Midland Independent School District
Rusk Elementary
2017-2018 Campus Improvement Plan
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.
Comprehensive Needs Assessment

Demographics

Demographics Summary

The enrollment of as September 22, 2017 at Rusk Elementary is 422 students. We are a Title I campus within MISD guidelines with 53% (224) of our students being identified as Economically Disadvantaged.

Rusk is designated as an ESL campus hosting students from a variety of ethnic backgrounds. Our ESL student population is currently at 11% (49).

The administrative team at Rusk consists of Dora Flores, the principal and Charla Long, the assistant principal.

Demographics Strengths

The "Food to Kids" program is implemented at Rusk. The Rotary Club has adopted Rusk Elementary for two concurrent years. The Rotarian's volunteer and read with our kinder and first grade students and students get a book at the end of the year. Operation Warm partners with Rusk to provide coats for our students. Lee High School senior students provide after school tutorials once a week. Lee High also adopts about 50 students through their Santa's Little Helpers Christmas event and provide students with toys and clothing for the holiday season.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our 2017 Writing STAAR scored at 69% with our Economically Disadvantaged students making up 68% and 60% of our ELL current and monitored students. Root Cause: There's a lack of systemic writing instruction across the grade levels which impact our 4th grade writing scores.
**Student Academic Achievement**

**Student Academic Achievement Summary**

In 2017, Rusk Met Standard on the TEA Accountability Rating. Rusk met standard on Student Achievement, Student Progress, Closing performance gaps, and Post Secondary Readiness. Rusk will use district assessments, TELPAS, STAAR results, Fountas and Pinnell, iStation, Imagine Math, TEMI, teacher data, and classroom Common Formative Assessments to set goals for student progress. Teachers will meet in vertical and horizontal teams for collaboration on weekly and biweekly schedule. Grade level vertical collaboration for K-6 in all subject areas will take place monthly. The PLC Committees will assess data, analyze data, create goals, and adjust instruction as necessary.

**Student Academic Achievement Strengths**

Rusk "Met Standard" in each of the 4 indices on STAAR. Each index increased from 2016.

Rusk STAAR continues to maintain standardized testing scores that are at or above the district averages in reading, math, writing, and science.

While STAAR Writing Indicator Score was at 13% in Quartile 1, we still need to build the writing across the grade levels especial in the primary grades.

**Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Lack of systematic approach to writing instruction across the grade levels. **Root Cause:** Various programs have been used in the past but there's a lack of consistency and quality resources thus contributing to gaps in the primary grades.
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
- State and federal planning requirements

**Accountability Data**
- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

**Student Data: Assessments**
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

**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.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- PDAS and/or T-TESS

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Communications data
**Goals**

**Goal 1:** The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 50% to 62% by the end of school year 2017-2018

**Performance Objective 1:** The percentage of students in grades K-2 who are reading on or above grade level on iStation/iEspanol will increase from 57% to 69% by the end of school year 2018. (December 2016 baseline of 57%)

**Evaluation Data Source(s) 1:** iStation - monthly reports will be used to monitor student progress and adjust interventions

