

West Rusk Intermediate

District/Campus

Improvement Plan

2024-2025

Date of School Board Approval

Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

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:

1 Recruit, support, retain teachers & principals	2 Build a foundation of reading and math	3 Connect high school to career and college	4 Improve low- performing schools
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Schoolwide Campus ESSA Requirements – Parent & Family Engagement

Though these Schoolwide campus Parent & Family Engagement requirements are not necessarily requirements of the CIP, TEA is expecting to see evidence of the following activities in your plans:

School Parent & Family Engagement Policy

[ESSA Sec. 1116(b)]:

- Annual Title I meeting
- Flexible number of meetings
- Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
- Provide Parents:
 - Timely notification about Title I programs
 - Description and explanation of curriculum and assessments used
 - Upon request, opportunities for regular meetings to participate in decisions related to child
 - Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents

School-Parent Compact

[ESSA Sec. 1116(d)]

- Describe school's responsibilities to provide effective learning environment
 - Describe ways in which parents will be responsible for supporting student learning
- Address importance of communication
 - Parent-teacher conferences in elementary (annually, at a minimum)
 - Frequent reports to parents regarding student's progress
 - Reasonable access to staff, volunteer opportunities and observation of classroom activities
 - Ensure two-way, meaningful communication in language family understands (as practicable)

Build Capacity for Involvement

[ESSA Sec. 1116(e)]

- Provide assistance in understanding academic standards and assessment and how to monitor child's progress
- Provide materials and training to help parents work with children to improve achievement
- Educate teachers and relevant staff in value and utility of communicating with parents as equal partners

- Coordinate/integrate parent involvement programs, as feasible
- Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
- Provide other reasonable support for parental involvement activities

Accessibility [ESSA Sec. 1116(f)]

- Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

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.

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			Reading/ELA			Science		
	% Met Standard			% Met Standard			% Met Standard		
	22	23	24	22	23	24	22	23	24
Students At-Risk	58	71	32	68	77	77	67	51	24
Students Not At-Risk	73	81	83	87	88	90	80	65	71

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. We have also 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.*

Upon evaluation of the effectiveness of this program the committee finds that... *This program went into effect on September fourth, 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	84,373.45
Title 2	3,900.25
Title 9	3,434.50
State	
Program/Funding Source	Amount of Funding
Compensatory Ed.	95,873.64
Local	
Program/Funding Source	Amount of Funding
Expenses	95,873.64
Total Local	\$129,412.65

Comprehensive Needs Assessment Attendees

Name	Position (Parent, Business, Community, Teacher, etc.)	Signature
Amy Wood	Parent	
Brandi Armstrong	Business	
Karla Haney	Teacher	
Kitana Munns	Teacher	
Paula Marshburn	Teacher	
Alice Johnson	Parent/Community	
Krystal Medford	Asst. 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 finally Lesson plans.

West Rusk Intermediate Comprehensive Needs Assessment Summary Date(s): September 10, 2024

Section 1 {Demographics} West Rusk Intermediate has 212 students enrolled with 15 teachers and 2 paraprofessionals. We share 2 teachers and 3 paraprofessionals with the elementary on campus. West Rusk Intermediate is a school-wide Title I campus. At this time 70% of our students were economically disadvantaged. Our student demographics consist of 9% African Americans, 30% Hispanics, 52 % White, and 8% of mixed race. At this time West Rusk Intermediate has not received an accountability rating by the state for the 2023-2024 school year. In 2023-2024 we had 208 students tested using STAAR with 31% EB/EL, 54% At-Risk, and a mobility rate of 14.9%. Our Title II program consists of subject area curriculum coordinators that provide embedded professional development for our staff, assistance with teacher certification exams to meet the requirements of NCLB Highly qualified, supplemental materials to assist the HR department in recruiting HQ employees, and professional development outside the district, as well as consultants hired within the district to provide professional development. Our Title III program consists of computer based intervention programs, bilingual campus academic tutors for core subject areas, bilingual LEP campus based interventionists, Sheltered Instruction and ESL Certification training, summer programming for identified students, and parent involvement activities. Our Special Education program is directed by a series of laws, all of which stem from the federal statute, the Individuals with Disabilities Education Act (IDEA). Now, compliance with federal law in the provision of services to students with disabilities is mandated and enforced through funding. Funds to support the excess costs of special education are generated through block grants to the states, who then disperse these monies to local education agencies (LEAs). These funds are used for such things as: Salaries for support and related service staff, to purchase specially designed materials for instructional purposes, to provide training to campuses and support staff, to purchase special supplies and materials for students who are served in special education. Federal funds must be used to supplement and not supplant state and local special education funds.

