOY 2015-2016 and 2016-2017 for all reading and writing CBAs

Summative Evaluation 1:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Feb	May	Aug	Nov
1) Teachers will engage in a range of PD aligned with identified instructional needs throughout the year. (curriculum/instruction/assessments)	Principal, Assistant Principal, Curriculum Coach	Scheduled PD/Walkthrough Data Supporting Implementation	✓	✓		
2) Teachers will analyze student data to determine tiered placement within RTI and discuss level of interventions needed to support improvements.	Principal, Assistant Principal, Curriculum Coach, RTI Coordinator, k-2 Reading Coach, 3-5 Reading Coach	Agendas & Sign In Sheets from Data Meetings Intervention Schedules RTI Log	✓	✓		
3) Outside reading consultant will support teachers with the guided reading cycle.	Principal, Assistant Principal, Curriculum Coach	Sign In Sheets from PD with consultants	✓	✓		
4) Teachers will provide students targeted support through scheduled interventions offered during the school day and extended day support.	Principal, Assistant Principal, Curriculum Coach, teachers	Agendas & Sign In Sheets from Data Meetings Intervention Schedules Intervention Groups After school Tutorial Attendance Sheets	🟡	✓		

5) Teachers will teach, model, and hold students accountable for using a campus-wide reading strategy, TARZAN, that students will employ when answering any type of STAAR formatted questions.	Principal, Assistant Principal, Curriculum Coach, Teachers, Reading Coaches	Lesson Plans/Walkthrough Data Student artifacts form Curriculum Bases Assessments.				
6) Teachers will hold conferences with students to set goals for reading in order for students to chart their academic progress on curriculum based assessments.	Principal, Curriculum Coach	Goal Setting Folders				
7) Big Gain Events will be held to celebrate the success of students toward meeting and exceeding their goals on curriculum based assessments and benchmarks.	Principal, Curriculum Coach, Teachers	Big Gain Attendance Sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: The percentage of all District students achieving the STAAR Percent at the Masters (Advanced) Standard for All Grades on All Subjects will increase from 9% to 27% by 2021.

- Spring 2016 - 9%
- Spring 2017 - 13%
- Spring 2018 - 16%
- Spring 2019 - 20%
- Spring 2020 - 23%
- Spring 2021 - 27%

Performance Objective 2: The percentage of students in grades 3-5 achieving 80% proficiency or above on STAAR-aligned district benchmarks and curriculum based assessments for mathematics will increase from 4% to 9% by the end of the 2016-2017 school year.

Evaluation Data Source(s) 2: TEKScore Student Quintile reports from EOY 2015-2016 and 2016-2017 for all mathematics CBAs & benchmarks

Summative Evaluation 2:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Feb	May	Aug	Nov
1) All students in grades 3-5 will participate in small group math interventions or accelerations based on their performance data on curriculum based assessments and benchmarks.	Principal, Curriculum Coach, Math Coach, Teacher	MALL (math lab) log and schedule	✓	✓		
2) Teachers will teach, model, and hold students accountable for using a campus-wide problem solving strategy, SCOOBY, that students will employ when answering any type of word problem.	Principal, Curriculum Coach, Math Coach, Teacher	Lesson Plans, use of strategy on curriculum based assessments and benchmarks	✓	✓		
State System Safeguard Strategy 3) Teachers will enhance math instruction through the use of technology (Reasoning Minds, DreamBox, BrainPop. etc...)	Principal, Curriculum Coach	Lesson plans and sign-in sheets from technology trainings	⦿	✓		

Goal 1: The percentage of all District students achieving the STAAR Percent at the Masters (Advanced) Standard for All Grades on All Subjects will increase from 9% to 27% by 2021.

Spring 2016 - 9%

Spring 2017 - 13%

Spring 2018 - 16%

Spring 2019 - 20%

Spring 2020 - 23%

Spring 2021 - 27%

Performance Objective 3: The percentage of economically disadvantaged students in grades k-8 achieving 80% proficiency or above on curriculum-based assessments for reading/writing will increase from 12% to 17% by the end of the 2016-2017 school year.

Evaluation Data Source(s) 3: DMAC TEKScore Student Quintile reports from EOY 2015-2016 and 2016-2017 for all reading and writing CBAs and DMAC TEKScore Demographic reports from EOY 2015-2016 and 2016-2017.

