

El Paso Independent School District

Rusk Elementary School

2023-2024 Improvement Plan

Accountability Rating: F



Board Approval Date: October 17, 2023
Public Presentation Date: August 31, 2023

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

L1 Whole Child (Culture & Climate)

L1 Whole Child (Culture & Climate) Summary

Rusk currently provides opportunities for students to participate in Gardening, Robotics, Cheer Squad, and Student Council.

L1 Whole Child (Culture & Climate) Strengths

The teachers and staff have considered student interests and developed some activities for students so that more opportunities are available.

Prioritized Needs Identifying L1 Whole Child (Culture & Climate) Needs

Prioritized Need 1 (Prioritized): Ideally, Rusk will offer a variety of activities for all students to participate in. **Root Cause:** Rusk has a small staff who all already wear many hats and without compensation, it is hard to find teachers who are willing to take on an extra after-school activity.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

L2 Academic Excellence (Curriculum, Instruction, Assessment) Summary

The school has systems in place to support academic planning and data analysis, including a schedule of walkthroughs for the year, a PLC structure, processes for unit planning and intervention/enrichment. We have district facilitators as a support for teachers and a budget that allows for teachers to attend professional development they or admin suggest to improve their effectiveness.

L2 Academic Excellence (Curriculum, Instruction, Assessment) Strengths

CTCs make themselves available to support teachers. Teachers are familiar with and understand the purpose of the different systems, templates and documents are available for campus processes.

Prioritized Needs Identifying L2 Academic Excellence (Curriculum, Instruction, Assessment) Needs

Prioritized Need 1 (Prioritized): 5th grade students perform poorly on Science STAAR. **Root Cause:** A lack of fidelity across grade levels to the science block.

Prioritized Need 2 (Prioritized): Students lack vocabulary in both English and Spanish. **Root Cause:** Students use very little academic language, even in their non-English dominant language and have no context to it.

Prioritized Need 3 (Prioritized): Third grade students performed poorly in both Reading and Math STAAR. **Root Cause:** New teachers lacked a full understanding of 3rd grade standards.

L2 Academic Excellence (Student Achievement)

L2 Academic Excellence (Student Achievement) Summary

In the past years, student performance was maintained. The school received a distinction for school progress (top 25% comparative academic growth) in 2022. Attendance was also maintained year round.

L2 Academic Excellence (Student Achievement) Strengths

No regression on STAAR overall campus rating and maintaining attendance rate.

Prioritized Needs Identifying L2 Academic Excellence (Student Achievement) Needs

Prioritized Need 1 (Prioritized): Students lack vocabulary in both English and Spanish. **Root Cause:** Students use very little academic language, even in their non-English dominant language and have no context to it.

Prioritized Need 2 (Prioritized): Third grade students performed poorly in both Reading and Math STAAR. **Root Cause:** New teachers lacked a full understanding of 3rd grade standards.

L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Summary

Rusk has had long-term substitutes in classrooms often, including for extensive time frames. The teachers in the classrooms are certified and annually renew their GT hours and dual language hours. Beginning in the fall of 2021, a part-time AP served Rusk. A walkthrough schedule for the school year is available and appraised teachers were done so in accordance to the timeline.

L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Strengths

All teachers are GT certified. Annual TTESS training is provided to teachers. A group of veteran teachers across grade levels have taught at Rusk for many years, which has allowed them to build relationship with parents in the community and their children.

Prioritized Needs Identifying L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Needs

Prioritized Need 1: Students are not making academic progress in the area of Science. **Root Cause:** There is a lack of fidelity to the science instructional block across the grade levels.

Prioritized Need 2: New teachers struggled with grade-level content. **Root Cause:** Differentiated levels of support are lacking for new teachers or teachers new to the grade level.

L3 Destination District (Perceptions, Facilities, Programs, Technology)

L3 Destination District (Perceptions, Facilities, Programs, Technology) Summary

Students at Rusk have 1:1 access to technology and various levels of support for technology are available. Rusk suffers from declining enrollment.