Section 2 {Student Achievement} West Rusk Intermediate is still awaiting an overall accountability rating for the 2023-2024 school year. Our campus last year had 208 students made up of 70% Economically Disadvantaged students, 17% English Language Learners, with a 14% mobility rate, and 17% served by Special Education. **1. Reading ELA:** In third grade, our Reading scores were 77% passing. In fourth grade our overall passing percentage was 74% and in fifth grade, we scored 68%, down from last year. When looking at Academic Achievement Status from TEA in Reading, the Intermediate campus met

all 9 targets. The main 5 are (1) All students 71% were over 20 points above target, (2) African American 52% were 18 points above target (3) Hispanic 68% which is 31 points above target (4) White 79% which is 20 points above target (5) Economically Disadvantaged 65% is 35 points above target (6) Special Education was 31%. **2. Math:** In third grade, our Math scores were 43% in 2023-2024 which was down 36 points. In fourth grade, we were at 62% which is down 3 points but 3 points better than these students did as 3rd graders. In fifth grade, we had an overall passing rate of 57% 5 points below the state average . When looking at Academic Achievement Status from TEA on Math the Intermediate campus did not meet all 9 targets. The main 5 are (1) All students 54% 8 points above target, (2) African American 52% 18 points above target (3) Hispanic 51% which is 11% above target (4) White 59% which is on target (5) Economically Disadvantaged 50% -14 points above target. (6) Special Education was 16%. **3 Science*** 5th grade science scores were 46% passing which is 12 points below the state average, and a 16 point decrease from last year. When looking at Academic Achievement Status from TEA on Science the Intermediate campus had (1) All students 46% passing (2) African American 0% passing (3) Hispanic 27% passing (4) White 66% passing (5) Economically Disadvantaged 45% passing. (6) Special Education was 11 %.passing in Science.

Section 3 {Culture and Climate} Our campus and district sent out community surveys that show strong support for our staff and school. While we don't believe the STAAR is the most important measure of our student's 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 96.1% last year, and with incentives we hope to outpace that this year.

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 and a strong mentoring program. We will continue to build strong interpersonal relationships among our staff by providing support in all areas. We had 4 teachers leave last year and 2 paraprofessionals, 1 retired and a teacher on campus moved to that position on campus and hired a new teacher to fill that position and 2 teachers left for personal reasons and we hired 3 veteran teachers fill the those positions and are excited for them to bring fresh ideas to our campus.

Section 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 3 that serve that population.

ELA & Reading: We will continue to utilize Saxon 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. Students will participate in journal writing every afternoon in all classes and continue to make learning spelling and grammar rules a priority. 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 a dedicated ELA teacher which should help with both reading and writing in the future.

Math: Students will continue to be provided with many hands-on activities using manipulatives. This will be provided in all grade levels. We will engage students in diverse tasks that promote mathematical reasoning and problem solving. We will promote shared learning among our students' peers, facilitate frequent real life connections, and help our students to build on prior knowledge. We will also continue our computer-based programs such as Imagine Math, Brain Pop, Study Island, Education Galaxy, and Prodigy. We will continue to provide professional development for our teachers.

Science: The teacher 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, in the past they have split science and social studies.

Section 6 {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 partner with our

Section 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 Junior High and 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.

Section 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 complete software based and web based lessons. Teachers use the Remind app to keep parents informed of student behavior and classroom activities.

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
- less than 21 – 1 student to teacher ratio
- A bi-lingual 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 6th wing
- Quick access to all areas of the district
- Newer playgrounds, provided by PTO

Weaknesses

Students:

- 72% of students are economically disadvantaged
- Students are still making up for lost time from Covid

Staff:

- Need more training in certain areas, implementing new STAAR question types has presented a need for training in various areas for staff.
- The campus needs more substitutes.

Parents/Community:

- Volunteerism for events is very low
- 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 2024-2025

Goal 1: By May 2025, We will increase our STAAR scores campus wide by 2% from the scores we made on the 2024 tests in all grade levels.