Summative Evaluation 3:

Goal 2: The percentage of District economically disadvantaged students who meet the STAAR Postsecondary Readiness Standard or Above for All Grades on Two or More Subjects will increase from 20% to 38% by Spring 2021.

Spring 2016 - 20%

Spring 2017 - 24%

Spring 2018 - 27%

Spring 2019 - 31%

Spring 2020 - 34%

Spring 2021 - 38%

Performance Objective 1: The gap between the percentage of k-5 African American students and the percentage for the highest performing k-5 student group meeting the state minimum size criteria who demonstrate proficiency or above on curriculum-based assessments for reading will decrease from 32% to 27% by the end of the 2016-2017 school year.

Evaluation Data Source(s) 1: DMAC TEKScore Demographic reports from EOY 2015-2016 and EOY 2016-2017.
TAPR Reports

Summative Evaluation 1:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Reviews			
			Formative		Summative	
			Feb	May	Aug	Nov
1) All students k-5 will be provided small group reading instruction Monday-Thursday with all reading strategies aligned to their DRA 2 level.	Principal, Assistant Principal, Curriculum Coach, RTI Coordinator, k-2 Reading Coach, 3-5 Reading Coach	PARK (reading lab) logs and schedules				
2) Teachers will hold conferences with students to set goals for reading in order for students to chart their academic progress on curriculum based assessments.	Principal, Curriculum Coach, Teachers	Big Gain Attendance Sheets				
3) Provide training and monitor the implementation of ,CHAMPS, campus wide to decrease instructional time lost due to behavior	Principal, Assistant Principal, Campus CHAMPS coaches	Training agendas and sign-in sheets; walk-through data; discipline referrals				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: The percentage of District economically disadvantaged students who meet the STAAR Postsecondary Readiness Standard or Above for All Grades on Two or More Subjects will increase from 20% to 38% by Spring 2021.

Spring 2016 - 20%

Spring 2017 - 24%

Spring 2018 - 27%

Spring 2019 - 31%

Spring 2020 - 34%

Spring 2021 - 38%

Performance Objective 2: The gap between the percentage of k-5 ELL students and the percentage for the highest performing k-5 student group meeting the state minimum size criteria who demonstrate proficiency or above on curriculum-based assessments for reading will decrease from 34%-29% by the end of the 2016-2017 school year.

Evaluation Data Source(s) 2: DMAC TEKScore Demographic reports from EOY 2015-2016 and EOY 2016-2017.

TAPR Reports

Summative Evaluation 2:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Feb	May	Aug	Nov
1) ELL students in Kindergarten who demonstrate greater proficiency in Spanish than English as measured by the Woodcock Munoz Language Proficiency Test will be provided language arts in Spanish.	Principal, Curriculum Coach, LPAC Coordinator	Class enrollment lists Results from Woodcock Munoz tests				
2) All teachers will be ESL certified or working toward their ESL certification	Principal, Bilingual Director	SBOE Certifications				
3) Teachers will be trained on all state testing accessibilities available to ELL students and will routinely provide the appropriate accessibilities to each student	Principal, Curriculum Coach, LPAC Coordinator	Training Agenda and sign in sheets				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: The percentage of District economically disadvantaged students who meet the STAAR Postsecondary Readiness Standard or Above for All Grades on Two or More Subjects will increase from 20% to 38% by Spring 2021.

Spring 2016 - 20%

Spring 2017 - 24%

Spring 2018 - 27%

Spring 2019 - 31%


Spring 2020 - 34%

Spring 2021 - 38%

Performance Objective 3: The gap between the percentage of k-5 students served through Special Education and the percentage for all students who demonstrate proficiency or above on curriculum-based assessments for reading will decrease from 28%-23% by the end of the 2016-2017 school year.

Evaluation Data Source(s) 3: DMAC TEKScore Demographic reports from EOY 2015-2016 and EOY 2016-2017.

Summative Evaluation 3:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Feb	May	Aug	Nov
1) Teachers will be trained on IEP implementation and the documentation and use accommodations with fidelity	Principal, SpEd Support Staff	Training Agenda & sign in sheets	✓	✓		
2) Provide training for SpEd teachers on providing rigorous yet differentiated instruction to SpEd students in the SpEd classroom	Principal, Curriculum Coach	Training documentation from Region 7 SpEd Consultants	✓	✓		
						

Goal 3: The percentage of students on Improvement Required campuses performing at the Meets (Postsecondary Readiness) Standard or Above for All Grades on Two or More Subjects will increase from an average of 14% to 60% by Spring 2021.

