

Midland Independent School District
Rusk Elementary
2015-2016 Campus Improvement Plan

Accountability Rating: Improvement Required



Mission Statement

Thomas J. Rusk Elementary School strives to educate children to their highest level of achievement, to foster positive growth in social and emotional behavior and attitudes, and to work cooperatively with the home and community.

Vision

Thomas J. Rusk Elementary accepts the responsibility to guide and direct students to grow to their full potential. While understanding that every student has strengths and weaknesses, Rusk believes that students should be held accountable in achieving mastery of the basic skills as identified in the Texas Essential Knowledge and Skills (TEKS) for each grade level.

Core Beliefs

Rusk Elementary is committed to building relationships with our colleagues, our students, our families, and our community to ensure that our focus is on creating an atmosphere where students feel respected, loved, and valued so that they can become academically successful.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population and distribution of ethnic groups decreased by about 200 students this year at Rusk Elementary for the 2015-2016 school year. Our total enrollment as of September 2015 is 405 students. We continue to be identified as a Title One campus within MISD guidelines with 46% (185) of our students being identified as Economically Disadvantaged.

Rusk is designated as an ESL campus and houses a Newcomer Academy for the variety of different families that are moving to Midland from other countries. We serve students from Burma, Malaysia, Mexico, Iraqi, and United Arab Emirates. We currently have 109 (26%) LEP Students enrolled at Rusk.

The ethnicity and sub-population breakdown includes:

- Economically Disadvantaged students: 185=46%
- Non-Economically Disadvantaged students - 220=54%
- LEP Students -109=26%
- American Indian Students - 0
- Asian Students - 109=26%
- Black Students - 13=3%
- Hispanic Students - 142=35%
- Multi-Racial Students - 9=2%
- White Students - 132=33%

The administrative team at Rusk consists of Mrs. Goodrum, the principal, and Ms. Flores, the assistant principal. They both have returned for their third year.

The teaching staff for the 2015-2016 school year remained stable with a 92% retention rate. We hired 3 new classroom teachers for kindergarten, first and fourth grade. We hired a new counselor and a new librarian. Both sections of our Pre-K department returned. Two of our kindergarten teachers returned and we hired one new teacher. Two first grade teachers returned and we hired one new teacher. In second grade all three teachers returned. In 3rd grade all three teachers returned, however one is new to the grade level and she will be teaching writing and science. For fourth grade two teachers returned and we hired one new staff member for writing and science. For fifth grade both teachers returned but we lost a section so they will team teach. In sixth grade all three

teachers returned We moved a veteran first grade teacher into our reading interventionist position. Our resource and inclusion teacher has been switched from a full time position to a part time position. We don't have a permanent teacher in that role. Currently our campus is utilizing a teaming approach so our students' services are covered by 3 other campuses' sped teachers.

All the teaching staff at Rusk is classified as Highly Qualified by TEA. They range from 1 year to 36 years of teaching experience.

Our office staff returned 4 employees (secretary, clerk, assistant principal, and principal) and hired a new counselor as well as a new librarian.

Demographics Strengths

The community around Rusk is aware of the poverty that exists within our neighborhood and they work hard to support each other. Golf Course Church of Christ is a vital organization in our community. They donate uniforms, back-packs and school supplies at the beginning of school. They are also our alternate site in case we must evacuate our campus. Crestview Baptist Church sponsors our "Food to Kids" program that provides "sacks" of food for our poverty stricken students over the weekend. Operation Warm partners with Rusk to provide coats for our students. Lee Senior High School, our neighbor to the south, adopts about 50 of our families through their Santa's Little Helpers Christmas event and provides them with toys and clothing during the holiday season. MISD began a blocked schedule program entitled "Educators in Training" and we house 7 interns from Lee High school 5 days a week for 2 hours.

Demographics Needs

The following needs have been identified and are listed in priority order:

1. Our ELL population has decreased from 190 in 2014-2015 to 100 students so all staff need to understand the ELPS and implement them into effective content and language objectives.
2. Since 46% of the students are Economically Disadvantaged all staff need to understand the effects of poverty on teaching and learning.
3. Attendance for Rusk was 96% last year and our target is 97% so we need to continue to build a system of accountability to ensure that parents are getting their children to school unless they are ill.
4. We need to focus on closing the performance gaps in Index 3 for our Economically Disadvantaged, Asian, and Hispanic Groups.

5. We need to focus on closing the performance gap in writing and science for our economically disadvantaged students.

Student Achievement

Student Achievement Summary

Rusk Elementary's rating according to the 2015 state assessment data is Improvement Required. We met standard in Indexes 1, 2, and 4 however we missed Index 3 by 2 points. We are striving to improve our tests scores for all individual students as well as for our sub groups that are included in Index 3 which are Economically Disadvantaged, Asian, and Hispanic. Our overall Performance in Index 1 which identifies Student Achievement was at a 60% overall. In Reading 72% of our 3rd -6th grade students passed the STAAR test. In Math 62% of the 3rd-6th graders passed the STAAR test. In Writing 45% of the 4th graders passed the STAAR test, and in 5th grade science 34% of the students passed the STAAR test. In Index 2 which measure progress. 56% of our students met or exceeded progress in reading. At this point we do not have data for math due to the realignment of our Math TEKS. Index 3 measures the performance of our historically lowest performing sub populations. The data for this index focuses on our Economically Disadvantaged students and their level 3 advanced performance on all content test. Index four measures the students' projected postsecondary success and 26 % of our students met the postsecondary readiness requirement.

Rusk's instructional team is concentrating on teaching with more depth and complexity to ensure more students reach Advanced Academic Performance levels (Level III). The instructional leaders are coaching the staff on a weekly basis in order to ensure that level 3 teaching is occurring with the IFV walk thrus on Eduphoria and follow up conversations about their own reflections concerning the observations.

STAAR4WARD professional development will be an ongoing process with our teaching staff. They will be trained and coached on how to use the LEAD4WARD resources to impact their planning, lesson delivery, and data analysis to enhance student learning, progress, and mastery.

Professional Learning Communities will be implemented at Rusk. Our PLCs will concentrate on collaborating by grade levels in PK-2nd grade as well as vertically by content in grades 3rd-6th. (Math-Reading-Writing-Science)

Rusk will provide intervention through the use of LLI, targeted instruction, and guided reading groups to ensure students make significant gains in their reading, math, writing and science levels. Student achievement will be monitored and assessed through the use of frequent formative assessments. The teachers will utilize the Curriculum Management Plan as a resource. Teachers will use unit checkpoints from each content director. These assessments will be scanned into Eduphoria. Eduphoria data will then be analyzed at the campus PLC meetings to set goals for students, plan intervention or enrichment.

