

El Paso Independent School District
Rusk Elementary School
2021-2022 Campus Improvement Plan



Mission Statement

Our mission at Rusk Elementary is to help each child succeed in achieving their fullest potential through positive learning and high-quality instruction in a nurturing environment.

Vision

Rusk Elementary empowers students to become well-rounded, life-long learners in a rapidly changing and technology-driven world.

Core Beliefs

Responsibility

Unity

Safety

Kindness

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Comprehensive Needs Assessment

Revised/Approved: July 26, 2021

Demographics

Demographics Summary

We are a community of diverse learners involved in several programs from Pre-K through 5th grades. Rusk Elementary School was built in 1916 after Grandview Elementary School was destroyed in a fire. We celebrated our 100th birthday last year with a parade and celebration. Our current size total is 224 students, ages ranging from 4-11 years old. The socioeconomic status of the community is low income. The community is declining due to the total number of students enrolled at Rusk when compared to previous years. Our campus has an open enrollment policy.

Our stakeholders are the students, parents, families, administrators, teachers, staff, community members, business leaders, and elected officials. Currently, it is only on campus faculty that contributes to the development and implementation of the improvement plan.

Yes, Rusk's Elementary teachers and administrators believe and strive to provide our students, with individually specific needs, a nurturing environment in which each child can develop a love of learning and demonstrate their maximum potential. We have specialized programs instructed by highly qualified professionals to address the diverse needs such as second language learning, disabilities, and gifted and talented. Each grade level can learn both English and Spanish languages in the Dual Language classroom with highly qualified teachers. We have special education certified professionals, to instruct students with disabilities with speech and language, learning, intellect, behavior, and autism. We have varied environments to help empower the needs of children with those disabilities, to include specialized instruction in the regular classroom, pull out specialized instruction in small groups, or self-contained specialized classrooms. We also have certified professionals such as the Art teacher, PE teacher, and Gifted and Certified teacher to help develop and nurture the needs of children identified as gifted and talented.

We only have a handful of office referrals for the 2020-2021 school year. But, when evaluating the discipline referral data over a three-year period, the data indicates most of our office referrals are a result of physical contact with student and failure to comply with teacher directions/insubordination. When a student makes physical contact with another student, he/she is most likely given In School Suspension (ISS) as the consequence. Students are rarely given Out of School Suspension (OSS). When students are not in class it is because of behavior consequences, are physically fighting among their peers, and causing classroom disruptions – it inevitably interferes with students learning.

- The student mobility rate is 14.7%

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Average Class Sizes

- Kindergarten 13.7
- 1st : 11.4
- 2nd : 13.9
- 3rd : 12.0
- 4th : 16.2
- 5th : 12.3

- Ratio for PK is 11:1
- Ratio for K-3 is 1:22
- Ratio for 4-5 is 1:25

In 2016-2017 our campus's average daily attendance was 96%, in 2017-2018 it was 95%, in 2018-2019 it was 94%, in 2019-2020 it was 95%, and in 2020-2021 it is currently at 94%. To promote high attendance, we traditionally have ice cream sundae parties for the Pk-2 and 3-5 class each 9 weeks with the highest attendance. This year, since we have not been able to do the ice cream parties, we have implemented the Golden Ticket reward where a Pk-2 and 3-5 student is who is present every day and all day are entered into a drawing to win a prize, which is drawn weekly. In addition, when a class has all the students present on any given day, they get a letter and once the class can spell out the word "RUSK EAGLES" they get a free dress day. Students also get an end of year individual reward recognizing students with high attendance.

Every week the campus Assistant Principal evaluates the campus attendance report. And each month an excessive attendance report is run for any student with 5 or more unexcused absences. When a student reaches 3 or more unexcused in a 4-week period a Notice of Absence letter is generated, signed by the Assistant Principal and mailed home to the parent and the parent is notified by phone that the letter is being mailed home. When a student reaches 5 or more unexcused absences the parent meets with the Assistant Principal and the student is placed on a 45 Day Attendance Plan. At 7 unexcused absence the Counselor calls the home and offers parents support and resources to assist in attendance, such as an alarm clock, public bussing tokens, etc. At 10 unexcused absences the Assistant Principal files truancy on the parent of the student and takes the parent to court.

- Our campus currently serves 224 students.

- African American-0.89%
- Asian- 0.0%
- Hispanic- 97.77%
- White-0.89%
- American Indian-0.45%
- Pacific Islander- 0.00%

2 or more races-0.00%

- Total students: 106 females to 117 males

- 2020 – 111 Females, 116 Males
- 2019 –109 Females, 104 Males
- 2018 –126 Females, 153 Males
- Enrollment decreased in 2019 and has slightly risen in 2020 for both groups.

- - ELLs 56.3%
 - Economically Disadvantaged Campus 93.4%.
 - Special Ed. 9.6%. 22 students
 - Homeless. 0.4%
 - Migrant. 0.4%
 - Title I. 100%
 - At Risk 79.9%

This campus does not have parental involvement/support. Providing for their basic needs is a priority.

Our staff members are professionals that demonstrate a high level of skills and knowledge in their designated grade level.