Objective 1: All students in grades -4-5 will by class show at least 2% growth on STAAR tests in the spring 2024 test.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
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	Every 6 weeks	SCE	Attendance records and tutorial logs	CBA scores STAAR scores
Tutorial time added to schedule with a dedicated priority period focused on 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

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 s 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 2025 - 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 2025 - 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 2025 - 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 partner with parents in encouraging *exemplary academic performance by providing at least 2 activities that will allow parents to be present during actual instruction time or an after school display of student made products.*

Objective 1: *To encourage more parental involvement in attending functions and volunteering for activities than they have in years past, by developing programs to provide these activities.*

Summative Evaluation: *We will increase parental contacts and involvement in intermediate activities with faculty and staff outreach, we will provide activities both during and after school that will include parents.*

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 school activities	2	Principal, SBDC	May 2025	local	Parent surveys, teacher contact lists, sign in sheets	, more parent involvement
Teachers conduct team/parent meetings with parents of students with documentation	2	Grade level teams	6 weeks	local	Meeting minutes, phone logs, emails and notes	more parent involvement
All teachers maintain an active conference logs	2	Principal, All Teachers	6 weeks	none	Actual parent logs	more parent contacts
Meet regularly with PTO		Principal, PTO officers	Monthly	none	Teacher / PTO input	better parent relations

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 2025	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 2025	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 of classroom management, technology and curriculum.	3	Principal	August 2025	Title 1, SCE	Staff development plan, sign in sheets, attendance	Use of techniques taught during staff development.

Goal 5: W.R.COORDINATED SCHOOL HEALTH SB 892 Compliance

SB 892 states: “Expands the required components of a campus improvement plan (CIP) for an Elementary, Middle, or Junior High to include goals and objectives for the coordinated school health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are academically disadvantaged, the use and success of any method to ensure student participation in the state-mandated moderate to vigorous physical activity, and any other indicator recommended by the local school health advisory council.”

Our health goal consists of eight components that focus on the most effective and efficient way to meet the needs of young people. The components incorporate cognitive skills, development of policies that support a positive and hazard-free environment, promote the opportunities for staff members to foster their own well-being, and encourage family and community members to promote the wellbeing of young people.

- Health Education
- Physical Education
- Health Services
- Nutrition Services
- Counseling and Mental Health Services
- Healthy and Safe School Environment
- Staff Wellness Promotion
- Family and Community Involvement

Objective 1: Health Education

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
A planned sequential curriculum that addresses the physical, emotional and social dimensions of health	1	Qualified P. E. Health Teacher Campus administrator s School Nurse	August 2025	: TEKS, SHAC, and other health related promotions	Follow the TEKS and the recommendations of the SHAC approved by the Board for providing Health instruction. Locate the Automatic External Defibrillator (AED) in a safe accessible area	Students demonstrate increased student health knowledge and the ability to make healthy decisions. Students form a cognitive basis for practical experiences learned through other wellness activities included in the school. All personnel can locate the AED

Objective 2: Physical Education

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
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<p>Strategy: A planned curriculum that provides cognitive content and learning experiences in a variety of activity areas such as basic movement skills, physical fitness, team, dual and individual sports.</p>	<p>1</p>	<p>P.E. Teacher Coaches Campus Administrator s Parents</p>	<p>August 2025</p>	<p>Resources : Fitnessgram</p>	<p>Students in grades K-5 will participate in at least 135 minutes of physical activity each week. Middle school students will be enrolled in either P. E. or Athletics class throughout Jr. High. Provide planned quality activities that promote each student's optimum physical, emotional and social development. Provide activities that engage students in moderate to vigorous physical activity at least 50% of the time. Incorporate the Catch Coordinated School Health program for grades K-8. Promote activities that students can enjoy throughout their lifetime. Complete the annual Fitnessgram requirements.</p>	<p>Performance Evaluations: Students will demonstrate improved mental and physical health, classroom behavior and brain function. Students in grades three through twelve will complete the annual Fitnessgram. Student's Fitnessgram scores will reach the Healthy Fitness Zone in the Fitnessgram. Fitnessgram data is recorded, analyzed and available to parents. Students complete Catch Coordinated School Health lessons</p>
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Objective 3: Health Services

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (<i>Local funds, State, SCE, Title</i>)	Evidence of Implementation	Evidence of Impact
A planned sequential curriculum that addresses the physical, emotional and social dimensions of health	1	Qualified P. E. Health Teacher Campus administrator s School Nurse	August 2025	: TEKS, SHAC, and other health related promotions	Follow the TEKS and the recommendations of the SHAC approved by the Board for providing Health instruction. Locate the Automatic External Defibrillator (AED) in a safe accessible area	Students demonstrate increased student health knowledge and the ability to make healthy decisions. Students form a cognitive basis for practical experiences learned through other wellness activities included in the school. All personnel can locate the AED