Campus scores for the 2014-2015 school year:

- Reading 3rd= 68% passed
- Reading 4th= 55% passed
- Reading 5th= 73/78% passed
- Reading 6th=72% passed
- Achievement gaps will continue to be a focus with teachers as they use formative assessments on students and as they dis-aggregate data from our
- Math 3rd= 78% passed
- Math 4th= 63% passed
- Math 5th= 46% passed
- Math 6th= 71% passed
- Math 3rd STAAR L 80% passed
- Math 4th STAAR L 0% passed
- Math 5th STAAR L 50% passed
- Math 6th STAAR 0% passed
- Writing 4th= 44% passed
- Science 5th=33% &STAAR L 0% passed

their district checkpoints to determine specific student needs. PLC and grade level meetings will be utilized to analyze Eduphoria Reports to track the students strengths and weaknesses. Students of concern will be identified and tracked and student progress will be monitored regularly to address specific areas for intervention.

Student Achievement Strengths

Rusk Elementary Met Standards on Index 1, 2, and 4 measure, however Rusk missed the mark on Index 3 by 2 points.

On Index one we scored a 60 and the target was a 60 so we met the requirement.

On Index 2 we scored a 34 and the target was a 30 so we were 4 points above the target.

On Index 3 we scored a 26 and the target was 28 so we were 2 points below the target.

On Index 4 we scored a 26 and the target was 12 so we were 14 points above the target.

Student Achievement Needs

To meet the needs of our Rusk students it's imperative that we address the achievement gaps in the all sub-populations with emphasis on our economically disadvantaged, our Asian , and our Hispanic students.

1. All teachers need a deep understanding of the STAAR Readiness, Supporting and Process standards including how learning builds between grades and depends on earlier grades. PLC time with vertical planning is essential.
2. Teachers must educated on how STAAR will assess eligible TEKS at a higher cognitive level. We must increase the rigor of instructional strategies, questioning, and planned activities.
3. Instructional tools, resources, and interventions are needed to support ELL students, Asian, Hispanic, and Economically Disadvantaged students in all grade levels in all core subject areas.
4. Teachers need training on effectively writing and utilizing content and language objectives.

5. Teaching staff will show student growth on classroom, district, and state assessments through more rigorous complex instruction that reaches a level 3.
6. Students will track their own progress with "Data Folders or Binders" on checkpoint assessments in order to monitor their own learning so they have accountability as well.

School Culture and Climate

School Culture and Climate Summary

The staff at Rusk Elementary consists of 30 highly qualified certified teachers. In addition we have 3.5 paraprofessionals that work in the areas of pre-kindergarten, ELL, and library aide.

Rusk's learning environment is based on the district's 3 expectations of: BE RESPONSIBLE, BE RESPECTFUL, and BE SAFE. The school will continue to focus on a safe and orderly environment, promoting student engagement and a positive atmosphere through the district wide Positive Behavior Support Plan from Safe and Civil Schools entitled CHAMPS. This program will be implemented in an effort to establish classroom and building wide expectations.

We will incorporate the program Capturing Kids Hearts that we were trained on in June of 2015.

The Rusk Character Education Program will continue to teach good values, behavior and social well being.

The Rusk counselor will make classroom presentations once a six weeks and integrate the 9 character traits citizenship, compassion, courage, diligence, fairness, honesty, integrity, respect, and responsibility into her lessons.

School Culture and Climate Strengths

Rusk Elementary has a structured positive family centered environment. We work as a team with our families to educate our students.

Patriotism is a huge focus on our campus. We host a community wide Patriot's Day ceremony in September in honor of 9-11.

Our students in K-6th grade perform a Veteran's Day Program each November at the CAF and honor military personnel from the Permian Basin.

We value old fashioned values pertaining to manners and respectful interaction between students, teachers, and parents.

All classrooms follow the CHAMPS model for whole group, small group, and independent work time for classroom expectations.

CHAMPS expectations have been established for the common areas- hallway, arrival, cafeteria, and dismissal.

Capturing Kids Hearts theory is modeled by our staff and the greeting, social contract, and the student management pieces are implemented into classrooms.

A school-wide incentive, "Minion Moolah" has been implemented to increase student's as well as teacher's motivation to put forth their best effort in the

classroom. Student's and staff members are recognized daily over the morning announcements with minion moolah tickets. When the minion moolah chart makes a BINGO, those 20 Rusk Patriots draw for a reward.

Character Education committee recognizes a student who portrays a character trait from each homeroom monthly with a luncheon. Parents are invited to attend this ceremony and a guest speaker from the community shares a story that relates to the trait of the month.

School Culture and Climate Needs

The campus needs are listed below:

1. Attendance procedures need to be established so teachers and office personnel can effectively track students who are encountering tardy and absence issues.
2. Develop a consistent pattern of daily, weekly, and monthly communication with parents.
3. Websites for the campus and teacher pages need to be updated regularly
4. Education concerning the diverse population of ELL students that are enrolled at Rusk.
5. A survey needs to be conducted to gather information on how our parents, students, teacher's and community members feel about our school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Rusk Elementary has a 100% of it's staff deemed Highly Qualified by the Texas Education Agency. Ninety-two percent of the staff returned for the 2015-2016 school year. The staff consists of teachers with 1-36 years of experience in the classroom. We don't have any teachers on campus who are brand new to the profession.

Staff members are trained at the campus level by the Instructional Leadership Team using STAAR4WARD, LEAD4WARD, and EDUPHORIA resources .

Staff will meet bi-monthly with their Professional Learning Community to assess curriculum and instructional needs as well as analyze data to ensure student success.

Our district provides support to our teachers in the content areas of math, reading, writing, and science through district coaches during school and as well as after school.

We have 3.5 paraprofessionals on our campus. We have an ELL assistant who pushes into the classrooms and provides support to our ELL students , we have 2 pre-kindergarten aides who work with our PK program , and we share a 1/2 day library assistant with Yarbrough.

Staff Quality, Recruitment, and Retention Strengths

Rusk Elementary's staff is a dedicated group of ladies and gentleman who are willing to attend professional development that fosters academic success for our students.

They collaborate with one another within their own grade levels as well as vertically across grade levels during their PLC time.

Communication between administrators and staff members is fluid and open to ensure that teachers have all the resources they need in order to be successful in the classroom.