- 86.1 % Hispanic, 9.3 % White, 4.6 % other
 - 23.4 % are males, 76.6 % are females.
 - 72.3 % Bachelors, 37.7 % Masters
 - Beginning: 12.6%
 - 1-5 y/experience: 27 %
 - 6-10 y/experience: 8.9 %
 - 11-20 y/experience: 42.2%
 - Over 20% y/experience: 9.3%
 - Average Y/experience of 10.7
 - Campus Leadership Experience:
 - Principal y/experience: 4
 - Assistant Principal y/experience: 8
 - Bilingual/ESL Education 12.3 %
 - Gifted and Talented Education: 9.3%
 - Regular Education: 73.7%
 - Special Education: 4.6%
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- 97.8 % Hispanic, 1.7% white, .5 % other.
 - 93.4 % population are considered low economically.
 - 56.3 % are English language learners.
 - 9.6 % of the students receive special ed services.

Demographics Strengths

- Most of our teachers, 42.2% have 11-20 years of experience in education.
- Enrollment has slightly increased from 2019 -- 2020 – 111 Females, 116 Males; 2019 –109 Females, 104 Males.
- Our students have minimal discipline issues and there are no extreme behavior problems at school.
- Our attendance rate is at 94% despite most of our students learning virtually at home.

Student Learning

Student Learning Summary

2019-2020: School Overview

- Not Rated – Declared State of Disaster

2018-2019: School Overview

- Student Achievement – C
- School Progress – B
- Closing the Gap - C

2017-2018: School Overview

- Student Achievement – Met Standard

62 out 100 students what they know by the end of the school year.

- School Progress – Met Standard

70 out of 100 students' performance over time and how that growth compares to similar schools.

- Closing the Gap – Met Standard

- 71 out of 100 students show how well different student groups within a school are performing.

2019 APPROACHES

Hispanic

ELA/ Reading: 81% (up from 67% in 2018)

Math: 87% (up from 73% in 2018)

Writing: 76% (up from 40% in 2018)

Science: 63% (up from 59% in 2018)

Other groups: No data available

2019 MEETS

Hispanic

ELA/Reading: 33% (down from 34% in 2018)

Math: 53% (up from 34% in 2018)

Writing: 38% (up from 21% in 2018)

Science 24% (up from 22% in 2018)

Other groups: No data available

2019 MASTERS

Hispanic

ELA/Reading: 19% (up from 14% in 2018)

Math: 23% (up from 16% in 2018)

Writing: 3% (up from 2% in 2018)

Science: 12% (up from 7% in 2018)

Other groups: No data available

*Data extracted from star reporting for MOY

Math Reading

1st -At/above 70% Kinder - At/above 36% On watch 7% On watch 18%

Intervention – 19% Intervention 9%

Urgent Intervention – 4% Urgent Intervention – 4%

2nd -At/above 35% 1st - At/above 56%

On watch 27% On watch 19 %

Intervention – 19% Intervention – 19%

Urgent Intervention – 19% Urgent Intervention – 6%

3rd -At/above 42% 2nd - At/above 46%

On watch 17% On watch 12%

Intervention – 8% Intervention – 8%

Urgent Intervention – 32% Urgent Intervention – 35%

3rd- At/above 23%

On watch - 8%

Intervention – 23%

Urgent intervention – 46%

There were no distinction designations awarded last school year due to the pandemic.

State Assessments Rusk Benchmarks Report cards

Avg. Avg. Avg

3rd ELAR 41.82% 41.82% 78.2%

Math 72.8% 41.73% 81.4%

4th ELAR 71.15% 38.79% 78.9%

Math 41% 40.42% 84.2%

5th ELAR 48.92% 48.08% 77.4%

Math 42.11% 60.37% 80.5%

Student Academic Achievement Strengths

Approaches increased from 67% in 2018 to 81% in 2019 Reading STAAR.

Approaches increased from 73% in 2018 to 87% in 2019 Math STAAR.

Approaches increased from 40% in 2018 to 76% in 2019 Writing STAAR.

Meets increased from 34% in 2018 to 53% in 2019 Math STAAR.

Meets increased from 21% in 2018 to 38% in 2019 Writing STAAR.

Masters increased from 14% in 2018 to 19% in 2019 Reading STAAR.

Masters increased from 16% in 2018 to 23% in 2019 Math STAAR.

Masters Increased from 7% in 2018 to 12% in 2019 Science STAAR.

Student Learning Strengths

Approaches increased from 67% in 2018 to 81% in 2019 Reading STAAR.

Approaches increased from 73% in 2018 to 87% in 2019 Math STAAR.

Approaches increased from 40% in 2018 to 76% in 2019 Writing STAAR.

Meets increased from 34% in 2018 to 53% in 2019 Math STAAR.

Meets increased from 21% in 2018 to 38% in 2019 Writing STAAR.

Masters increased from 14% in 2018 to 19% in 2019 Reading STAAR.

Masters increased from 16% in 2018 to 23% in 2019 Math STAAR.

Masters Increased from 7% in 2018 to 12% in 2019 Science STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 63% of students scored at approaching and 24% at meets on the Science STAAR. **Root Cause:** K-4th grade Teachers need to teach more hands-on activities during science to support students retain grade level science standards.

Problem Statement 2 (Prioritized): 33% of 3rd-5th grade students reached the meets level on the Reading STAAR. **Root Cause:** Students have significant gaps in foundational skills.

Problem Statement 3 (Prioritized): Only 3% of students reach mastery on the Writing STAAR. **Root Cause:** New strategies are needed to support Writing instruction.

Problem Statement 4 (Prioritized): 35% of 3rd-5th grade students reach the meets level in the Math STAAR. **Root Cause:** The students' lowest-performing standard in math is word problems, indicating students are having problems reading and understanding the questions.