Objective 4: Nutrition Services

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
<p>Provide school nutrition programs that adhere to the Texas Public School Nutrition Policy. Offer a variety of nutritious and appealing foods that accommodate the health and dietary needs of all students. Promote healthy dietary habits</p>	<p>1</p>	<p>Food Service Personnel, Campus Administrator</p>	<p>August 2025</p>	<p>Resources: Food Service Personnel, Texas Department of Agriculture, Texas Public School Nutrition Policy, Wellness Policy, Square Meals, SHAC</p>	<p>provide nutritious and appealing foods, serve as a mirror to classroom instruction on healthy dietary habits, promote a healthy, clean and safe environment within the food service area, and serve as a resource for nutrition-related community services. The campus principal will notify the staff of the three exempted days (Christmas, Valentines...) that allow for non-nutritional snacks to be served in the classroom</p>	<p>All meals are planned within the guidelines of the Texas Public School Nutrition Policy and the food service area is clean and safe. Teachers will follow the guidelines of providing healthy snacks in the classroom. The Texas Department of Agriculture on-site monitoring passes inspection</p>

Objective 5: Counseling and Mental Health Services

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
<p>provide services to students to improve mental, emotional and social health. Develop individual and group assessments, interventions and referrals. Promote a healthy school environment</p>	<p>1</p>	<p>School counselors, Campus Administrators, Focus Monitors</p>	<p>August 2025</p>	<p>: School Counselors (and the use of activities or programs recommended by the SHAC and approved by the Board, such as Dare. Campus Administrator</p>	<p>Maintain students' dignity; acknowledge ethnic, cultural, racial and sexual differences when assessing and individuals. Target students in high-risk situations. Address problems that promote negativism. Facilitate positive learning and health behaviors. Enhance healthy student development. Utilize effective positive promotion programs.</p>	<p>: healthy mental and emotional behaviors are identified through classroom involvement and performance. Students identify risk-taking behaviors and promote healthy mental, emotional and social choices. Individual and group assessments are completed to promote a safe environment. High-risk students are identified and referred</p>

Objective 6: Healthy and Safe School Environment

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
Promote a safe physical and aesthetic surrounding within the psychosocial climate and culture of the school	1	Campus Administrator s, All Staff, and Students	August 2025	Campus Custodial Personnel , District Administrators, All Staff, Students, Parents	Maintain a hazard-free campus building and surrounding areas, monitor air quality. To promote the emotional well-being of students and staff. Monitor the social condition of the school to promote a healthy psychological environment. .	The physical environment supports student achievement. The facilities are clean, safe, secure and functional. Administrators, teachers and peers support the students to reach their full potential. A positive affiliation surrounds the school. Students are engaged academically and avoid misconduct at school. The campus is drug and weapon free. Safety drills are performed.

Objective 7: Staff Wellness Promotion

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
<p>provides opportunities for the staff to improve their health status through activities such as health assessments, health education and health related fitness activities. Possibly improve morale and produce a higher level of commitment to self, students and school</p>	<p>1</p>	<p>Campus Administrator s, All Staff,</p>	<p>August 2025</p>	<p>Staff; Wellness screening programs that evaluate an over all body assessment; Women's Health Programs; al lprograms that initiate physical activity</p>	<p>Provide adult health knowledge. Focus on developing skills that promote the practice of healthy behaviors . .</p>	<p>teachers become critical role models for their students and peers by promoting healthy physical, emotional, and social behaviors as well as improved dietary habits. Students have higher attendance rates and improved classroom productivity. Staff participates in wellness screenings, campus activities (i.e. Biggest Loser Contest) or after school exercise programs as a group or individually.</p>

Objective 8: Parent and Community Involvement

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
to promote an integrated school, parent and community approach for enhancing the health and well being of students	1	Staff, Students, Parents and Community members	August 2025	: Parents and Community Members	actively solicit parent involvement and engage community resources and services to respond more effectively to the health-related needs of students	increased student performance in the classroom and improved attitude. Student success improves with a working teacher-parent relationship. Reduction in school misconduct. Students have a more positive attitude towards community activities. Students are exposed to community programs that support school objectives