Staff Quality, Recruitment, and Retention Needs

Campus Needs are listed below:

1. Increased amount of time for vertical collaboration with staff.
2. Increased amount of time for teachers to observe "master" teachers in action.
3. More availability of district coaches to work on our campus weekly or even monthly.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The staff of Rusk Elementary follows the Excellence in Teaching Model which provides structure for lesson planning, lesson delivery, formative assessments, data analysis, and reflections and self analysis of lessons.

Rusk uses the district scope and sequence for all subjects in grades K-6. The Curriculum Management Plan is used to provide a viable curriculum for every student. The district curriculum is housed on Eduphoria and the teachers implement research based best practices and focus on Tier 1 instruction for whole group lessons. Starr4ward instructional strategies and resources are utilized by the staff to plan and deliver rigorous lessons.

Rusk will use a variety of supplemental resources to ensure the mastery of the TEKS. For ELA we will use iStation, LLI, Storyworks, Mentoring Minds Motivational Reading and Writing, Kamico reading, Handwriting without Tears, Accelerated Reader, 180 Days of Reading and Imagine Learning. In math we will use Do the Math, Lone Star Math, Countdown to STAAR, Fast Math, and Mentoring Minds Motivational Math. The science curriculum will be enhanced with Stemsopes, Mentoring Minds, and Brainpop. Flocabulary will be implemented in all subject areas to enhance academic vocabulary.

Field trips will be provided to our students in PK-6th grade in order to support the learning experiences that are being taught in the classroom. This is imperative at a Title One campus where students have a limited amount of environmental exposure to have adequate background knowledge to master all the TEKS.

Teachers utilize Eduphoria, Starr4ward, and Lead4ward documents to ensure vertical alignment of the curriculum, a standard scope and sequence, verification of TEKS, instruction that is at the required rigor and complexity as dictated in the TEKS, assessment that shows evidence of student attainment of identified standards, and high quality instruction that increases student performance. This system is used in grades K-6 in core subjects.

The Pre-K is implementing the state curriculum, Frog Street.

Implementation of the Curriculum Management Plan is accomplished through grade level teachers' planning, preparing and evaluating the instructional lessons. They are also monitored through IFV walk-throughs and the PDAS instrument on Eduphoria.

Rusk uses district checkpoints, Renstar, iStation, and Imagine Learning to measure the growth needed to master the grade level TEKS. Other informal assessments such as Fountas & Pinnell, teacher observations, and common assessments will be used to target instructional objectives. Data is kept at each grade level within the core subjects to track students that fall into Tier 2 and Tier 3 categories so that appropriate interventions can be planned.

Curriculum, Instruction, and Assessment Strengths

Teachers will implement STAAR4WARD- LEAD4WARD strategies into planning and teaching lessons. Leadership teams have been established and the staff will receive professional development throughout the year to support the webinars that are being supported by the administrative team.

The Curriculum Management Plan will continue to be followed to ensure that the implemented curriculum, instruction, and assessment are aligned with the TEKS.

Professional Learning Communities will meet regularly to discuss data, curriculum, instruction, and assessments.

The Excellence in Teaching Model will continue to serve as a guide for teachers so that they are planning effective lessons.

Technology is a priority with the use of Learn pads in PK- 6th grade this year. My PK-2nd graders will have 3 Learn Pads for use in their centers. Third through sixth grade students will all utilize Learn Pads in their classroom as well as a resource for assignments at home.

Curriculum, Instruction, and Assessment Needs

Rusk will continue to build staff knowledge and implementation of best practices through professional development at the campus and district level.

Teachers need to continue professional development with Staar4wad/Lead4ward to increase an understanding of the state's Readiness, Supporting and Process Standards and using data gathered from assessments to drive instructional needs.

Teachers need additional information on how to identify areas of concern on the 2015 STAAR testing results so they can implement strategies into their lesson plans. Utilize Quintile reports more effectively.

Teachers need to effectively match the rigor of the STAAR questions to classroom instruction using the district's scope and sequence. Teachers need to strengthen their skills on how to use Eduphoria assessment data at a deeper level. Utilize IQ Released Test and Field guides.

Teachers need to plan lessons that incorporate writing across the curriculum with emphasis on grammatical, structural, and content areas. Write with a purpose daily in all content areas.

Students need to be provided the opportunity to go on field trips to enhance their background knowledge for classroom learning activities.

Family and Community Involvement

Family and Community Involvement Summary

Rusk Elementary has a strong partnership with our PTA and our community. PTA shows support through their fund raising ,their monthly programs throughout the year that include, Meet the Teacher, Curriculum Night, Reading Rally, Spring Fling Carnival,and several grade level musical performances. The PTA provides volunteers and room mothers to assist with activities on our campus throughout the year.

Our counselor brings in outside agencies to provide training for our staff and education for our parents.

HEB continues to be a Partner in Education with Rusk.

Golf Course Church of Christ partners with our school to provide uniforms, backpacks, school supplies, and weekend snack sacks for our students.

Lee High School's Educators in Training program hosts 7-10 interns each morning for 2 hours.

Lee High School's Student Council includes 30 students from Rusk in their Santa's Little Helpers Service Project each December.

Family and Community Involvement Strengths

Campus events such as Meet The Teacher, Curriculum Night, Reading Rally, Spring Fling Carnival, Character Education Luncheons, Veteran's Program, Title I parent involvement trainings, and Field Day are offered to allow parental involvement.

Our partner in education, Golf Course Church of Christ, provides school supplies and school uniforms at the beginning of the year.

Our partner in education, HEB and Abell Hangar, donates a considerable amount of funds to use toward our Veteran's Day Program.

Family and Community Involvement Needs

Rusk will continue to address the need for effective school and home communication. Rusk will work to increase participation with community mentors & volunteers. Communication with parents on students' daily, weekly and monthly progress, tips on how to help children with homework, and how to access the Grade Book system will be a priority. We will increase parent education through informative trainings paired with regular PTA meetings. We will increase parent communication through the use of student planners, take home folders, teacher websites, and campus newsletters as well as campus wide calendars. Parent-Link will be utilized as an additional means of communication to inform parents via phone messages and emails about upcoming events, safety issues, or other pertinent information.