Spring 2016 - 14%

Spring 2017 - 23%

Spring 2018 - 32%

Spring 2019 - 42%

Spring 2020 - 51%
















Spring 2021 - 60%

Performance Objective 1: The percentage of k-5 students at Improvement Required campuses who demonstrate proficiency or above on curriculum-based assessments in reading will increase from 41% to 44% by the end of 2016-2017.

Evaluation Data Source(s) 1: DMAC TEKScore Quintile reports from EOY 2015-2016 and EOY 2016-2017.

Summative Evaluation 1:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Feb	May	Aug	Nov
1) Teachers will share student artifacts during PLCs to determine level of rigor and alignment.	Principal, Assistant Principal, Curriculum Coach	Agendas & Sign In Sheets from PLCs				
2) Teachers will engage in a range of PD aligned with identified instructional needs throughout the year. (curriculum/instruction/assessments)	Principal, Assistant Principal, Curriculum Coach	Scheduled PD/Walkthrough Data Supporting Implementation				
3) Teachers will analyze student data to determine tiered placement within RTI and discuss level of interventions needed to support improvements.	Principal, Assistant Principal, Curriculum Coach, RTI Coordinator, k-2 Reading Coach, 3-5 Reading Coach	Agendas & Sign In Sheets from Data Meetings Intervention Schedules RTI Log				
4) Outside reading consultant will support teachers with the guided reading cycle.	Principal, Assistant Principal, Curriculum Coach	Sign In Sheets from PD with consultants				
5) Teachers will provide students targeted support through scheduled interventions offered during the school day and extended day support.	Principal, Assistant Principal, Curriculum Coach, teachers	Agendas & Sign In Sheets from Data Meetings Intervention Schedules Intervention Groups After school Tutorial Attendance Sheets				

6) Teachers will teach, model, and hold students accountable for using a campus-wide reading strategy, TARZAN, that students will employ when answering any type of STAAR formatted questions.	Principal, Assistant Principal, Curriculum Coach, Teachers, Reading Coaches	Lesson Plans/Walkthrough Data Student artifacts form Curriculum Bases Assessments.				
7) Teachers will hold conferences with students to set goals for reading in order for students to chart their academic progress on curriculum based assessments.	Principal, Curriculum Coach	Goal Setting Folders				
8) Big Gain Events will be held to celebrate the success of students toward meeting and exceeding their goals on curriculum based assessments and benchmarks.	Principal, Curriculum Coach, Teachers	Big Gain Attendance Sheets				
9) Students will be issued a literacy bag in order to organize all reading materials (leveled readers, library books, literacy circle materials, reading logs, etc...)	Principal, Curriculum Coach, Reading Coaches	PO for literacy bags				
10) Provide resources and materials to support differentiation for all students in all content areas and to implement more rigorous, relevant instruction	Principal, Curriculum Coach	Use of resources documented in lesson plans; observance of use of materials during walk-throughs				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: The percentage of students on Improvement Required campuses performing at the Meets (Postsecondary Readiness) Standard or Above for All Grades on Two or More Subjects will increase from an average of 14% to 60% by Spring 2021.

Spring 2016 - 14%

Spring 2017 - 23%

Spring 2018 - 32%

Spring 2019 - 42%


Spring 2020 - 51%

Spring 2021 - 60%

Performance Objective 2: The percentage of k-5 students at Improvement Required campuses who demonstrate proficiency or above on curriculum-based assessments in mathematics will increase from 35% to 40% by the end of 2016-2017.

Evaluation Data Source(s) 2: DMAC TEKScore Quintile reports from EOY 2015-2016 and EOY 2016-2017.