L3 Destination District (Perceptions, Facilities, Programs, Technology) Strengths

There are personnel within the classroom and out of it that are proficient with technology. Students do not have to go without technology in the classrooms.

Prioritized Needs Identifying L3 Destination District (Perceptions, Facilities, Programs, Technology) Needs

Prioritized Need 1: Technology issues can occur because of network failures or connection issues. **Root Cause:** The school is an older building and lacks newer infrastructure to support the heavy load of technology.

L4 Culture of Accountability (Parent & Community Engagement)

L4 Culture of Accountability (Parent & Community Engagement) Summary

Title I timelines are followed and community events are in place. Attendance rates were maintained throughout the year.

L4 Culture of Accountability (Parent & Community Engagement) Strengths

School committees work to engage the student and the community regularly. Various incentives are in place to motivate students to attend school.

Prioritized Needs Identifying L4 Culture of Accountability (Parent & Community Engagement) Needs

Prioritized Need 1 (Prioritized): Low overall engagement in parent workshops. **Root Cause:** We have not found the right activities/workshops outside of student performances that motivate parents to attend.

L5 Equity by Design (Demographics)

L5 Equity by Design (Demographics) Summary

Our current student population is 211 students. At the end of the 2022-2023 school year, our attendance rate was at 94.4%. Our enrollment by ethnicity was:

0% African American, Asian, or Pacific Islander students

98.7% Hispanic students

0.8% White students

0.4% American Indian students

0% students with two or more races

92.9% of students at the end of the 2023 school year were 92.9% economically disadvantaged and 16.7% were coded as special education students. 56.1% of the population was also coded as Emergent Bilingual.

Class sizes varied from 9.2 students in grade 1 to the biggest class of 19.4 students in 4th grade. We are a dual language campus with a staff averaging the following in experience:

- 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: 5
- Assistant Principal y/experience: 8

L5 Equity by Design (Demographics) Strengths

Many of the teachers have years of instructional experience and serve as mentors to the new teachers.

Prioritized Needs Identifying L5 Equity by Design (Demographics) Needs

Prioritized Need 1: A high turnover of staff including the ILT and administration make it difficult to maintain progress beyond reteaching. **Root Cause:** Low enrollment and older

facility result in a school closure/consolidation consideration.

Prioritized Needs

Prioritized Need 2: Students lack vocabulary in both English and Spanish.

Root Cause 2: Students use very little academic language, even in their non-English dominant language and have no context to it.

Prioritized Need 2 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment) - L2 Academic Excellence (Student Achievement)

Prioritized Need 3: 5th grade students perform poorly on Science STAAR.

Root Cause 3: A lack of fidelity across grade levels to the science block.

Prioritized Need 3 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 4: Third grade students performed poorly in both Reading and Math STAAR.

Root Cause 4: New teachers lacked a full understanding of 3rd grade standards.

Prioritized Need 4 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment) - L2 Academic Excellence (Student Achievement)

Prioritized Need 5: Low overall engagement in parent workshops.

Root Cause 5: We have not found the right activities/workshops outside of student performances that motivate parents to attend.

Prioritized Need 5 Areas: L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 6: Ideally, Rusk will offer a variety of activities for all students to participate in.

Root Cause 6: Rusk has a small staff who all already wear many hats and without compensation, it is hard to find teachers who are willing to take on an extra after-school activity.

Prioritized Need 6 Areas: L1 Whole Child (Culture & Climate)

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework 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
- Local benchmark or common assessments data
- Running Records results
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data


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

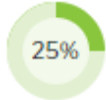





Goals

Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 1: By June 2024, Rusk Elementary will create a culture where each student is supported by caring adults as measured by an Employee, student, and parent culture climate survey.