School Context and Organization

School Context and Organization Summary

Rusk has 27 certified instructional teaching staff members. We have 2 sections of PK and 3 sections of kindergarten through fourth grade. We have 2 sections of fifth and 3 sections of sixth grade. Our PK through second classrooms are self contained. Our 3rd-6th classrooms are departmentalized. We have a full time reading interventionist who works with our primary students in the morning and our intermediate students in the afternoon. Rusk does not have a full time special education teacher this year. We have a team of three teachers who services our resource and inclusion students throughout the day. We have a part-time dyslexia therapist that holds Take Flight classes for 45 minute sessions Monday through Friday. We have 2 ESL teachers who provide services to our English Language Learners in K-6th grade. Our PK ELL students receive services from their classroom teacher. The master schedule is created by the counselor and reviewed by all teachers to ensure optimal instructional time, minimal conflict due to student support services and thorough supervision of all students during transitional times. Teachers are providing tutorials before school and after school in grades 3-6 for struggling students. Teachers building relationships with our families through phone calls, emails, texts, websites, and personal conferences.

School Context and Organization Strengths

Rusk will provide instructional and administrative support for teachers who are in need of help in identified areas from instructional focus visits and the PDAS instrument. Teachers are providing early morning and after school tutorials for students who are identified as needing additional assistance. Rusk continues to implement the district wide CHAMPS behavioral management system. A variety of tools are used to communicate information to parents. Teachers will hold conferences at least twice a year with parents concerning academic strengths and weaknesses. Teachers will log their parent communication with parents onto Eduphoria monthly. Teachers will continue the implementation of CHAMPS: Positive Behavior Support Initiative. Capturing Kids Hearts philosophy and strategies are implemented to reflect our belief that we teach children, not curriculum.

Rusk implemented Professional Learning Communities into the PK-6th grade master schedule. Our PLC teams meet from 9:30-10:15 every 2 weeks to discuss student data and instructional strategies with colleagues. In PK- 2nd grade the PLC teams are organized by grade level teams. In 3rd- 6th grade they are organized by content areas which include math, reading, writing, and science.

School Context and Organization Needs

Building consistent partnerships with parents at Rusk is a priority. Creating incentives for perfect attendance is a priority. It's our goal to create a relationship with our families so that we are all on the same team of educating our students academically and socially.

Technology

Technology Summary

Rusk Elementary will continue to place an emphasis on technology in the classrooms. We will maintain a 21st century learning environment in order to prepare our students for a technological future. Third through sixth are utilizing Learn Pads in all classrooms and students must take the Learn Pads home to complete assignments. They must also charge them nightly at home so they are ready for classroom use the next day. Primary grades, PK-2nd grade are utilizing classroom computers for student learning as well as 3 Learn Pads per classroom for use in centers. All students, K-6th grade have access to the school computer lab. All classrooms have Smart Board, document cameras, and teacher iPads that assists with the instructional delivery of lessons by teachers. This technology should impact student engagement and academic growth of students.

Technology Strengths

Rusk's computer lab contains enough student computers to accommodate one class at a time in the lab. Each classroom is equipped with 5 student desktops, a smartboard/projector, a document camera, and the campus now has Wi-Fi access for the teachers and students. The Third-Sixth Grades have Learn Pads for each student to use in class and to take home. All classroom teachers have a teacher computer in their room and an iPad. Rusk has 4 teachers that attend district level Eduphoria training and share the training with our Rusk staff. The campus has weekly access to a technology specialist who is available for technical help and instructional support.

Technology Needs

We have two mobile laptop carts that need to be utilized more in classrooms.

Our teachers would benefit from having a laptop to use to access Eduphoria and Lead4ward data during PLC time. Ipad does not have total access to these 2 resources.

We need to purchase additional student headphones for the implementation of Imagine Learning.

We would benefit from an technology coach being on our campus daily instead of weekly.

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
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card 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
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

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
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Teacher STaR Chart Technology Data
- PDAS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data






- Study of best practices

Goals

Goal 1: MISD will support high academic standards.

Performance Objective 1: (PreK) 85% of PreK students will meet Kindergarten readiness skills by May 2016.






Summative Evaluation: Percentage students meeting goals using data from the CIRCLE instrument.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Instructional goals will be set using the state-approved Pre-K curriculum, Frog Street.	3, 7, 10	PreK teachers and school administrators	Performance-based assessment results				
2) Time lines for meeting the language and literacy, math and motor skill standards will be closely monitored to ensure appropriate progress each six weeks with CIRCLE.	3, 7	PreK teachers and school administrators	Performance-based assessment results				
3) Literacy will be reinforced each day using Imagine Learning for 20 minute sessions.	2, 3, 7	PreK teachers and school administrators	Lesson plans and IFV's will confirm routines are firmly established and small groups are meeting daily				
4) Teachers will monitor progress of math concepts each six weeks using CIRCLE.	3, 7	PK Teachers, PK Supervisors, and Campus Administration					
5) Teachers will analyze assessment data to address the individual strengths and weaknesses in order to plan lessons.	8, 9	Pk teachers and campus administrators.	Teaching Strategies Gold Imagine Learning Lesson plans Instructional Focus Visits				
6) Anchor Charts will be used to connect whole group lessons to guided practice and independent practice.	3, 7, 9	Staff and Administrators	IFV reports Student Products				
7) Field trips will be scheduled to build academic vocabulary and back ground knowledge.	1, 2, 7, 9	Teachers Administrators	Lesson Plans IFV Student work samples Assessment Data				
Funding Sources: 211 Title I - \$1000.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: MISD will support high academic standards.

Performance Objective 2: (Kindergarten) At least 85% of Kindergarten students will read on a Guided Reading Level of D by May 2016.

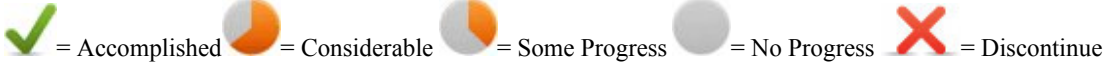
Summative Evaluation: iStation, Imagine Learning, F&P Testing, District Assessments

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) ELAR TEKS will be implemented via Curriculum Management in a balanced literacy format.	3, 10	Kindergarten teachers and school administrators	Performance-based assessment results and running records results for each student				
2) Guided Reading and Individual Conferencing will be in place in all Kindergarten classrooms by the third six weeks with leveled readers.	3, 8, 9	Kindergarten teachers and school administrators	Lesson plans and IFV confirm routines are firmly established and small groups are meeting daily.				
3) Literacy will be reinforced each day through Imagine Learning, small group and whole group instruction.	2, 3	Kindergarten teachers and administrators	Lesson Plans IFV Imagine Learning Reports				
4) Penmanship will be reinforced daily with the program, Handwriting Without Tears.	1, 3	Kindergarten Teachers Administrative staff	Lesson Plans IFV's				
Funding Sources: 211 Title 1							
5) Anchor Charts will be used to connect whole group lessons to guided practice and independent practice	3, 7, 9	Staff and Administrators	IFV walk thrus Student Products				
6) Phonemic awareness will be integrated into daily lessons to ensure mastery of letter recognition and letter sounds.	3, 7, 9	Teachers and Administrators	Kindergarten Assessments and Report Card Data.				
7) Field trips will be scheduled to build academic vocabulary and back ground knowledge.	1, 7, 9	Teachers Administrators	Lesson Plans IFV Student work samples Assessment Data				
Funding Sources: 211 Title 1							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: MISD will support high academic standards.