School Processes & Programs

School Processes & Programs Summary

- Setting expectations and clear goals at the BOY with school vision in mind
- Following a structure process to determine important roles in the campus like committees and grade level leaders.
- Provide opportunities for teachers to take on leadership roles through grade level chairs and committee leaders
- Effective planning through PLC meetings
- Planning days by grade level
- Effective feedback after walkthroughs campus provides a budget specifically for teacher professional development
- Proactive faculty meetings to provide important information, data, etc.
- Encourage teachers to pursue higher education programs provided by district and other universities
- Ensuring teachers/staff have required yearly mandated district training and GT certification is updated
- Teachers submit lesson plans on a weekly basis to admin and are responsible to align lessons with curriculum
- Growth plans put in place to provide teacher support and learning
- Each of our ALLs assist with specific content area.
- Grade level leaders guide planning during PLCs.
- The teacher role is clear since it set up her/his goals at the biggening of the year.
- The AP oversees RTI, SPED, Testing, 504, etc.
- Identify the issue; examples include no classroom participation, assignment completion or submission, failing grades, excessive tardies, poor attendance, and student behavior.
- Constant and consistent communication between students and parents
- Provide student resources or help; examples include before or after school virtual / or F2F tutoring, an attendance plan, parent teacher conferences, teacher student conferences, counselor referral, and meeting with counselor
- Monitor progress
- Yes, our stakeholders (admin, teachers, staff, and parents) are involved in this process through parent/teacher conferences, PLC meetings, ARDs, etc.
- LPAC committee reviews LEP failure list every 9 weeks.
- Progress reports every 3rd nine week
- Data analysis after every unit assessment
- CCRP is entered every 9 weeks
- DRA assessments BOY, MOY, EOY for grades K-3rd
- REN benchmarks BOY, MOY, EOY
- RTI Documentation Forms
- Attendance plans are reviewed after 45 days, where parents and child(ren) go over plan with admin.
- Teachers should be conferencing or having a conversation with parents if students(s) are continually failing.
- Counselor can or will work with students on weekly basis as needed. Parent should always be informed of these things.
- review current data or data from previous school year to identify low performing areas
- prioritize root causes and decide which one's campus can support through intervention.
- For example, if the Reading Data supports intervention, then since that item affects

virtually all other subjects, that would vault to the top of the list.

- identify which PD is pertinent to the campus/staff and will support both teacher growth and student learning
- provide professional development for those low performing areas and/or provide teacher resources
- professional development is planned on a weekly basis during teachers scheduled PLC blocks with ALLs

- Operation School Bell Catholic Non-Profit Outreach Program (clothes: 21 students helped, school supplies drive and Christmas
- Bike Drive for 2 students)
- Kids Excel (4th grade)
- The Edible Garden
- G.T.
- After School Tutoring
- RTI (all grade levels)
- SEL
- PBIS
- According to our vision/mission in helping each child succeed and achieve their highest potential through positive learning as well as to empower them to become well-rounded lifelong learners while in a pandemic crisis; we are working as safe and with the measures given to our best of our abilities.
- Classroom expectations established at the BOY and continue to be implemented throughout the year
- Student expectations are posted in classrooms and around the school
- Student expectations are set for each grade level by teachers and parents at BOY through the School Compact (signatures are attained by teacher, parent and student)
- Campus develops a behavior matrix that establishes student expectations throughout the campus (P.E., classroom, hallway, etc.)
- SEL integrated into classroom lessons through “morning circle” to establish and build classroom community
- 4th grade students are given the opportunity to participate in the Edible Garden program which builds responsibility, self-confidence, teamwork, and cooperation
- Student behavior is rewarded through PBIS strategies implemented in classrooms such as, verbal praise, Class Dojo points, incentives, etc.
- Students are wearing masks for the protection of themselves and others (district mandated)
- Social distancing 3-feet apart (district mandated)
- Student desk shields for F2F students
- sanitizing products provided to each class to ensure cleanliness
- Designated routes for grade levels have been established to eliminate overcrowding of hall areas/entrance/exits
- Campus implements PBIS by recognizing attendance for both teachers and students
- Students, especially those at-risk are offered:
 - RTI (45min. Reading & Math) is implemented weekly for grade levels K-5th
 - RTI data is used to address specific skills that students struggle in, which assists in closing learning gaps
 - Data such as unit tests, benchmarks, and mock tests, formal/informal assessments assist teachers in providing at-risk students the opportunities to meet academic standards
 - Small Group Instruction provides students with even more specific instruction that is tailored to their learning needs
 - Differentiation should be integrated into classroom lessons to address ALL students
 - Other strategies, such as scaffolding & thinking maps, also assist at-risk students
 - Balanced Literacy model gives students an array of language learning opportunities that support enrichment and acceleration and reach at-risk students
 - Tutoring (after school and during intercession) is provided to support students who are struggling in specific subject areas
 - Technology-based learning (EPIC, MYON A-Z Learning and Freckle) are integrated in the classroom to develop student mastery of skills
- Total Enrollment at Rusk as of 4/6/2021 is = 225

AIM students = 9

SPED students = 29

Gifted and Talented = 10

Dyslexia Students = 11 and growing.