**Summative Evaluation 1:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>Title I</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
</tr>
</thead>
</table>
| **Critical Success Factors**  
CSF 1 CSF 2 CSF 4 | 1, 2, 8, 9 | Principal, Asst. Principal, Special Ed Teacher, General Ed. Teacher | Lesson Plans, Eduphoria Data, iStation, F&P, LLI, TEMI, Imagine Math | Formative | Summative |
| 1) Identify students working below grade level will increase targeted instruction | | | | Dec | Feb | Apr | June |
| **Critical Success Factors**  
CSF 1 CSF 2 | 2, 3, 8, 9 | Principal, Asst. Principal, Special Ed Teacher, General Ed. Teacher | CFA, unit tests, district checkpoints, and state assessments | | |
| 2) Common Formative Assessments will be created at campus level to access student growth prior to the district checkpoints. | | | | | |
| **Critical Success Factors**  
CSF 1 CSF 2 | 1, 2, 3, 8, 9 | Principal, Asst. Principal, ESL Teacher, and General Ed. Teacher | REACH data, INSIDE data, Lesson Plans, istation results, SRI results, F&P data | | |
| 3) Asian Subpopulation will receive small group instruction in reading. | | | | | |
| **Critical Success Factors**  
CSF 1 CSF 4 | 2, 3, 8, 9 | Principal, Asst. Principal, Special Ed Teacher, Speech Therapist, General Ed. Teacher | Annual ARD, IEPs, 504s, Eduphoria data | | |
<table>
<thead>
<tr>
<th>Critical Success Factors</th>
<th>CSF 1</th>
<th>CSF 2</th>
<th>2, 5, 9</th>
<th>Principal, Asst. Principal, Special Ed Teacher, General Ed. Teacher</th>
<th>Student Data Folders</th>
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<tbody>
<tr>
<td>5) 5) Students will create progress monitoring data folders/binders to chart their individual growth in reading, writing, math, and science.</td>
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- ➔ = Continue/Modify
- 🍊 = Considerable
- 🍊 = Some Progress
- 🍊 = No Progress
- ✗ = Discontinue
**Goal 1:** The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 50% to 62% by the end of school year 2017-2018

**Performance Objective 2:** The percentage of students in grades K-2 who are reading on or above grade level on Fountas & Pinnell (F&P) will increase from 68% to 75% by the end of school year 2018. (December 2016 baseline of 68%)

**Evaluation Data Source(s) 2:** F&P and running records will be used to monitor student progress

**Summative Evaluation 2:**

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</thead>
</table>
| **Critical Success Factors**  
CSF 1 CSF 4 CSF 7  
1) 1) Lead4ward strategies will be modeled with staff during professional development, PLC time, grade level planning, and content specific sessions. | 3, 4, 5, 10 | Principal, Asst. Principal, Special Ed Teacher, General Ed. Teacher | PD agendas/minutes  
PLC agendas/minutes |
| Funding Sources: 211 Title 1 - $14,100.00 |

| Critical Success Factors  
CSF 1 CSF 4 CSF 7  
2) 2) Instructional Strategies will be implemented into lessons of all content areas in PK-6th grade. | 2, 3, 8, 9 | Principal, Asst. Principal, Special Ed Teacher, ESL Teacher, General Ed. Teacher | Lesson plans, IFV data, TTESS observations. |

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<tr>
<th>Reviews</th>
<th>Formative</th>
<th>Summative</th>
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<tr>
<td>Dec</td>
<td>Feb</td>
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**Critical Success Factors**

- CSF 1
- CSF 4
- CSF 7

**Monitoring Strategy's Expected Result/Impact**

- PD agendas/minutes
- PLC agendas/minutes

**Funding Sources:** 211 Title 1 - $14,100.00

- Principal
- Asst. Principal
- Special Ed Teacher
- General Ed. Teacher

**Evaluation Data Source(s):**

- F&P
- Running records

**Critical Success Factors:**

- CSF 1
- CSF 4
- CSF 7

**Instructional Strategies**

- Implemented into lessons of all content areas in PK-6th grade.

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<th>= Some Progress</th>
<th>= No Progress</th>
<th>= Discontinue</th>
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</table>
Goal 1: The percentage of students in grades K-2 who are reading on or above grade level on multiple measures will increase from 50% to 62% by the end of school year 2017-2018

Performance Objective 3: The percentage of PreKindergarten students producing 40 letter sounds on a district checkpoint will increase from an expected performance of 72% to 75% by the end of school year 2018.