Performance Objective 3: (Kindergarten) 85% of Kindergarten students will demonstrate mastery of the following 4 TEKS objectives by May 2016: 1) Count orally to 100, identify and write numbers to 20, count and build sets to 20; 2) Identify four 2D shapes 3) Addition & Subtraction using concrete objects 4) Identify and compare measurable attributes of objects.


Summative Evaluation: Review of MISD Kindergarten Report Card.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Kindergarten Teachers will track the reporting requirements for the Math concepts on the MISD report card with the math IFDs to ensure alignment, depth and rigor of instruction and correct pacing.	3, 10	Kindergarten teachers and school administrators	Lesson plans and IFV's will confirm curriculum and instructional alignment to the TEKS				
2) Teachers will implement the usage of Learn Pad into cooperative learning centers.	3	Teachers and Administration	Lesson Plans IFV				
							

Goal 1: MISD will support high academic standards.

Performance Objective 4: (1st Grade) At least 85% of 1st grade students will read on grade level by May 2016.


Summative Evaluation: iStation, F & P Levels, LLI , Imagine Learning, Guided Reading levels and Running Records

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Phonics will be reinforced each day through Imagine Learning, small and whole group instruction.	2, 3	1st grade teachers and school administrators	Lesson plans and IFV's Imagine Learning Reports				
Funding Sources: 211 Title 1							
2) The LLI program will be used with students who are not making adequate progress.	2, 8, 9	1st grade teachers and school administrators	Data from LLI program will show student growth				
3) Teachers will provide Guided Reading instruction to students weekly.	3, 4	Teachers District Coaches Administrative team	Lesson Plans Assessment Data IFV Data				
Funding Sources: 211 Title 1 - \$2000.00							
4) Guided Reading and Individual Conferencing will be in place in all 1st grade classrooms during the second six weeks with leveled readers.	3, 8, 9	Teachers and Administrators	F& P Growth Charts Istation Levels				
Funding Sources: 211 Title 1 - \$2000.00							
5) Anchor Charts will be used to connect whole group lessons to guided practice and independent practice	3, 7, 8	Staff and Administrators	IFV walk thrus Student Products				
6) Field trips will be scheduled to build academic vocabulary and back ground knowledge.	1, 7, 9	Teachers Administrators	Lesson Plans IFV Student Work Samples Assessment Data				
Funding Sources: 211 Title 1 - \$1000.00							
							

Goal 1: MISD will support high academic standards.

Performance Objective 5: 85% of 1st grade students will demonstrate mastery of the math TEKS by May 2016.


Summative Evaluation: Review of 1st grade district math assessment data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Math TEKS will be taught according to the District Scope & Sequence.	3, 10	1st grade teachers and school administrators	Lesson plans and IFV's will confirm curriculum and instructional alignment to the TEKS				
2) District checkpoints will be given based upon the TEKS identified in District Scope and Sequence.	3, 8, 10	1st grade teachers and school administrators	Instructional revisions and additions from analysis of district assessments				
3) Teachers will analyze assessment data and identify students that fall into Tier 1, 2 & 3 and plan lessons to meet students' needs.	3, 8, 9	Teachers Administration	Lesson plans Grade level Meetings IFV				
4) Teachers will utilize Do the Math during the 2nd semester.	2	Teachers District Coaches Administrators	Lesson Plans Grade Level Meetings IFV				
							

Goal 1: MISD will support high academic standards.

Performance Objective 6: 85% of 2nd grade students will read on grade level by May 2016.

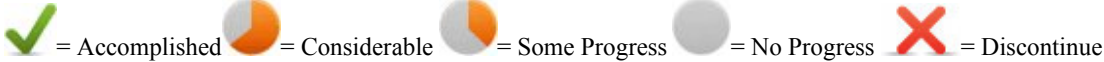
Summative Evaluation: Review iStation, F & P, Guided Reading Levels and Running Records data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) All teachers will provide guided reading weekly to their students.	2, 3, 4	2nd grade teachers District Coaches Administrators	Lesson plans IFV F&P Data District assessments				
Funding Sources: 211 Title 1 - \$2000.00							
2) Teachers will utilize the LLI program during a 30 minute block of time for focused Tier 2 intervention.	2, 8, 9	2nd grade teachers and school administrators	Data from LLI program will show student growth				
3) Phonics will be reinforced each day through Imagine Learning as well as small and whole group instruction.	2, 3, 9	2nd grade teachers Administrators	Imagine Learning Data Lesson Plans IFV				
4) District Checkpoints will be given based upon the TEKS identified in District Scope and Sequence and the Curriculum Management Plan.	2, 8	2nd grade teachers Administrators	Assessment Data				
5) Teachers will analyze data during PLC to address students' strengths and weaknesses in order to identify the needs of students in Tier 1, 2, &3.	8, 9	Teachers Administrative Staff	Imagine Learning Reports Formative assessments District Data				
6) Field trips will be scheduled to build academic vocabulary and back ground knowledge.	1, 7, 9	Teachers Administrators	Lesson Plans IFV Student Work Samples Assessment Data				
Funding Sources: 211 Title 1 - \$1000.00							
							

Goal 1: MISD will support high academic standards.

Performance Objective 7: 85% of 2nd graders will demonstrate mastery of the TEKS by May 2016.






Summative Evaluation: Review of district assessment data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) District checkpoints will be given based upon the TEKS identified in District Scope and Sequence.	2, 3, 8	2nd grade teachers Administrators	Lesson Plans IFV				
				Funding Sources: 211 Title 1 - \$2000.00			
2) Teachers will implement the "Do The Math" Intervention program the first and second semester.	2, 8, 9	2nd grade teachers District Coaches Administrators	Intervention Data				
3) 4) Teachers will analyze data to address students' strengths and weaknesses in order to identify the needs of students in Tier 1, 2, &3.	3, 8, 9	Teachers District Coaches Administration	Lesson Plans IFV PLC Minutes Grade Level Meetings				
							

Goal 1: MISD will support high academic standards.