Speech only students = 20

LEP = 118

ESL = 5

- “PowerUp” district initiative provides 1:1 devices to all students; I Pads (PK-2nd) MacBooks (3rd-5th)
- Campus continues with plan to replace outdated technology to provide students with a temporary device if theirs needs repair or if they are waiting for technology to assign them a device
- ALLs assist teachers with the use of technology tools such as ZOOM, Class Dojo, Schoology, and other platforms in integrating technology into the classroom to support active engagement of virtual and F2F students
- campus technology specialist, Mrs. Salazar, holds regular Zoom meetings for teachers and staff regarding technology platforms and the integration of technology in classroom instruction
- Students given opportunities to successfully learn these programs for blended learning instruction by integration in classroom and library lessons
- Students are exposed to a variety of technology based applications which aligns with our vision statement
- Campus increased budget to provide access to additional web-based programs to enable incorporation of technology into core instruction on a regular basis (Nearpod, Seesaw, and Learning A-Z).
- Students have 24-hour access to these programs, as well as Prodigy, Kahoots, Freckle, myON, and Epic, which allows parents to provide additional support with classwork or homework, if needed
- programs provide databases of information such as student usage, student level/progress (myON), points/tracking (Freckle), that students or parents can access -
- Teachers can use data from these programs to personalize instruction and provide intervention support
- Health & Wellness lessons have continued to be given by Nurse Salas, contests are available for students to participate in
- Campus wide PBIS implementations have been minimal this year due to Covid, attendance is recognized for teachers and students with The Golden Ticket and Eagle Parking
- SEL lessons have been implemented in lessons throughout the year, 10 minutes every day should be dedicated to “morning circle”
- Kids Excel is provided to 4th grade students virtually and conducted in homeroom every Tuesdays
- Music Melodies
- PreK program has downsized this year to one section
- Dual Language program is offered for all grade levels
- Our Partners in Education have been utilized this year by providing campus with student coupons to encourage and motivate students
- Dyslexia Program participation continues to grow throughout the year which indicates teachers are assessing student performance and trying to provide students with the necessary assistance needed for them to be successful
- AIM section has been added to the campus this school year with additional support from 2 paraprofessionals
- parent participation for Coffee with the Principal has declined from the BOY where we had a handful of parents compared to no parent participation as of December 2020
- Coffee with the Principal meetings are still being offered to parents through teacher communication
- PTA has been at a standstill since 2018 due to state taxes incurred and a balance of payment in bank accounts
- Family Engagement opportunities were given virtually at the beginning of the year, but few participated due to lack of technology knowledge
- As of January 2021, we do not have a family engagement staff member

School Processes & Programs Strengths

- planning is being conducted and provided to staff members
- all members are respected regardless of position
- campus mission and vision statements guide in setting clear goals and expectations for the school year

- teachers attend professional development throughout the year when it is available
- CIT committee allocated money for teacher professional development
- campus has proactive staff meetings & office personnel also hold additional meetings
- administration and staff give opportunities to involve support staff in campus events (literacy night, science fair,)
- the process of committees is structured at the BOY
- staff are given a variety of ways to develop as an instructional leader
- campus supports teachers in higher education learning
- information regarding school data is disseminated during PLCs
- campus ensures teachers/staff have adequate time to plan for lessons through grade level planning days
- specific support is provided to staff depending on individuals' skills
- Constant and consistent communication between students and parents is evident
- Counseling is provided with Mr. Hancock
- attendance plans issued to students/parents for the opportunity to improve attendance, progress is monitored
- Student support is given through tutoring and other intervention supports
- Teachers have an abundance of data to assist failing students
- RTI is provided to students in all grade levels to close learning gaps
- progress monitoring is supported by many different data reports
- the needs of F2F and Virtual students are considered in the plan
- the campus provides individual support outside of the teacher for obvious student needs
- behavior plans are in place for students in need
- the campus encourages parent involvement through this process
- data is being used to identify low performance areas
- teachers have a support system with ALLs and can communicate with them on a weekly basis for assistance or clarification
- root causes are being prioritized before deciding on a plan for professional development
- we acquire research-based resources to add rigor to interventions for student success
- we provide relevant PD that will target low performance areas
- student expectations did not change due to Covid
- parents have input and are aware of student expectations starting from the BOY
- expectations in all areas of the campus are communicated to students at the BOY and through posters posted in these areas
- All grade levels are taking safety protocols to ensure student and staff safety
- PBIS is being implemented by staff to improve student behavior and motivation
- focus on the SEL program to encourage the well-being of student and build classroom relationships
- all grade levels K-5th are providing students with RTI in core content subjects
- programs available to students allow students to build leadership skills
- students are given multiple assessments throughout the year to determine learning gaps
- data is being used to drive student instruction to target student learning needs
- students at-risk are given access to programs that assist them in mastering academic skills to assist in closing learning gaps
- students at-risk are monitored throughout the year to ensure growth is being made
- small group instruction is being implemented every day during classroom instruction
- after school tutoring is available to students
- differentiation is implemented through variety forms of interventions and support systems are in place for at-risk students
- RTI is being implemented weekly to close student gaps and being monitored and adjusted accordingly
- students are given support during instruction by implementing an array of strategies to reach different types of learners
- LEP students (children learning English as a second language) are provided instructional and test accommodations, tutoring is offered, and RTI.
- district implemented Freckle, which supports Reading and Math