Summative Evaluation 2:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Feb	May	Aug	Nov
1) Select students will be screened through the ESTAR/MSTAR to determine students' needs.	Principal, Assistant Principal, Curriculum Coach	ESTAR/MSTAR Data Agendas & Sign In Sheets from Data Meetings	✓	✓		
2) All students in grades 3-5 will participate in small group math interventions or accelerations based on their performance data on curriculum based assessments and benchmarks.	Principal, Curriculum Coach, Math Coach, Teacher	MALL (math lab) log and schedule	✓	✓		
3) Teachers will receive training on a campus-wide problem solving strategy, SCOOBY, which they will teach, model, and hold students accountable for using when answering any type of word problem.	Principal, Curriculum Coach, Math Coach, Teacher	Lesson Plans, use of strategy on curriculum based assessments and benchmarks	✓	✓		
State System Safeguard Strategy 4) Teachers will enhance math instruction through the use of technology (Reasoning Minds, DreamBox, BrainPop. etc...)	Principal, Curriculum Coach	Lesson plans and sign-in sheets from technology trainings	✓	✓		
5) Provide resources and materials to support differentiation for all students in all content areas and to implement more rigorous, relevant instruction	Principal, Curriculum Coach	Use of resources documented in lesson plans; observance of use of materials during walk-throughs	✓	✓		
						

Goal 3: The percentage of students on Improvement Required campuses performing at the Meets (Postsecondary Readiness) Standard or Above for All Grades on Two or More Subjects will increase from an average of 14% to 60% by Spring 2021.

Spring 2016 - 14%

Spring 2017 - 23%

Spring 2018 - 32%

Spring 2019 - 42%


Spring 2020 - 51%

Spring 2021 - 60%

Performance Objective 3: The percentage of k-5 students at Improvement Required campuses who demonstrate proficiency or above on curriculum-based assessments in writing will increase from 41% to 46% by the end of 2016-2017.

Evaluation Data Source(s) 3: DMAC TEKScore Quintile reports from EOY 2015-2016 and EOY 2016-2017.

Summative Evaluation 3:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Feb	May	Aug	Nov
1) Outside writing consultants will support teachers with modeling, planning, and assisting with student writing conferences	Principal, Assistant Principal, Curriculum Coach	Sign In Sheets from PD with consultants	✓	✓		
2) Provide resources and materials to support differentiation for all students in all content areas and to implement more rigorous, relevant instruction	Principal, Curriculum Coach	Use of resources documented in lesson plans; observance of use of materials during walk-throughs	✓	✓		
						

Goal 4: Improve Academic Performance - The percentage of all students approaching grade level on all STAAR assessments will increase from 48% to 60% by the end of 2016-2017.

Performance Objective 1: At least 90% of teachers will agree or strongly agree that the campus has high expectations for learning.

Evaluation Data Source(s) 1: Administration Evaluation Survey

Summative Evaluation 1:

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Feb	May	Aug	Nov
1) Teachers will work collaboratively to develop aligned lessons supporting engaging instructional strategies.	Principal, Curriculum Coach	Master schedule to reflect common planning times Sign In Sheets from planning				
2) Teachers and administrators will analyze data from curriculum based assessments and benchmark data and develop strategies to address concerns found in the results	Principal, Curriculum Coach	Agendas and Sign In Sheets from PLCs and Faculty Meetings				
3) A parent training will be held during a report card pick up for all 3rd-5th grade parents to inform them of ways to assist their students in reading and math.	Principal, Assistant Principal, Curriculum Coach	Event sign in sheets, agendas, and presentation hand-outs				
4) Provide consistent communication with parents through the use of email, Weekly Bulletins, Facebook, School Messenger, "Tuesday Folders," and our school website.	Principal, Curriculum Coach, classroom teachers	Weekly Bulletins sent via email PO for parent communication folders/Tuesday Folders				
5) Formal parent conferences will be held for all k-2 parents once per year and twice per year for students at risk for retention.	Principal, Curriculum Coach	Conference sign-in sheets				
6) Implement a campus-wide attendance program to increase learning time by rewarding homeroom classes with jewels for perfect attendance, no students arriving late, and no students leaving early.	Principal, Curriculum Coach, homeroom teachers, Attendance Clerk	Attendance reports; tardy slips, early dismissal logs				
7) School-wide implementation of CHAMPS, PBIS program	Principal, Assistant Principal, Curriculum Coach, CHAMPS Coaches	walk-through documentation artifacts in common areas of campus				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	3	Teachers will enhance math instruction through the use of technology (Reasoning Minds, DreamBox, BrainPop. etc...)
3	2	4	Teachers will enhance math instruction through the use of technology (Reasoning Minds, DreamBox, BrainPop. etc...)