Performance Objective 8: 85% of 3rd grade students will be reading on grade level by May 2016.


Summative Evaluation: Review of district assessment data, iStation reports.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) All teachers will provide Guided Reading weekly to their students.	2, 3, 4	3rd grade teachers Administrators	Lesson Plans F&P Data IFV				
Funding Sources: 211 Title 1 - \$2000.00							
2) District assessments will be given based upon the TEKS identified in District Scope and Sequence and Curriculum Management Plan.	2, 8	3rd grade teachers and school administrators	IFV Lesson Plans Assessment Data				
3) Imagine Learning will be utilized by students on a weekly basis.	2, 3	Teachers and Administrators	IFV Imagine Learning Reports				
4) Teachers will analyze data to address students' strengths and weaknesses in order to identify the needs of students in Tier 1, 2, &3.	8, 9	Teachers Administrators	Lesson Plans Grade Level Meetings IFV				
5) Resources to Bridge the Gap between classroom instruction and the STAAR test will be implemented into the classroom schedule.	3, 9	Teachers Administration District Coaches	Lesson Plans IFV Assessment Data				
Funding Sources: 211 Title 1 - \$1000.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: MISD will support high academic standards.

Performance Objective 9: 85% of 3rd grade students will master the math readiness standards ,the supporting and process standards by May 2016.


Summative Evaluation: Review of district assessment results.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) District assessments will be given based upon the TEKS identified in District Scope and Sequence and the Curriculum Management Plan.	2, 3, 8	3rd grade teachers and school administrators	IFV Assessment Data				
2) Teachers will utilize a 30 minute block of time for focused Tier 1 and 2 intervention.	2, 8, 9	3rd grade teachers and school administrators	Intervention Data				
3) Accelerated Math will be implemented during intervention.	3, 8, 9	Teachers Administrators District Coaches	Accelerated Math Reports				
4) Resources to Bridge the Gap between classroom instruction and the STAAR test will be implemented into the classroom schedule.	3	Teachers Administration	Lone Star Math Countdown to STAAR Target Math Mentoring Minds				
	Funding Sources: 211 Title 1 - \$1000.00						
							

Goal 1: MISD will support high academic standards.

Performance Objective 10: 85% of 4th-6th grade students will be reading on grade level by May 2016.


Summative Evaluation: Review of district assessment results, Imagine Learning Data, and I station Data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) ELAR TEKS will be implemented via Curriculum Management Plan in a balanced literacy format.	2, 3, 10	4th-6th grade teachers and school administrators	Lesson Plans IFV Assessment data				
2) The Accelerated Reading Program will be utilized to encourage students to progress at least one year in their reading level.	1, 2, 8, 9	Classroom Teachers	Data from Accelerated Reading Program				
3) Guided Reading and Individual Conferring will be in place during the second six weeks with leveled readers.	3, 8, 9	Teachers District Coaches Administrators	Lesson Plans IFV F&P Data Imagine Learning Reports Istation Reports				
4) Anchor Charts will be used to connect whole group lessons to guided practice and independent practice	3, 7, 8	Staff and Administrators	IFV walk thrus				
5) Resources to Bridge the Gap between classroom instruction and the STAAR test will be implemented into the classroom schedule.	3, 9	Teachers Administrators District Coaches	Lesson Plans IFV Assessment Data				
							

Goal 1: MISD will support high academic standards.

Performance Objective 11: 85% of 4th-6th grade students will master the math readiness standards, the supporting and process standards by May 2016.


Summative Evaluation: Review of district assessment results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) District assessments will be given based upon the TEKS identified in the District Scope and Sequence.	2, 3, 8	4th-6th grade teachers Administrators	Lesson Plans IFV Assessment Data				
2) Teachers will provide focused Tier 1 and 2 intervention.	2, 8, 9	4th-6th grade teachers and school administrators	Quintile Reports Intervention Data				
3) Teachers will utilize Accelerated Math program in their classroom to meet the individual needs of their students.	3, 8, 9	Teachers Administrators District Coaches	Accelerated Math Reports				
4) Resources to Bridge the Gap between classroom instruction and the STAAR test will be implemented into the classroom schedule.	3, 8, 9	Teachers Administrators	STAAR4WARD Instructional Strategies Lone Star Math Countdown to STAAR Daily Rigor Target Math Mentoring Minds Kamico				
							

Goal 1: MISD will support high academic standards.

Performance Objective 12: For the 2015-2016 school year, Rusk's daily attendance goal will be 97%.






Summative Evaluation: Eduphoria Report

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will contact parents/guardians when students have been absent more than two days in a row to help eliminate unnecessary absences.	6	Teachers	Communication Logs				
2) Students & Parents will be recognized for perfect attendance during awards ceremony.	1, 6	Teachers and Administrators	Awards Assemblies				
3) Parents are required to sign in students that arrive at school past the tardy bell.	6	Administrators	Attendance Reports				
4) Parents will be notified if their child has attendance issues that infringe on the state law.	6	Administrators	Attendance Letters Parent Link				
5) Students will be placed in a drawing each six weeks for a perfect attendance treat.	1, 2, 6, 10	Administrative Team	Winner of Drawing PK-2 Winner of Drawing 3-6				
							

Goal 1: MISD will support high academic standards.

Performance Objective 13: 75% of Rusk 5th grade students will master the Science TEKS.

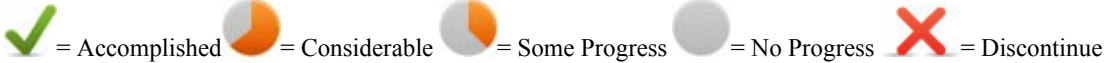
Summative Evaluation: Review Of Asesement Data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Teacher will enhance the District Curriculum with supplemental resources.	2, 3	Teachers Administrators	Lesson Plans IFV Stemscopes				
System Safeguard Strategies 2) District checkpoints will be administered based upon scope and sequence.	8, 9	Teachers Administrators	Lesson Plans IFV PLC Minutes Grade Level Meetings				
System Safeguard Strategies 3) Teacher will analyze assessment data and plan intervention for Tier 1, 2, and 3 students using quintile reports from Eduphoria.	8, 9	Teachers Administrators	Formative Assessments District Assessments Lesson Plans IFV				
System Safeguard Strategies 4) Teachers in K-6th grade will plan hands on lab like lessons weekly to increase academic vocabulary.	2, 3, 9	Teachers District Coaches Administrators	Lesson Plans IFV Assessment Data				
5) Resources to Bridge the Gap between classroom instruction and the STAAR test will be implemented into the classroom schedule.	3, 9	Teachers Administrators District Coaches	Lesson Plans IFV Assessment Data				
Funding Sources: 211 Title 1 - \$1000.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: MISD will support high academic standards.