Evaluation Data Source(s) 3: CLI (Circle) at beginning, middle, and end of year

Summative Evaluation 3:

<table>
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<tr>
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<td></td>
<td></td>
<td></td>
<td>Dec</td>
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<tr>
<td>Critical Success Factors</td>
<td>3, 4, 6, 8</td>
<td>Principal, Asst. Principal, Special Ed Teacher, General Ed. Teacher</td>
<td>Lesson Plans, IFV data, TTESS observations.</td>
<td>Feb</td>
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<tr>
<td>1) PK teachers will use Frog Street and Circle for assessments.</td>
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<td>June</td>
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**Goal 2:** The percentage of students in grades 3-8 who meet standard on both reading and math STAAR will increase from 52% to 65% by the end of school year 2018.

**Performance Objective 1:** The percentage of students in grades 3-8 on track to meet Approaches on both reading and math district checkpoints will increase from 52% to 65% by the end of school year 2018.

**Evaluation Data Source(s) 1:** On track progress during the year will require 30% of the questions on both math and reading district checkpoints to be answered correctly in September and 60% in February.

**Summative Evaluation 1:**

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<th>Strategy Description</th>
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</table>
| **Critical Success Factors**  
CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7  
1) Rusk will meet regularly as a grade level, vertical team, use PLC framework to use current and historical data to plan for instruction that meets the diverse needs of our students. | 1, 2, 3, 5, 8, 9 | ELA Teachers, math teachers, interventionist teachers, principal | Improvement of classroom instruction and student learning. |
| **Critical Success Factors**  
CSF 2 CSF 4 CSF 6  
2) Reading specialist will pull guided reading groups daily to support 1st and 2nd grade students with the emphasis on 1st grade. | 1, 2, 3, 8, 9 | Teachers, reading specialist, principal, assistant principal | Running records, MOY and EOY F&P will show student progress in reading.  
iSIP Reports each month will show and increase of students on Tier I level. |

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**Goal 2:** The percentage of students in grades 3-8 who meet standard on both reading and math STAAR will increase from 52% to 65% by the end of school year 2018.

**Performance Objective 2:** The percentage of economically disadvantaged students in grades 3-8 on track to meet Approaches on both reading and math district checkpoints will increase from 39% to 50% by the end of school year 2018.

**Evaluation Data Source(s) 2:** On track progress during the year will require 30% of the questions on both math and reading district checkpoints to be answered correctly in September and 60% in February.

**Summative Evaluation 2:**

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<tr>
<td><strong>Critical Success Factors</strong></td>
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<tr>
<td>CSF 1 CSF 2 CSF 3 CSF 6</td>
<td>1, 2, 8, 9</td>
<td>Teachers, support staff, and administration.</td>
<td>Students will monitor their own learning with teacher scaffold.</td>
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<td>1) Staff will monitor student growth by setting personal goals with each student and track progress on individual data folders.</td>
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<td><strong>Critical Success Factors</strong></td>
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<tr>
<td>CSF 2</td>
<td>2, 8, 9</td>
<td>Teachers, instructional specialist, administrators</td>
<td>Monitoring the data will determine intervention and enrichment groups for daily instruction and Saturday school.</td>
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<td>2) Teachers will monitor CFA's and district checkpoints via data room, grade level data</td>
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Legend:
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Goal 2: The percentage of students in grades 3-8 who meet standard on both reading and math STAAR will increase from 52% to 65% by the end of school year 2018.

Performance Objective 3: The percentage of students in grades 3-8 on track to meet Masters on both math and reading will increase from 6% to 9% by the end of school year 2018.

Evaluation Data Source(s) 3: On track progress during the year will require 40% of the questions on both math and reading district checkpoints to be answered correctly in September and 75% in February.

Summative Evaluation 3:

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<tr>
<td>Critical Success Factors</td>
<td>1, 2, 8, 9</td>
<td>Teachers, support staff, administration</td>
<td>Students will monitor their own growth with teacher scaffolding.</td>
<td>Formative</td>
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<td>CSF 1 CSF 2 CSF 3 CSF 6</td>
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<tr>
<td>1) Staff will monitor student growth</td>
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<td>student and track progress on</td>
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<td>individual data folders.</td>
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Goal 2: The percentage of students in grades 3-8 who meet standard on both reading and math STAAR will increase from 52% to 65% by the end of school year 2018.