- teachers have the support of ALLs and campus technology specialist to implement technology and better support student learning
- every student has a device to assist in blended learning environment, communication with parents and access to district/campus programs
- district and campus provide students/parents with technology support
- all students have their own updated device that supports the programs provided by campus and the district to support blended learning
- the district also provides programs to students that can be accessed at school and home
- campus provides students with a temporary device if theirs is being worked on by technology department
- there are other free programs available to educators that can be used as additional support for student learning
- there are an abundant of technology programs available to teachers and students to use in F2F and virtual environments
- the campus increased the budget for web-based programs to better support teachers and students in new learning environment
- the variety of programs allows for teachers to find and use what works best for their students
- students are given opportunities outside of classroom environment to learn new programs
- parents can view student usage of programs
- we are reaching out to our PIE to provide students with incentives to help motivate them
- PBIS is still evident on the campus and being implemented even though circumstances have changed
- our campus is one of few that provide PreK to families
- ELLs are supported in their language by the Dual Language program
- teachers are recognizing students' struggles and referring them to appropriate specialists for testing to ensure student achievement
- our campus has begun to service AIM students this year and has hired the appropriate staff to support students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: More programs/resources that support our majority LEP and ELLs are needed to assist students to become proficient in the English language. **Root Cause:** A list of pre-approved, high-interest and research-based programs that support LEP and ELL students is needed.

Problem Statement 2: Teachers lack parent support to improve student academic achievement. **Root Cause:** Parent involvement has dropped dramatically due to the loss of family engagement personnel.

Perceptions

Perceptions Summary

- The majority of students feel their school is safe and clean
- The majority of students and families feel like the school staff is approachable and helpful
- The majority of student fell as though they are treated fairly and respectfully by faculty and staff
- The majority of families and students indicate that they would recommend EPISD to friends and family seeking to put their children in a new school district
- A lower percentage of student indicated that are aware of academic and after school programs provided by the school and/or the district
- The majority of families and students indicated they are aware of the importance of attendance and understand the attendance policies

Perceptions Strengths

- Data indicates families and student are happy with the schools appearance and safety.
- The Majority of students feel their school is safe and clean
- The majority of students and families feel like the school staff is approachable and helpful
- The majority of student fell as though they are treated fairly and respectfully by faculty and staff
- The majority of families and students indicate that they would recommend EPISD to friends and family seeking to put their children in a new school district

Priority Problem Statements

Problem Statement 1: 63% of students scored at approaching and 24% at meets on the Science STAAR.

Root Cause 1: K-4th grade Teachers need to teach more hands-on activities during science to support students retain grade level science standards.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 33% of 3rd-5th grade students reached the meets level on the Reading STAAR.

Root Cause 2: Students have significant gaps in foundational skills.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Only 3% of students reach mastery on the Writing STAAR.

Root Cause 3: New strategies are needed to support Writing instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 35% of 3rd-5th grade students reach the meets level in the Math STAAR.

Root Cause 4: The students' lowest-performing standard in math is word problems, indicating students are having problems reading and understanding the questions.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, 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
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 1: The comprehensive STAAR Results will be as follows in the 2021-2022 school year:

Reading: 84% Approaches (from 79%); 36% Meets (from 31%); 23% Masters (from 18%)

Math: 90% Approaches (from 85%); 60% Meets (from 50%); 27% Masters (from 21%)

Writing: 80% Approaches (from 76%); 43% Meets (from 38%); 20% Masters (from 3%)

Science: 75% Approaches (from 64%); 35% Meets (from 27%); 25% Masters (from 16%)

Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will purchase instructional materials and supplies throughout the year to enhance teaching and learning for all students, including at-risk, economically disadvantaged, and ELL students.</p> <p>Strategy's Expected Result/Impact: Appropriate resources in all classrooms to improve student academic performance.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.6, 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p> <p>Funding Sources: Instructional materials and supplies - 199 General Fund - 199.11.6399.138.11.100.138, Instructional materials and supplies - 211 ESEA Title I (Campus) - 211.11.6399.138.24.801.138 - \$30,220, Instructional materials and supplies - 185 SCE (Campus) - 185.11.6399.138.30.000.138 - \$10,050</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will contract for teacher professional development including with, but not limited to Region 19 for training on campus needs.</p> <p>Strategy's Expected Result/Impact: Effective planning for increased student achievement.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p> <p>Funding Sources: Contract services for teacher professional development - 211 ESEA Title I (Campus) - 211.13.6239.138.24.801.138 - \$1,200, Teacher professional development/contract services. - 211 ESEA Title I (Campus) - 211.13.6499.138.24.801.138</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will implement school-wide reading and writing initiatives in English, and Spanish for dual language classrooms, with the Book of the Month to assist in the vertical alignment of the campus writing framework.</p> <p>Strategy's Expected Result/Impact: Support school community and culture to improve academic achievement in reading and writing through a consistent campus framework.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ALL</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 2, 3</p> <p>Funding Sources: Books per classroom teacher per month - 185 SCE (Campus) - 185.11.6329.138.30.000.138 - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will regularly integrate technology into classroom instruction to enhance creative and active engagement as well for as intervention support. Campus technology purchases will include, but are not limited to, outdated and non-working technology used by staff and students.</p> <p>Strategy's Expected Result/Impact: Increased student motivation resulting in increased student performance in all content areas.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ALL</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p> <p>Funding Sources: Updated and working technology - 211 ESEA Title I (Campus) - 211.11.6395.138.24.801.138 - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Campus will purchase web-based programs to incorporate technology on a regular basis into all core instruction to support active learning.</p> <p>Strategy's Expected Result/Impact: Enhance the academic achievement of at-risk, economically disadvantaged and all other students in all academic areas.</p> <p>Staff Responsible for Monitoring: Principal, ALLs, classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p> <p>Funding Sources: Web based services and Operating System updates (Nearpod, Seesaw, Learning A-Z) - 211 ESEA Title I (Campus) - 211.11.6299.138.24.801.138 - \$13,805</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Campus will purchase testing material and supplies that align to STAAR rigor in grades 3-5.</p> <p>Strategy's Expected Result/Impact: Better preparation using STAAR content for increased student performance on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, ALL</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p> <p>Funding Sources: Testing material 3-5 - 211 ESEA Title I (Campus) - 211.11.6339.138.24.801.138 - \$11,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: The campus will update the library collection throughout the year with high interest reading materials and supplies to enhance instruction.</p> <p>Strategy's Expected Result/Impact: Increased motivation resulting in better academic performance in reading.</p> <p>Staff Responsible for Monitoring: Principal, Librarian</p> <p>Title I Schoolwide Elements: 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Updated library collection - 211 ESEA Title I (Campus) - 211.12.6329.138.24.801.138 - \$4,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Teachers will provide additional support to students at risk through tutoring as needed throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase in student learning outcomes.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p> <p>Funding Sources: Funds to support rotations and tutoring plus fringes - 211 ESEA Title I (Campus) - 211.11.6117.138.24.801.138 - \$3,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: The teachers will extend the learning process beyond classroom instruction by providing academically relevant grade-level field trip experiences.</p> <p>Strategy's Expected Result/Impact: Increased motivation and exposure for students to make connections and improve academic achievement.</p> <p>Staff Responsible for Monitoring: Principal, teachers</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Field trip transportation - 211 ESEA Title I (Campus) - 211.11.6494.138.24.801.138 - \$4,000, Field trip admission and fees - 211 ESEA Title I (Campus) - 211.11.6499.138.24.801.138 - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 63% of students scored at approaching and 24% at meets on the Science STAAR. Root Cause: K-4th grade Teachers need to teach more hands-on activities during science to support students retain grade level science standards.</p> <p>Problem Statement 2: 33% of 3rd-5th grade students reached the meets level on the Reading STAAR. Root Cause: Students have significant gaps in foundational skills.</p> <p>Problem Statement 3: Only 3% of students reach mastery on the Writing STAAR. Root Cause: New strategies are needed to support Writing instruction.</p> <p>Problem Statement 4: 35% of 3rd-5th grade students reach the meets level in the Math STAAR. Root Cause: The students' lowest-performing standard in math is word problems, indicating students are having problems reading and understanding the questions.</p>

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:

Board Goals 1-3

Performance Objective 2: Attendance will increase from 90.44% to 95% in the 2021-2022 school year.

Evaluation Data Sources: Attendance reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will promote good attendance to positively impact academics by providing individual and class incentives for perfect attendance on a regular basis.</p> <p>Strategy's Expected Result/Impact: Better student attendance to maximize instructional time for all students.</p> <p>Staff Responsible for Monitoring: PBIS team, Counselor, Teacher</p> <p>Title I Schoolwide Elements: 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will recognize students for attendance, sportsmanship, and other academic accomplishments during an end of the year award ceremony in an effort to motivate them to excel.</p> <p>Strategy's Expected Result/Impact: The motivation for recognition will result in maximum effort and increased in academic achievement.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Teacher</p> <p>Title I Schoolwide Elements: 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: end of year recognition awards - 199 General Fund - 199.11.6499.138.11.100.138 - \$3,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The counselor, nurse, coaches and PEL will collaborate to promote good attendance through a series of activities throughout the year, including workshops and information sessions, for parents and students, to promote health and excellent attendance.</p> <p>Strategy's Expected Result/Impact: Improved attendance through awareness will result in more instructional time which benefits academic achievement.</p> <p>Staff Responsible for Monitoring: Principal, Nurse, Counselor, PEL, Coaches</p> <p>Title I Schoolwide Elements: 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 3: A minimum of 70% of migrant students will demonstrate a year's growth in Reading and Math from BOY to EOY.

Evaluation Data Sources: iStation reports
DRA/EDL reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional resources and supplies will be purchased for the counseling center throughout the school year to address the social emotional learning of students.</p> <p>Strategy's Expected Result/Impact: If migrant students' emotional needs are met they can better focus on their academics which will result in improved outcomes.</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:

Board Goals 1-3

Performance Objective 4: 100% percent of gifted and talented students in grades 3-5 will approach, 85% will meet and 50% percent will master STAAR in both reading and math.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR data reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive professional development in differentiation.</p> <p>Strategy's Expected Result/Impact: Implementing differentiated instruction will allow all students to make academic progress.</p> <p>Staff Responsible for Monitoring: Principal, ALL</p> <p>Title I Schoolwide Elements: 2.6, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 5: A minimum of 70% of at-risk students in K-2 will make increase in reading levels in their dominant language.

Targeted or ESF High Priority

Evaluation Data Sources: DRA/EDL data reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Student data will be monitored routinely to evaluate progress and adjust instruction to help them be successful.</p> <p>Strategy's Expected Result/Impact: Regular, accurate data will guide teachers in their instruction to help all students be successful.</p> <p>Staff Responsible for Monitoring: Principal, ALL, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 1: Rusk Elementary will recruit and retain qualified staff.

Evaluation Data Sources: Employee records.

Strategy 1 Details	Reviews			
<p>Strategy 1: Support staff, such as but not limited to, a playground monitor will be staffed in the instructional year to monitor student safety.</p> <p>Strategy's Expected Result/Impact: A safe environment allows students to focus on their academics.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.6, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 2: Professional Development will be provided to address campus needs as prioritized in the Campus Needs Assessment.