Performance Objective 14: 75% of Rusk 4th Graders will master the Writing TEKS by May 2016


Summative Evaluation: District and State Data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Teacher will enhance district curriculum with supplemental resources.	2, 3	Teachers District Coaches Administrators	Lesson Plans IFV				
System Safeguard Strategies 2) Professional Development from outside district will be provided to 3rd & 4th grade writing teachers	2, 4, 9	Teacher Administrators Gretchen Bernabei Associates	Student Portfolios Assessment Data Lesson Plans IFV				
Funding Sources: 211 Title 1 - \$2000.00							
System Safeguard Strategies 3) All Teachers K-6th grade will integrate writing weekly across all content areas using grammatically and structurally sound pieces of writing. Math-Reading-Science-Social Studies		Teachers District Coaches Administrators	Student Samples Lesson Plans IFV				
4) Resources to Bridge the Gap between classroom instruction and the STAAR test will be implemented into the classroom schedule.	3, 9	Teachers Administrators District Coaches	Lesson Plans IFV Assessment Data				
Funding Sources: 211 Title 1 - \$1000.00							
							

Goal 2: MISD will recruit, develop, and support highly motivated staff members who maximize student success.

Performance Objective 1: 100% of Rusk teachers will meet the NCLB criteria of Highly Qualified.


Summative Evaluation: Human Resources Teacher Records

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) A campus interview team will interview applicants and base recommendations for selection on certifications, experience and references.	1, 3, 5	Campus interview team	Teacher performance				
2) Teacher Placement will be based on experience and training.	1, 3	Campus Administration	PDAS, IFV, Teacher performance				
							

Goal 2: MISD will recruit, develop, and support highly motivated staff members who maximize student success.

Performance Objective 2: 100% of the Staff members will be provided opportunities to participate in professional growth opportunities to address instructional goals and improve student performance.






Summative Evaluation: Teacher instructional performance

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Increasing the number of ESL teachers at each grade level .	1, 2, 3, 4	Teachers and school administrators	Certification test.				
2) PLC and Staff meetings provide opportunities for team building through sharing of new instructional strategies and resources received at professional development opportunities.	1, 2, 3, 4	District staff, campus staff, and school administrators	Lesson plans and IFV's will confirm the use of quality instructional strategies in the classroom.				
3) Utilize the Early Release Days for the campus to focus on STAAR4WARD, PLC,-Professional Learning Communities, Champs, Lesson Planning, Curriculum Management Plan, and Vertical planning.	4	Campus Administration	Lesson Plans and IFV .				
4) Develop safe, trusting, self-managing classrooms to improve classroom attendance by building students' motivation and helping them take responsibility for their actions and performance	1, 2, 4	Campus Administration and Counselor	IFV Data and Attendance Reports				
							

Goal 2: MISD will recruit, develop, and support highly motivated staff members who maximize student success.

Performance Objective 3: Each ESL student will improve one level on TELPAS and one grade level in academic knowledge.


Summative Evaluation: TELPAS, STAAR, RENSTAR, F&P Data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Professional Development will be provided by ELL Coaches on Language and Content.	2, 3, 4	Teachers ELL Coaches Administrators	Lesson Plans IFV Self Reflections				
2) ESL student progress will be monitored using google docs so all teachers have access.	2, 8, 10						
3) ESL paraprofessional will assist students in their general education classroom to help them transition into the learning environment to ensure high levels of academic success.	2, 9, 10	Teachers ESL para Administrators	IFV Self Reflections Assessment Data				
				Funding Sources: 211 Title I - \$18000.00			
4) Newcomer Academy will be offered to students new to the US. 2 years or less is the requirement.	1, 2, 10	Teachers Administrators Bilingual Dept.	Lesson Plans LPAC Minutes TELPAS				
5) Two ESL certified teachers will provide Pull out program for ESL students 45 minutes daily.	1, 2, 10	Teachers Administrators Bilingual Dept.	Lesson Plans LPAC Minutes TELPAS				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: MISD will recruit, develop, and support highly motivated staff members who maximize student success.

Performance Objective 4: 100% of Rusk Staff will implement the lesson plan wheel on CMP- Curriculum Management Plan in Eduphoria for the submission of weekly lesson plans.


Summative Evaluation: Eduphoria Data
Self Reflections
PLC minutes

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Professional Development will be provided for Lesson Plan Template and Critical attributes on Lesson Plan Wheel.	2, 4	Administrators Eduphoria Team Technology Coach	Eduphoria Data Lesson Plans IFV Self Reflections				
2) Teachers will create Level 3 lessons and post them on their Eduphoria account each Monday morning.	2, 3	Teachers Administrators	Eduphoria Self Reflections				
3) Teachers will implement STAAR4WARD resources and strategies into their lessons to increase the level of academic rigor.	2, 4, 8, 9	Teachers District Coaches Administrators	Lesson Plans IFV Assessment Data				
							

Goal 3: MISD will provide facilities that support exemplary learning environments

Performance Objective 1: The Rusk staff will advance one level on the STAR chart by implementing and evaluating current technological software.


Summative Evaluation: Report to technology department, STAR chart, IFV documentation

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Continue to update equipment in the classrooms and the computer lab with the bond money provided by the district.	1, 2	District Technology Department Campus Administrator	Fully functioning technology in the classroom.				
2) Continue to upgrade the infrastructure to support the additional learn pads and technology equipment.	1, 2	District Technology Department Campus Administration	Completion of wireless access points, completion of infrastructure plan for campus				
							

Goal 4: MISD will fully develop positive partnerships with Midland's community and business organizations.

Performance Objective 1: Parents and community will be provided at least 5 opportunities to interact at the campus with an instructional focus.