Performance Objective 4: The percentage of students in grades 3-8 who score on or above grade level in reading (utilizing iStation/iEspanol) and score proficient or advanced in math (utilizing Imagine Math) will increase from X% to Y% by the end of school year 2018.

Evaluation Data Source(s) 4: Baseline will be established in School Year 2017-2018 when grades 6-8 implement iStation.

Summative Evaluation 4:

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<tbody>
<tr>
<td>Critical Success Factors</td>
<td>1, 2, 3, 8, 9, 10</td>
<td>Administration, Reading Interventionist, ESL teacher, classroom teachers</td>
<td>Student gaps will be identified and intervention will be provided to help students master TEKS</td>
<td>Dec</td>
</tr>
<tr>
<td>1) Rusk will provide intervention in reading and math daily to students in Tier 2 and 3 with specific TEKS and SE lessons using LLI, iStation, Imagine Math, Xtramath, Lonestar Math, and teacher created lesson.</td>
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<td>June</td>
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</table>
Goal 3: Rusk's attendance was 96.5% we will increase at least 2 percentage points by the end of the 2017-2018 school year.

Performance Objective 1: Percentage of students having 96% or better will increase two percentage points from 2016-2017 to 2017-2018.

Evaluation Data Source(s) 1: Attendance Reports.

Summative Evaluation 1:

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</thead>
<tbody>
<tr>
<td>1) Daily recognition of classes with 100% attendance.</td>
<td>1, 2, 10</td>
<td>teachers, attendance clerk, administration</td>
<td>Increase time at school will increase student progress.</td>
<td></td>
</tr>
<tr>
<td>2) We host a six weeks awards assembly to recognize student and parent for perfect attendance and honor roll.</td>
<td>1, 2, 6, 10</td>
<td>teachers, attendance clerk, administration</td>
<td>Increase time at school will increase student progress.</td>
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Funding Sources: 211 Title 1 - $500.00

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Goal 3: Rusk's attendance was 96.5% we will increase at least 2 percentage points by the end of the 2017-2018 school year.

Performance Objective 2: Rusk will promote a safe and welcoming environment for all students by increasing our mentor programs and parent engagement participation.

Evaluation Data Source(s) 2: Parent, staff, Student Surveys, Parent Conference Participation Data, Volunteer Log

Summative Evaluation 2:

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<th>Strategy Description</th>
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<th>Strategy's Expected Result/Impact</th>
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<tbody>
<tr>
<td>Critical Success Factors</td>
<td>5, 6, 9</td>
<td>Teachers, counselor, administration</td>
<td>Students needing additional support will improve in reading and math.</td>
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1) Rusk partners with Fun Club members who come and read with several students per week. Rotary Club members come and read with kindergarten students.

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<th>Reviews</th>
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Goal 4: 100% of Midland ISD Instructional Expectations for 2017-2018 will be met.

Performance Objective 1: By providing ongoing professional development and a variety of instructional strategies in Social Studies and Science, the overall achievement for all students will show growth and targeted populations (ELL and SPED) will increase 5-10% on STAAR in 2018.

Evaluation Data Source(s) 1: Campus visits, district assessments, and STAAR scores

Summative Evaluation 1:

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</thead>
<tbody>
<tr>
<td>Critical Success Factors</td>
<td>1, 2, 3, 4, 5, 9</td>
<td>Teachers, reading specialist, administration.</td>
<td>CFA, checkpoint, district benchmarks</td>
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<td>CSF 1 CSF 2 CSF 4 CSF 7</td>
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<tr>
<td>1) Teachers will participate in ongoing professional development in all subject areas. Teachers will conduct classroom observation in each other's classrooms.</td>
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<tr>
<td>Critical Success Factors</td>
<td>1, 6, 10</td>
<td>Principal, assistant principal, counselor, PTA, teachers</td>
<td>Increase in parent involvement to support student learning.</td>
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<tr>
<td>CSF 5</td>
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<tr>
<td>2) Opportunities will be provided to ensure parental involvement such as PTA meetings, programs, Donuts for Dads, and instructional learning nights. Parent conferences will also contribute to parental involvement. Online resources such as access to grades and online access to campus web pages.</td>
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= Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue
Goal 4: 100% of Midland ISD Instructional Expectations for 2017-2018 will be met.