Evaluation Data Sources: CK-12 Survey

Strategy 1 Details	Reviews			
Strategy 1: Implement SEL and PBIS to create a positive and safe culture to support students' academic and social emotional needs. Strategy's Expected Result/Impact: Students learn appropriate ways to manage their behavior. Staff Responsible for Monitoring: Counselors, teachers, staff Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 3 - L2 Academic Excellence (Student Achievement) 2	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Recognize students' academic and Social Emotional progress and achievement throughout the year. Strategy's Expected Result/Impact: Motivate, recognize, and celebrate students. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 3 - L2 Academic Excellence (Student Achievement) 2 Funding Sources: Incentives and awards - 199 General Fund - 11.6499.138.11.100.138 - \$3,000	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Establish procedures and a budget that allow for a safe and welcoming school community and systems that run efficiently. Strategy's Expected Result/Impact: A foreground focus on students and academics. Staff Responsible for Monitoring: Administration, custodial team ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1 Funding Sources: Administrative supplies - 199 General Fund - 23.6399.138.99.100.138 - \$2,500, Custodial supplies - 199 General Fund - 51.6399.138.99.100.138 - \$300, Rental lease for copiers- Office & Teacher workroom - 199 General Fund - 199.11.6269.138.11.100.138 - \$3,048	Formative			Summative
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Performance Objective 1 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: 5th grade students perform poorly on Science STAAR. Root Cause: A lack of fidelity across grade levels to the science block.
Prioritized Need 3: Third grade students performed poorly in both Reading and Math STAAR. Root Cause: New teachers lacked a full understanding of 3rd grade standards.
L2 Academic Excellence (Student Achievement)
Prioritized Need 2: Third grade students performed poorly in both Reading and Math STAAR. Root Cause: New teachers lacked a full understanding of 3rd grade standards.

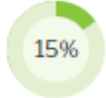
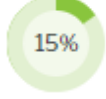




L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: Low overall engagement in parent workshops. Root Cause: We have not found the right activities/workshops outside of student performances that motivate parents to attend.

Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 2: By June 2024, Rusk Elementary will increase PK-5th grade student participation in UIL, extra-curricular, co-curricular activities at all levels by 5% from the number of students participating in beginning of year activities.

High Priority

Evaluation Data Sources: Survey results, roster of students participating in activities throughout the school year.

Strategy 1 Details	Reviews			
Strategy 1: Survey students for interests to determine possible extra-curricular activities before or after school. Strategy's Expected Result/Impact: Increased participation by providing activities that meet students' interests. Staff Responsible for Monitoring: Leadership team, teachers Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Survey teachers for interests and develop a schedule. Strategy's Expected Result/Impact: To have staff available to run extra-curricular activities. Staff Responsible for Monitoring: Teachers and administration. Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 2 Prioritized Needs:






L1 Whole Child (Culture & Climate)

Prioritized Need 1: Ideally, Rusk will offer a variety of activities for all students to participate in. **Root Cause:** Rusk has a small staff who all already wear many hats and without compensation, it is hard to find teachers who are willing to take on an extra after-school activity.

Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 3: By June 2024, Rusk will create a integrated system of school supports, extended learning opportunities and community partnerships by maintaining our after-school program.

Evaluation Data Sources: After-school program in place.


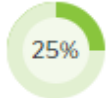
Strategy 1 Details	Reviews			
Strategy 1: Rusk Elementary will partner with Parks and Recreation to provide after-school care for families. Strategy's Expected Result/Impact: To fill families' needs. Staff Responsible for Monitoring: Administration, Parks and Rec representative. Title I: 2.6	Formative			Summative
	Oct	Jan	Mar	June
				
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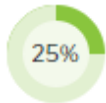




Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 4: By June 2024, Rusk Elementary will build mindsets, healthy habits, and skills that strengthen students' social, emotional and academic competence by ensuring Principal and academic support team PBIS/SEL fidelity walkthrough data meets all established percentages for schoolwide behavior expectations, classrooms procedures and instruction, and student and staff awareness.