Summative Evaluation: Review of information on the end-of-year parent survey and also logs of academic activities where parents attend.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Parental/community involvement opportunities include: Meet the Teacher Night, Open House, Math Night, Title I Parent Information Meetings, PTA meetings, parent conferences, School Orientation for Families from Burma, Online access to txgradebook, campus web pages, monthly Character Education luncheons, Veteran's Day Program, September 11th Ceremony, Awards Assemblies, , Volunteers in Public Education, Partners in Education	1, 2, 6, 7, 9, 10	Assistant Principal, CEIC members, Counselor, Parent Volunteers, Principal, Teachers	Parent, teacher, and CEIC feedback/input and increased involvement as evidenced by attendance at various functions, PTA Board minutes, PTA membership, parent participation with online access to txgradebook, student/school planners, parent conference logs, Parent Compact Agreements, ARD/504/STAT minutes, sign-in sheets, Parent Survey response				
Funding Sources: 199 Local - \$2500.00							
							

Goal 4: MISD will fully develop positive partnerships with Midland's community and business organizations.

Performance Objective 2: 100% of staff will increase communication between school and home.


Summative Evaluation: Review of parent contact logs and parent end-of-year survey.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Daily Planners and Home Folders will be sent home with students to promote a common understanding of academic expectations.	1, 2, 6	Campus Administration Classroom Teachers	Parent feedback Parent survey				
Funding Sources: 211 Title 1 - \$2000.00							
2) Campus website as well as teacher websites will be updated in a timely manner.	6	Campus Administration Classroom Teachers	End of year survey				
3) Parentlink will be utilized to inform parents about district and campus level activities.	6	Campus Administration	Parentlink reports				
4) Progress reports will be sent home with students in 2-6th grade at after each three weeks of the grading period.	2, 6	Classroom Teachers	txgradebook Reports				
5) Access to txgradebook and Parent Portal will be offered to all parents.	6	Campus Administration	txgradebook waiver forms.				
6) Monthly newsletters will be sent home with each student and posted on the website.		Teachers Administrators	Parent Feedback Surveys				
7) Posters will be displayed in cafeteria and on Parent Communication Bulletin Board to advertise vital campus and district information to parents.	6, 9	Staff and Admin	Parent attendance				
Funding Sources: 211 Title 1 - \$4000.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: MISD will exercise fiscal responsibility.

Performance Objective 1: The 2013-14 Rusk budget will be reviewed, discussed and all accounts will be reconciled with 100% accuracy.


Summative Evaluation: 2013-14 Audit Results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) The CEIC will review the various budgets, new programs, and campus improvement plan.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	CEIC members and school administrators	CEIC agendas				
2) The principal and secretary will meet periodically to review and reconcile all budget accounts.	10	School secretary and administrators	Balanced Budget				
							

Goal 5: MISD will exercise fiscal responsibility.

Performance Objective 2: 100% of Title 1 funds as allocated by federal, state, and district, will be used to address student needs.

Summative Evaluation: Review of Title 1 budget.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Using the Campus Improvement Plan Needs Assessment, all Title I funding will be allocated according to the student needs.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	CEIC members and school administrators	Review of Campus Needs Assessment and Budget				
2) Administration will attend Title I meetings with District Personnel to ensure proper expenditure of funds.	1, 2, 4	Campus Administration	Use of funds approved by Executive Director of Student Services				
							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	13	1	Teacher will enhance the District Curriculum with supplemental resources.
1	13	2	District checkpoints will be administered based upon scope and sequence.
1	13	3	Teacher will analyze assessment data and plan intervention for Tier 1, 2, and 3 students using quintile reports from Eduphoria.
1	13	4	Teachers in K-6th grade will plan hands on lab like lessons weekly to increase academic vocabulary.
1	14	1	Teacher will enhance district curriculum with supplemental resources.
1	14	2	Professional Development from outside district will be provided to 3rd & 4th grade writing teachers
1	14	3	All Teachers K-6th grade will integrate writing weekly across all content areas using grammatically and structurally sound pieces of writing. Math-Reading-Science-Social Studies

State Compensatory

Budget for Rusk Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
211.11.6119.00.116.3	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$15,700.00
211.61.6119.00.116.3	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$2,400.00
	6100 Subtotal:	\$18,100.00
6300 Supplies and Services		
211.11.6398.00.116.3	6398 Computer Supplies/Software - Locally Defined	\$17,000.00
211.11.6399.00.116.3	6399 General Supplies	\$71,000.00
	6300 Subtotal:	\$88,000.00

Personnel for Rusk Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
ESL Teacher Assistant	ESL Teacher Assistant	ESL	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Biola Barrera	Instructional Aide-ESL	Title 1	

2015-2016 Campus Education Improvement Committee

Committee Role	Name	Position
Principal	Leslie Goodrum	Principal
Assistant Principal	Dora Flores	AP
Business Representative	Nancy Wells	HEB Partner In Education
Classroom Teacher	Kathy Almanza	5th Grade Teacher
Classroom Teacher	Rosallba Dutchover	ELL Teacher
Classroom Teacher	Tom Kyle	6th Grade Teacher
Classroom Teacher	Alexis Parrish	4th Grade Teacher
Community Representative	Donna White	Substitute
District-level Professional	Rae Riley	Science Coach
Parent	Kristie Chisuwa	Kindergarten & 3rd Grade Parent

Campus Funding Summary

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Field Trip to Airport,Museum, etc...		\$1,000.00
1	2	4	Handwriting Without Tears	838.75	\$0.00
1	2	7	Library, Museums, etc...		\$0.00
1	4	1			\$0.00
1	4	3	Guided reading Books		\$2,000.00
1	4	4	Leveled Guided reading Books		\$2,000.00
1	4	6	Field Trips to Library, Fiddlesticks, Fire station, etc		\$1,000.00
1	6	1	Guided reading Books		\$2,000.00
1	6	6	Museums. Library, etc...		\$1,000.00
1	7	1	Guided reading Books		\$2,000.00
1	8	1	Guided Reading Books		\$2,000.00
1	8	5	Staar Ready, Kamico, Mentoring Minds		\$1,000.00
1	9	4	STAAR READY Kamico, Mentoring Minds		\$1,000.00
1	10	3	Leveled Readers		\$15,000.00
1	10	5	Staar Ready, Kamico, Mentoring Minds,		\$1,000.00
1	13	5	Stemscopes Kamico Mentoring Minds		\$1,000.00
1	14	2	Gretchen Bernabei		\$2,000.00
1	14	4	Grammar Keepers Staar Ready Kamico		\$1,000.00
2	3	3	Salary for ELL Assistant		\$18,000.00
4	2	1	Planners and Home Folders		\$2,000.00
4	2	7	Poster paper and Ink		\$4,000.00
Sub-Total					\$59,000.00
199 Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

4	1	1	Cost for supplies required for parent involvement activities		\$2,500.00	
					Sub-Total	\$2,500.00
					Grand Total	\$61,500.00