Evaluation Data Sources: CNA, Staff development registrations and transcripts

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will contract with, but not limited to, Region 19 in the 2021-2022 school year to support teachers with campus needs.</p> <p>Strategy's Expected Result/Impact: Building teacher capacity will result in more effective and aligned planning and instruction.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and administration will seek and campus will fund professional development opportunities throughout the year to support needs, such as, but not limited to, vocabulary, technology, writing strategies and best practices for administrators and teachers.</p> <p>Strategy's Expected Result/Impact: Building capacity in teachers will result in improved student success.</p> <p>Staff Responsible for Monitoring: Principal, ALL, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Teacher PD out of Town-travel subsistence - 185 SCE (Campus) - 185.13.6411.138.30.000.138 - \$1,500, Professional development in and out of town - 185 SCE (Campus) - 185.13.6499.138.30.000.138 - \$2,000, Professional conference - 211 ESEA Title I (Campus) - 211.23.6411.138.24.801.138 - \$5,000, Admin professional development - 211 ESEA Title I (Campus) - 211.23.6499.138.24.801.138 - \$75</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will provide substitutes for teachers to attend professional development training, workshops, conferences that support campus needs throughout the year.</p> <p>Strategy's Expected Result/Impact: Training allows teachers to strengthen their craft so they may appropriately select resources and plan effectively with peers to help students perform better.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: Subs for teacher selected PD plus fringes - 185 SCE (Campus) - 185.11.6112.138.30.362.138 - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will provide substitutes for grades 3rd -5th teachers after benchmarks and mocks for teachers to have opportunities to analyze data and plan instruction to improve the outcome of all students, including those coded at-risk and economically disadvantaged.</p> <p>Strategy's Expected Result/Impact: The adjustments in planning as driven by data results for student groups will result in adjusted instruction for better academic outcomes.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy</p> <p>Funding Sources: Subs for data analysis plus fringes - 185 SCE (Campus) - 185.11.6112.138.30.362.138 - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 3: Rusk will integrate the PBIS framework and SEL initiative into the curriculum.

Evaluation Data Sources: PBIS documentation, SEL data

Strategy 1 Details	Reviews			
<p>Strategy 1: The PBIS/SEL team will establish a campus-wide rewards system for students demonstrating core values in the 2021-2022 school year.</p> <p>Strategy's Expected Result/Impact: Reward systems will motivate students to meet campus behavior expectations.</p> <p>Staff Responsible for Monitoring: PBIS/SEL team</p> <p>Title I Schoolwide Elements: 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The counselor will plan biweekly lessons to teach Core Essentials and SEL competencies to promote student character development.</p> <p>Strategy's Expected Result/Impact: Promotion and recognition of students demonstrating good character traits will motivate students to meet behavior expectations campus-wide.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Counselor lesson supplies - 199 General Fund - 199.31.6399.138.99.100.138 - \$300</p>	Formative			Summative
	Nov	Feb	Apr	June

Goal 3: Lead with Character and Ethics

El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

Performance Objective 1: Rusk personnel will systematically evaluate all instructional initiatives, resources, and programs in the 2021-2022 school year.

Evaluation Data Sources: Campus budget records, sign in sheets, and transactions

Strategy 1 Details	Reviews			
<p>Strategy 1: All budget guidelines will be followed throughout the year to meet budget deadlines. Strategy's Expected Result/Impact: Meeting deadlines allows all instructional material to be requested, received and distributed on a timely basis for student benefit. Staff Responsible for Monitoring: Principal, Secretary to the Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administration will ensure the accuracy of campus processes and systems, including but not limited to campus records, data, testing, and audits in order to remain in compliance. Strategy's Expected Result/Impact: The campus will run efficiently to benefit teachers, their instruction and students. Staff Responsible for Monitoring: Principal, Asst. Principal Funding Sources: Shredding services - 199 General Fund - 199.23.6299.138.99.100.138 - \$119</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will provide substitutes for planning, PLC's, and professional development, including but not limited to teacher observation opportunities throughout the year to allow for discussion and collaboration of best practices. Strategy's Expected Result/Impact: Collaboration results in more aligned and effective planning and teaching. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Funding Sources: Substitutes for campus planning plus fringes - 185 SCE (Campus) - 185.11.6112.138.30.362.138 - \$2,000, Campus needs substitutes - 199 General Fund - 199.11.6112.138.11.362.138 - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will purchase administrative and departmental supplies that will allow for the campus to run effectively and efficiently.</p> <p>Strategy's Expected Result/Impact: Maximizing the support teachers and students receive on instruction.</p> <p>Staff Responsible for Monitoring: Principal, Secretary to the Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Admin software updates - 199 General Fund - 199.23.6397.138.99.100.138 - \$48, Administrative supplies- FEMA - 199 General Fund - 199.23.6399.138.99.919.138, Rentals operations lease - 199 General Fund - 199.11.6269.138.11.100.138 - \$2,035, Custodial needs - 199 General Fund - 199.51.6399.138.99100.138 - \$300, Admin office furniture - 199 General Fund - 199.23.6396.138.99.100.138 - \$1,000, Rental lease for office copier - 199 General Fund - 199.11.6269.138.11.362.138 - \$3,181, administrative supplies - 199 General Fund - 199.23.6399.138.99.100.138 - \$2,111, Nurse supplies - 199 General Fund - 199.33.6399.138.99.100.138 - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June

Goal 4: Community Partnerships

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 1: Parental involvement opportunities will be established on a regular monthly basis to increase parent engagement, increase school safety and build a strong community partnership.