High Priority

Evaluation Data Sources: District Developed Tracking Rubric

Strategy 1 Details	Reviews			
Strategy 1: Update PBIS matrix expectations and review for campus-wide implementation. Strategy's Expected Result/Impact: Consistency in expectations across campus. Staff Responsible for Monitoring: All staff. Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Consistent walk-through schedule with teacher feedback. Strategy's Expected Result/Impact: Regular monitoring of classroom procedures and instruction. Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3 - L2 Academic Excellence (Student Achievement) 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Build a whole student system of support to address the health, wellness, and social emotional needs of students. Strategy's Expected Result/Impact: To support the students' non-academic needs so that they are able to effectively engage in academics. Staff Responsible for Monitoring: Administration, Nurse, Counselor, Coach. Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - School Culture and Climate 1 Funding Sources: Nurse budget for resources - 199 General Fund - 33.6399.138.99.100.138 - \$500		Formative			Summative
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Performance Objective 4 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: Ideally, Rusk will offer a variety of activities for all students to participate in. Root Cause: Rusk has a small staff who all already wear many hats and without compensation, it is hard to find teachers who are willing to take on an extra after-school activity.
L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: 5th grade students perform poorly on Science STAAR. Root Cause: A lack of fidelity across grade levels to the science block. Prioritized Need 2: Students lack vocabulary in both English and Spanish. Root Cause: Students use very little academic language, even in their non-English dominant language and have no context to it. Prioritized Need 3: Third grade students performed poorly in both Reading and Math STAAR. Root Cause: New teachers lacked a full understanding of 3rd grade standards.
L2 Academic Excellence (Student Achievement)
Prioritized Need 1: Students lack vocabulary in both English and Spanish. Root Cause: Students use very little academic language, even in their non-English dominant language and have no context to it. Prioritized Need 2: Third grade students performed poorly in both Reading and Math STAAR. Root Cause: New teachers lacked a full understanding of 3rd grade standards.

Goal 1: WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

Performance Objective 5: By June 2024, Rusk Elementary will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by Reduction of all ISS, OSS, Disciplinary Removal for all student groups and reduce the overall number of disciplinary removals from 3.61% to less than 2%.

Evaluation Data Sources: OnPoint Discipline Action Summary Report

Strategy 1 Details	Reviews			
Strategy 1: Monitor classroom instruction for teacher effectiveness and implementation of behavior and social emotional supports. Strategy's Expected Result/Impact: Effective tier 1 instruction and maximized instructional time. Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 3 - L2 Academic Excellence (Student Achievement) 2	Formative			Summative
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	 25%			
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Performance Objective 5 Prioritized Needs:


L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: 5th grade students perform poorly on Science STAAR. Root Cause: A lack of fidelity across grade levels to the science block.
Prioritized Need 3: Third grade students performed poorly in both Reading and Math STAAR. Root Cause: New teachers lacked a full understanding of 3rd grade standards.
L2 Academic Excellence (Student Achievement)
Prioritized Need 2: Third grade students performed poorly in both Reading and Math STAAR. Root Cause: New teachers lacked a full understanding of 3rd grade standards.







Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 1: By June 2024, Rusk will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team curriculum fidelity walkthrough data meeting all established percentages for rigor, instructional model, and scope and sequence for reading language arts, math, science, and social studies instruction.

High Priority

Evaluation Data Sources: Walkthrough feedback; student data

Strategy 1 Details	Reviews			
Strategy 1: Provide instructional material and resources to teachers and staff in order to increase student achievement and to support curriculum of students identified as ELL, Economically Disadvantaged and At-Risk. Strategy's Expected Result/Impact: Allow teachers full extent of resources to be prepared for instruction. Staff Responsible for Monitoring: Admin Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3 - L2 Academic Excellence (Student Achievement) 1, 2 Funding Sources: Instructional materials and supplies - 211 ESEA Title I Part A (District) - 11.6399.138.24.801.138 - \$8,171, Instructional materials and supplies - 199 General Fund - 11.6399.138.11.100.138 - \$2,373.60, Web based services and Operating System updates (Nearpod, Seesaw, Edpuzzle) - 211 ESEA Title I Part A (District) - 211.11.6299.138.24.801.138 - \$6,000	Formative			Summative
	Oct	Jan	Mar	June
	 25%			