Performance Objective 2: The number of K-12 students on track toward graduation will be 88.1% or greater.

Evaluation Data Source(s) 2: District assessments and STAAR scores

Summative Evaluation 2:

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</thead>
<tbody>
<tr>
<td><strong>Critical Success Factors</strong>&lt;br&gt;CSF 2 CSF 4 CSF 6</td>
<td>1, 2, 3, 8, 9</td>
<td>Teachers, reading interventionist, administration</td>
<td>Student progress will be measured and teachers will be able to identify the interventions and enrichment opportunities.</td>
<td>Dec Feb Apr June</td>
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1) Teachers will provide guided reading or small group reading at the student's instructional level during intervention and or guided reading time daily. This will ensure that students will be on grade level and prepared for the following school year.

= Accomplished  = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue
**Goal 4:** 100% of Midland ISD Instructional Expectations for 2017-2018 will be met.

**Performance Objective 3:** The attendance rate will increase by 2% over the prior year rate or maintain above 96%.

**Evaluation Data Source(s) 3:** District Attendance reports

**Summative Evaluation 3:**

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<tbody>
<tr>
<td>1) Rusk will increase student attendance by at least 2% through recognition of students coming to school on time.</td>
<td>1, 2, 10 Teachers, Attendance Clerk, Administration</td>
<td>Increase time at school will increase student progress.</td>
<td>Formative</td>
<td>Summative</td>
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<td>Dec</td>
<td>Feb</td>
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<td>✔</td>
<td>✈️</td>
</tr>
</tbody>
</table>
Goal 4: 100% of Midland ISD Instructional Expectations for 2017-2018 will be met.

Performance Objective 4: All TEA required trainings for staff and additional trainings for counselors will be conducted and implemented.

Evaluation Data Source(s) 4: Staff Development sign in sheets, Counseling lessons for students, Counselor monthly calendars, counselor training sign in sheets and PEIMS reports students on track.

Summative Evaluation 4:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>Title I</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Success Factors</td>
<td>1, 2, 3, 4, 9</td>
<td>Teachers, Instructional Specialist, Administrators, counselor</td>
<td>CFA and Checkpoint will show student progress with a focus on Essential Standards. Students will practice characteristics and behaviors from the 9 Character Traits.</td>
</tr>
</tbody>
</table>

1) Teachers in K-6 will participate in on going Professional Development. Counselor will implement MISD's Character Education.

<table>
<thead>
<tr>
<th>Reviews</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec</td>
<td>Feb</td>
<td>Apr</td>
</tr>
</tbody>
</table>

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue
Goal 4: 100% of Midland ISD Instructional Expectations for 2017-2018 will be met.

Performance Objective 5: MISD will put into operation programs, activities and procedures for all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).

Evaluation Data Source(s) 5: Sign-in sheets, agendas, campus and district surveys

Summative Evaluation 5:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>Title I</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Opportunities will be provided to ensure parental involvement such as PTA meetings, programs, instructional learning nights, parent conferences, online access to grades and online access to campus web page. Including: Meet the Teacher, Math/Reading, PTA programs, Award Ceremonies, Movie Family night</td>
<td>1, 6, 10</td>
<td>Principal, Teachers, Counselor, PTA</td>
<td>Increase in parent involvement to support student learning will increase student progress.</td>
<td></td>
</tr>
</tbody>
</table>

= Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue
**Goal 4:** 100% of Midland ISD Instructional Expectations for 2017-2018 will be met.

**Performance Objective 6:** Discretionary placements to DAEP of special education students will be monitored every six weeks.