State Compensatory

Budget for Thomas J. Rusk Academy of Fine Arts:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
1997.11.110.30.000.6112	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,000.00
10997.13.110.30.000.6118	6118 Extra Duty Stipend - Locally Defined	\$1,540.00
1997.11.110.30.000.6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$64,579.00
10997.13.110.30.000.6141	6141 Social Security/Medicare	\$21.00
1997.11.110.30.000.6141	6141 Social Security/Medicare	\$1,125.00
1997.11.110.30.000.6142	6142 Group Health and Life Insurance	\$4,758.00
10997.13.110.30.000.6143	6143 Workers' Compensation	\$7.00
1997.11.110.30.000.6143	6143 Workers' Compensation	\$290.00
10997.11.110.30.000.6146	6146 Teacher Retirement/TRS Care	\$1,617.00
10997.13.110.30.000.6146	6146 Teacher Retirement/TRS Care	\$49.00
6100 Subtotal:		\$75,986.00
6200 Professional and Contracted Services		
10997.33.110.30.000.6239	6239 ESC Services	\$200.00
10997.13.110.30.000.6291	6291 Consulting Services	\$150.00
10997.11.110.30.000.6295	6295 Printing Costs - Locally Defined	\$5,305.00
6200 Subtotal:		\$5,655.00
6300 Supplies and Services		
10997.13.110.30.000.6329	6329 Reading Materials	\$10,000.00
10997.11.110.30.000.6399	6399 General Supplies	\$58,995.00
6300 Subtotal:		\$68,995.00

6400 Other Operating Costs		
10997.13.110.30.000.6411	6411 Employee Travel	\$4,000.00
10997.11.110.30.000.6412	6412 Student Travel	\$3,000.00
10997.11.110.30.000.6494	6494 Reclassified Transportation Expenses	\$3,473.00
10997.34.110.30.000.6494	6494 Reclassified Transportation Expenses	\$3,000.00
10997.13.110.30.000.6495	6495 Membership Fees	\$1,920.00
10997.13.110.30.000.6499	6499 Miscellaneous Operating Costs	\$3,430.00
6400 Subtotal:		\$18,823.00

Personnel for Thomas J. Rusk Academy of Fine Arts:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Danette Wofford	Dyslexia Teacher	SCE	.125
Heather Boyett	Intervention	SCE	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Ramirez	Classroom Aide	Title I	.4
Denise Hawthorne	Math Specialist	Title I	.1413
Keirsten Morris	Instructional Technologist	Title I	.33
Kenya Jinkins	Classroom Aid	Title I	1
Paige Benoy	Interventionist	Title I	1
Rosie Jackson	ESL Aide	Title I	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Paula Harshbarger	Principal
Administrator	Kevin Hines	Assistant Principal
Business Representative	Gary Stokes	Owner
Business Representative	Terry Harshbarger	Owner
Paraprofessional	Kenya Jinkins	Instructional Aide
Classroom Teacher	Jamie Cabaniss	Teacher
Classroom Teacher	Stephenie Harrsion	Teacher
Classroom Teacher	Teresa Garcia	teacher
Classroom Teacher	Tamyla Taylor	teacher
Classroom Teacher	Paige Benoy	teacher
Classroom Teacher	Laura Cowan	teacher
Classroom Teacher	Emily Long	teacher
Classroom Teacher	Ashley Bridges	teacher
Classroom Teacher	Cortney Kuban	teacher
District-level Professional	Keirsten Morris	Instructional Technology
Non-classroom Professional	Heather Boyett	Reading Coach
Paraprofessional	Wendy Colgan	Library Clerk
Parent	Bobby Russell	parent
Parent	Deisy Corpus	parent
Community Representative	Jeff McDonald	Pastor FUMC
Business Representative	Kerry Lemon	Resilient Nacogdoches
Classroom Teacher	Kate Foulkrod	teacher
Classroom Teacher	Lisa Beale	teacher
Classroom Teacher	Elaina Kaiser	teacher
Classroom Teacher	Nakendra Matthews	teacher

Classroom Teacher	Bryan Matzke	teacher
Classroom Teacher	Debbie McClanahan	teacher
Classroom Teacher	Susan Jinkins	teacher
Classroom Teacher	Heather Brazil	teacher