Strategy 2 Details		Reviews			
Strategy 2: Provide Staff Development through PLC's and Conferences/Workshops to plan instruction and integrate best practices. Strategy's Expected Result/Impact: Build capacity in the tier 1 instruction practice of teachers. Staff Responsible for Monitoring: Admin, Teachers Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3 - L2 Academic Excellence (Student Achievement) 1, 2 Funding Sources: Professional Development - 199 General Fund - 13.6411.138.11.100.138 - \$1,200		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Provide substitutes for teacher professional development, planning, and data analysis meetings. Strategy's Expected Result/Impact: Provide a protected and extended block of time to build capacity in teachers' instruction and review student performance. Staff Responsible for Monitoring: Admin, teachers, secretary Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3 - L2 Academic Excellence (Student Achievement) 1, 2 Funding Sources: Substitutes for teacher PD, data analysis and planning - 211 ESEA Title I Part A (District) - 11.6112.138.24.362.138 - \$1,000, Fringes for substitute pay - 211 ESEA Title I Part A (District) - 11.6141.138.24.362.138 - \$15		Formative			Summative
		Oct	Jan	Mar	June
					
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Performance Objective 1 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: 5th grade students perform poorly on Science STAAR. Root Cause: A lack of fidelity across grade levels to the science block.






L2 Academic Excellence (Curriculum, Instruction, Assessment)	
Prioritized Need 2: Students lack vocabulary in both English and Spanish. Root Cause: Students use very little academic language, even in their non-English dominant language and have no context to it.	
Prioritized Need 3: Third grade students performed poorly in both Reading and Math STAAR. Root Cause: New teachers lacked a full understanding of 3rd grade standards.	
L2 Academic Excellence (Student Achievement)	
Prioritized Need 1: Students lack vocabulary in both English and Spanish. Root Cause: Students use very little academic language, even in their non-English dominant language and have no context to it.	
Prioritized Need 2: Third grade students performed poorly in both Reading and Math STAAR. Root Cause: New teachers lacked a full understanding of 3rd grade standards.	

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 2: By June 2024, Rusk will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team dual language fidelity walkthrough data meeting all established percentages for instructional model, classroom environment and instruction, and language acquisition.

High Priority

Evaluation Data Sources: Student data

Strategy 1 Details	Reviews			
Strategy 1: Dual language training for teachers. Strategy's Expected Result/Impact: Build capacity in teachers' instruction for EB students. Staff Responsible for Monitoring: ILT, Teachers Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2 - L2 Academic Excellence (Student Achievement) 1	Formative			Summative
	Oct	Jan	Mar	June
	 25%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

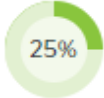
Performance Objective 2 Prioritized Needs:

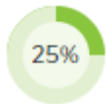




L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 2: Students lack vocabulary in both English and Spanish. Root Cause: Students use very little academic language, even in their non-English dominant language and have no context to it.
L2 Academic Excellence (Student Achievement)
Prioritized Need 1: Students lack vocabulary in both English and Spanish. Root Cause: Students use very little academic language, even in their non-English dominant language and have no context to it.

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 3: By June 2024, Rusk will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 33% to 44%.

High Priority
Evaluation Data Sources: Assessment data, STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Purchase testing material to supplement instruction. Strategy's Expected Result/Impact: Assist in preparing students for state exams. Staff Responsible for Monitoring: ILT Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 3 - L2 Academic Excellence (Student Achievement) 2 Funding Sources: Testing materials 3-5 - 185 SCE (Campus) - 185.11.6339.138.30.000.138 - \$6,700, Testing materials 3-5 - 211 ESEA Title I Part A (District) - 11.6339.138.24.801.138 - \$3,000	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Provide field trips to enhance classroom instruction. Strategy's Expected Result/Impact: A positive impact on instruction as students connect real-world experiences to their learning. Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3 - L2 Academic Excellence (Student Achievement) 1, 2 Funding Sources: Field trip transportation and charter - 211 ESEA Title I Part A (District) - 11.6494.138.24.801.138 - \$1,000, Field trip admissions and fees - 211 ESEA Title I Part A (District) - 11.6499.138.24.801.138 - \$2,000, Kid's Excel Contract Fee - 199 General Fund		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: 5th grade students perform poorly on Science STAAR. Root Cause: A lack of fidelity across grade levels to the science block. Prioritized Need 2: Students lack vocabulary in both English and Spanish. Root Cause: Students use very little academic language, even in their non-English dominant language and have no context to it. Prioritized Need 3: Third grade students performed poorly in both Reading and Math STAAR. Root Cause: New teachers lacked a full understanding of 3rd grade standards.
L2 Academic Excellence (Student Achievement)
Prioritized Need 1: Students lack vocabulary in both English and Spanish. Root Cause: Students use very little academic language, even in their non-English dominant language and have no context to it. Prioritized Need 2: Third grade students performed poorly in both Reading and Math STAAR. Root Cause: New teachers lacked a full understanding of 3rd grade standards.