**Evaluation Data Source(s) 6:** Six week Discipline placement reports will be provided to campus administrators.

**Summative Evaluation 6:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>Title I</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Success Factors</strong></td>
<td>1, 2, 6</td>
<td>Teachers, administrators, clerk, counselor</td>
<td>Increase in positive behaviors.</td>
<td></td>
</tr>
<tr>
<td>CSF 1 CSF 4 CSF 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Rusk's Positive Behavior Intervention System of Canine cash is used to encourage positive behavior among students. When a student earns a Canine Cash, students earn various rewards such as free homework pass, no uniform pass, eat lunch on the stage with a friend, or have lunch with the principal or counselor.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rusk uses CHAMPS to set expectations in the classroom and throughout the campus. This encourages positive behavior.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Critical Success Factors (CSF):**
- CSF 1
- CSF 4
- CSF 6

**Rusk Elementary**
Generated by Plan4Learning.com

22 of 26

Campus #116
November 27, 2017 12:37 pm
Goal 4: 100% of Midland ISD Instructional Expectations for 2017-2018 will be met.

Performance Objective 7: Close the 20% achievement gap between ELL student population and the all student group achievement on STAAR by ensuring appropriate language of instruction.

Evaluation Data Source(s) 7: Student Progress Monitoring through F&P levels, Woodcock Munoz scores, TELPAS scores, PLD levels, iStation tiers, STAAR data, and district checkpoints.

Summative Evaluation 7:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>Title I</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
</tr>
</thead>
</table>
| **Critical Success Factors**  
CSF 1 CSF 2 CSF 4  
1) The use of content and language objectives is posted in the classroom and referred to by students and teacher at the introduction of a lesson.  
Mrs. Barrera, Rusk's ESL paraprofessional, pushes in the classrooms to assist ESL students and help support the classroom teacher to ensure student comprehension. | 1, 3, 4, 10 | Classroom teacher, ESL teacher, paraprofessional, administrators | Student progress will be made as evidenced by TELPAS scores, Woodcock Munoz, and district benchmarks |

Funding Sources: 211 Title 1 - $26,000.00

<table>
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<tr>
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<td>Dec</td>
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</tbody>
</table>

= Accomplished  ➔ = Continue/Modify  🍈 = Considerable  🍁 = Some Progress  🍂 = No Progress  ✗ = Discontinue
**Goal 4:** 100% of Midland ISD Instructional Expectations for 2017-2018 will be met.

**Performance Objective 8:** 100% of core academic teachers will be trained in English Language Proficiency Standards.

**Evaluation Data Source(s) 8:** Sign-in sheets, completion certificates, campus verification forms

**Summative Evaluation 8:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>Title I</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
</tr>
</thead>
</table>
| **Critical Success Factors**  
CSF 1 CSF 7            | 1, 2, 3, 4, 8 | Classroom teachers, ESL teachers, administrators, counselor | Teachers will be equipped with classroom strategies to better serve the needs of ESL students. |

1) Teachers will complete the ELPS training through the Gateway link. Teachers participate in Woodcock Munoz training, LPAC training, and TELPAS training to better serve the needs of our ESL population.

![Symbol Guide]

- ✔ = Accomplished
- → = Continue/Modify
- 🟡 = Considerable
- 🟠 = Some Progress
- ☹ = No Progress
- ✗ = Discontinue
## 2017-2018 Campus Site-Based Committee

<table>
<thead>
<tr>
<th>Committee Role</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>Dora Flores</td>
<td>Principal</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Charla Long</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Reading Specialist</td>
<td>Amanda DiPetta</td>
<td>Reading Specialist</td>
</tr>
</tbody>
</table>
## Campus Funding Summary

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td>$14,100.00</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td>$500.00</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>1</td>
<td></td>
<td></td>
<td>$26,000.00</td>
</tr>
</tbody>
</table>

**Sub-Total** $40,600.00

**Grand Total** $40,600.00