Evaluation Data Sources: Activity calendars; school activity notices; parent classes notices; sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will continue to build and collaborate with Partners in Education in the 2021-2022 school year to build community partnerships.</p> <p>Strategy's Expected Result/Impact: The partnerships result in a strengthening in resources between community and the school.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 3.1, 3.1 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will provide supplies, materials and resources throughout the year for training opportunities including parental meetings, training and workshops to increase parental engagement.</p> <p>Strategy's Expected Result/Impact: More parent participation will strengthen the community and school partnership.</p> <p>Staff Responsible for Monitoring: Principal, Parental Engagement Leader</p> <p>Title I Schoolwide Elements: 3.1, 3.1, 3.2, 3.2 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: PEL General and instructional supplies to include reading material - 211 ESEA Title I (Campus) - 211.61.6399.138.24.801.138 - \$100, Misc operating supplies - 211 ESEA Title I (Campus) - 211.61.6499.138.24.801.138 - \$900</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will partner with Kids Excel to allow students an opportunity to incorporate arts in their learning and perform for their community.</p> <p>Strategy's Expected Result/Impact: Student motivation will increase through arts program and the opportunity to perform for their community.</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.5</p> <p>Funding Sources: Contractual fee Kids Excel - 199 General Fund - 199.11.6299.138.11.100.138 - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June

State Compensatory

Personnel for Rusk Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Susanna Sifuentes	Para Instruction		1

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional materials and supplies	199.11.6399.138.11.100.138	\$0.00
1	2	2	end of year recognition awards	199.11.6499.138.11.100.138	\$3,500.00
2	3	2	Counselor lesson supplies	199.31.6399.138.99.100.138	\$300.00
3	1	2	Shredding services	199.23.6299.138.99.100.138	\$119.00
3	1	3	Campus needs substitutes	199.11.6112.138.11.362.138	\$1,000.00
3	1	4	Admin software updates	199.23.6397.138.99.100.138	\$48.00
3	1	4	Administrative supplies- FEMA	199.23.6399.138.99.919.138	\$0.00
3	1	4	Rentals operations lease	199.11.6269.138.11.100.138	\$2,035.00
3	1	4	Custodial needs	199.51.6399.138.99.100.138	\$300.00
3	1	4	Admin office furniture	199.23.6396.138.99.100.138	\$1,000.00
3	1	4	Rental lease for office copier	199.11.6269.138.11.362.138	\$3,181.00
3	1	4	administrative supplies	199.23.6399.138.99.100.138	\$2,111.00
3	1	4	Nurse supplies	199.33.6399.138.99.100.138	\$500.00
4	1	3	Contractual fee Kids Excel	199.11.6299.138.11.100.138	\$1,000.00
Sub-Total					\$15,094.00
Budgeted Fund Source Amount					\$15,094.00
+/- Difference					\$0.00
185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional materials and supplies	185.11.6399.138.30.000.138	\$10,050.00
1	1	3	Books per classroom teacher per month	185.11.6329.138.30.000.138	\$2,500.00
2	2	2	Teacher PD out of Town-travel subsistence	185.13.6411.138.30.000.138	\$1,500.00
2	2	2	Professional development in and out of town	185.13.6499.138.30.000.138	\$2,000.00
2	2	3	Subs for teacher selected PD plus fringes	185.11.6112.138.30.362.138	\$2,000.00
2	2	4	Subs for data analysis plus fringes	185.11.6112.138.30.362.138	\$2,000.00
3	1	3	Substitutes for campus planning plus fringes	185.11.6112.138.30.362.138	\$2,000.00
Sub-Total					\$22,050.00

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$22,050.00
+/- Difference					\$0.00
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional materials and supplies	211.11.6399.138.24.801.138	\$30,220.00
1	1	2	Contract services for teacher professional development	211.13.6239.138.24.801.138	\$1,200.00
1	1	2	Teacher professional development/contract services.	211.13.6499.138.24.801.138	\$0.00
1	1	4	Updated and working technology	211.11.6395.138.24.801.138	\$5,000.00
1	1	5	Web based services and Operating System updates (Nearpod, Seesaw, Learning A-Z)	211.11.6299.138.24.801.138	\$13,805.00
1	1	6	Testing material 3-5	211.11.6339.138.24.801.138	\$11,000.00
1	1	7	Updated library collection	211.12.6329.138.24.801.138	\$4,000.00
1	1	8	Funds to support rotations and tutoring plus fringes	211.11.6117.138.24.801.138	\$3,500.00
1	1	9	Field trip transportation	211.11.6494.138.24.801.138	\$4,000.00
1	1	9	Field trip admission and fees	211.11.6499.138.24.801.138	\$2,000.00
2	2	2	Professional conference	211.23.6411.138.24.801.138	\$5,000.00
2	2	2	Admin professional development	211.23.6499.138.24.801.138	\$75.00
4	1	2	PEL General and instructional supplies to include reading material	211.61.6399.138.24.801.138	\$100.00
4	1	2	Misc operating supplies	211.61.6499.138.24.801.138	\$900.00
Sub-Total					\$80,800.00
Budgeted Fund Source Amount					\$80,800.00
+/- Difference					\$0.00
Grand Total					\$117,944.00