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

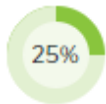




Performance Objective 4: By June 2024, Rusk will Increase student achievement outcomes as measured by the percent of 3rd grade students that score "Meets" Grade level or above on STAAR reading will increase from 19% to 30% with all student groups meeting board approved metrics. [HB3].

High Priority

HB3 Goal

Evaluation Data Sources: Assessment results throughout the year; STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Support vertical alignment and instructional practices using Book of the Month. Strategy's Expected Result/Impact: Build consistency in campus frameworks across grade levels. Staff Responsible for Monitoring: Teachers, CTCs Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2, 3 - L2 Academic Excellence (Student Achievement) 1, 2 Funding Sources: Books for per teacher, per classroom, per month - 185 SCE (Campus) - 11.6329.138.30.000.138 - \$1,500	Formative			Summative
	Oct	Jan	Mar	June
	✗	✗	✗	

Strategy 2 Details		Reviews			
Strategy 2: Provide literature for classroom libraries for students' use. Strategy's Expected Result/Impact: Student use of classroom books of choice to motivate reading and engage students. Staff Responsible for Monitoring: Teachers Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2, 3 - L2 Academic Excellence (Student Achievement) 1, 2 Funding Sources: classroom library books - 185 SCE (Campus) - 11.6329.138.30.000.138 - \$300		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 4 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 2: Students lack vocabulary in both English and Spanish. Root Cause: Students use very little academic language, even in their non-English dominant language and have no context to it. Prioritized Need 3: Third grade students performed poorly in both Reading and Math STAAR. Root Cause: New teachers lacked a full understanding of 3rd grade standards.
L2 Academic Excellence (Student Achievement)
Prioritized Need 1: Students lack vocabulary in both English and Spanish. Root Cause: Students use very little academic language, even in their non-English dominant language and have no context to it. Prioritized Need 2: Third grade students performed poorly in both Reading and Math STAAR. Root Cause: New teachers lacked a full understanding of 3rd grade standards.

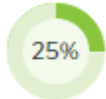




Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 5: By June 2024, Rusk will increase student achievement outcomes as measured by the percent of 3rd grade students that score "Meets" grade level or above on STAAR math will increase from 14% to 30% with all student groups meeting board approved metrics. [HB3]

High Priority

HB3 Goal

Evaluation Data Sources: Assessment results throughout the year; STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Provide instructional support in planning and intervention from the CTCs and math interventionist. Strategy's Expected Result/Impact: Effective planning and vertical alignment. Staff Responsible for Monitoring: Admin, ILT, Math interventionist Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3 - L2 Academic Excellence (Student Achievement) 1, 2	Formative			Summative
	Oct	Jan	Mar	June
	 25%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Performance Objective 5 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: 5th grade students perform poorly on Science STAAR. Root Cause: A lack of fidelity across grade levels to the science block.
Prioritized Need 2: Students lack vocabulary in both English and Spanish. Root Cause: Students use very little academic language, even in their non-English dominant language and have no context to it.
Prioritized Need 3: Third grade students performed poorly in both Reading and Math STAAR. Root Cause: New teachers lacked a full understanding of 3rd grade standards.
L2 Academic Excellence (Student Achievement)
Prioritized Need 1: Students lack vocabulary in both English and Spanish. Root Cause: Students use very little academic language, even in their non-English dominant language and have no context to it.
Prioritized Need 2: Third grade students performed poorly in both Reading and Math STAAR. Root Cause: New teachers lacked a full understanding of 3rd grade standards.

Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 1: By June 2024, Rusk will stabilize enrollment by increasing the number of new students enrolling or transferring back to EPISD by 5% from 213 to 224.







Evaluation Data Sources: Enrollment data.

Strategy 1 Details	Reviews			
Strategy 1: Work with district and campus staff in reaching out to families that have unenrolled to encourage returning to the campus. Strategy's Expected Result/Impact: Increased enrollment. Staff Responsible for Monitoring: Administration, PEIMS clerk.	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 2: By June 2024, Rusk will attract and retain top talent by implementing an employee recruiting and retention plan designed to increase filled positions on first day of school.






Evaluation Data Sources: Position inventory report.

Strategy 1 Details	Reviews			
Strategy 1: Develop a workshop schedule to support recruited teachers on campus. Strategy's Expected Result/Impact: Build a support system for new teachers. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create and sustain an energized, supportive campus climate by having monthly campus events of different varieties types in which teachers can participate in and are acknowledged. Strategy's Expected Result/Impact: To motivate, celebrate, and recognize teachers. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Funding Sources: Staff incentives, Staff shirts for Field trips and Events, - 199 General Fund - 23.6499.138.99.100.138 - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 3: By June 2024, Rusk will expand the integration of 21st century learning and innovation skills by developing and implementing an instructional technology campus support plan.

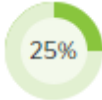




Evaluation Data Sources: Campus system to address technology.

Strategy 1 Details	Reviews			
Strategy 1: Develop a directory of district and campus personnel and their roles and responsibilities regarding technology. Strategy's Expected Result/Impact: To have an efficient system in place for the distribution, inventory, and support of campus technology. Staff Responsible for Monitoring: Campus IT tech, Assistant Principal, middle school campus bookroom clerk ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
	 25%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 1: By June 2024, Rusk will foster a welcoming and safe environment where all students feel supported resulting in an increase student attendance rate from 93% to 95%.







Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
Strategy 1: SEL practices will be implemented with fidelity. Strategy's Expected Result/Impact: Students feel safe and attend school. Staff Responsible for Monitoring: Administration, Counselor Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 2: By June 2024, Rusk will foster a welcoming and safe environment where all families and communities feel supported as well as increase the level of accountability by ensuring 100% of schools offer all required community events.

Evaluation Data Sources: Parent surveys, event calendar, sign- in sheets

Strategy 1 Details	Reviews			
Strategy 1: Create timely monthly school calendars and a system of communication to parents, including all-calls, marquee messages, flyers, dojo, Facebook, and the school website. Strategy's Expected Result/Impact: Parent awareness of all school and community events for increased participation. Staff Responsible for Monitoring: Administration, communication managers Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - School Culture and Climate 1 - L4 Culture of Accountability (Parent & Community Engagement) 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create a welcoming and flexible parent center schedule and environment based on community interests. Strategy's Expected Result/Impact: Providing a variety of activities that engage parents. Staff Responsible for Monitoring: Administration, PEL Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1 Funding Sources: Parent center resources - 211 ESEA Title I Part A (District) - 61.6499.138.24.801.138 - \$214	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)

Prioritized Need 1: Ideally, Rusk will offer a variety of activities for all students to participate in. **Root Cause:** Rusk has a small staff who all already wear many hats and without compensation, it is hard to find teachers who are willing to take on an extra after-school activity.






L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 1: Low overall engagement in parent workshops. **Root Cause:** We have not found the right activities/workshops outside of student performances that motivate parents to attend.

Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 3: By June 2024, EPISD will implement a two-way communication plan designed to increase the number and quality of opportunities to engage, inform, train, and gather input from family and community stakeholders as measures on Thought Exchange and Let's Talk Platform.

Evaluation Data Sources: An increase in the use and the customer satisfaction rating of the two platforms.

Strategy 1 Details	Reviews			
Strategy 1: Work with parental engagement leader to train parents on the use of the platforms for their communication with the school. Strategy's Expected Result/Impact: To make parents feel at ease with the use of the two platforms. Staff Responsible for Monitoring: PEL, Administration Title I: 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1	Formative			Summative
	Oct	Jan	Mar	June
	 25%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

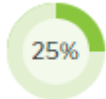




Performance Objective 3 Prioritized Needs:

L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: Low overall engagement in parent workshops. Root Cause: We have not found the right activities/workshops outside of student performances that motivate parents to attend.

Goal 5: EQUITY BY DESIGN El Paso ISD champions a targeted approach to universal access and system equity.

Performance Objective 1: By June 2024, Rusk will foster equitable access to opportunities and eliminating barriers as measured by a reduction in the percentage of long-term Emergent Bilinguals Achieving Beginning on TELPAS Composite from 9.09% to 4.5% as well as reduce the number of Emergent Bilingual Achieving Beginning on TELPAS reading from 13.64% to 9%.

Evaluation Data Sources: TELPAS scores

Strategy 1 Details		Reviews			
Strategy 1: Budget for dual language professional development training for teachers. Strategy's Expected Result/Impact: Build capacity in dual language teachers to help their instruction of EB students. Staff Responsible for Monitoring: Teachers, Administration Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2, 3 - L2 Academic Excellence (Student Achievement) 1, 2 Funding Sources: Professional development - 199 General Fund - 13.6411.138.11.100.138		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 1 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 2: Students lack vocabulary in both English and Spanish. Root Cause: Students use very little academic language, even in their non-English dominant language and have no context to it.
Prioritized Need 3: Third grade students performed poorly in both Reading and Math STAAR. Root Cause: New teachers lacked a full understanding of 3rd grade standards.
L2 Academic Excellence (Student Achievement)
Prioritized Need 1: Students lack vocabulary in both English and Spanish. Root Cause: Students use very little academic language, even in their non-English dominant language and have no context to it.
Prioritized Need 2: Third grade students performed poorly in both Reading and Math STAAR. Root Cause: New teachers lacked a full understanding of 3rd grade standards.

State Compensatory

Budget for Rusk Elementary School

Total SCE Funds: \$8,500.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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2023-2024 Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Jose Ramos	Kinder Dual Teacher
Classroom Teacher	Emily Vargas	1st grade mono
Non-classroom Professional	Sonia Diaz	CTC math
Non-classroom Professional	Monica Diaz de Leon	CTC literacy
Non-classroom Professional	Miriam Borrego	office clerk
Community Representative	John Ramirez	
Business Representative	James Larkin	
Community Representative	Teddy Silcox	
District-level Professional	Scott Gray	Director
Administrator	Monica Brinkley	Principal
Parent	Brittany Rodriguez	
Non-classroom Professional	Verl O'Bryant	Counselor
Parent	Adam Powell	
Classroom Teacher	Josie Gonzales	2nd grade teacher
Classroom Teacher	Fernando Marquez	3rd grade teacher
Classroom Teacher	Socorro Salas	1st grade
Classroom Teacher	Luisa Sanchez	4th grade

Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	Testing materials 3-5	185.11.6339.138.30.000.138	\$6,700.00
2	4	1	Books for per teacher, per classroom, per month	11.6329.138.30.000.138	\$1,500.00
2	4	2	classroom library books	11.6329.138.30.000.138	\$300.00
Sub-Total					\$8,500.00
Budgeted Fund Source Amount					\$8,500.00
+/- Difference					\$0.00
211 ESEA Title I Part A (District)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Instructional materials and supplies	11.6399.138.24.801.138	\$8,171.00
2	1	1	Web based services and Operating System updates (Nearpod, Seesaw, Edpuzzle)	211.11.6299.138.24.801.138	\$6,000.00
2	1	3	Substitutes for teacher PD, data analysis and planning	11.6112.138.24.362.138	\$1,000.00
2	1	3	Fringes for substitute pay	11.6141.138.24.362.138	\$15.00
2	3	1	Testing materials 3-5	11.6339.138.24.801.138	\$3,000.00
2	3	2	Field trip admissions and fees	11.6499.138.24.801.138	\$2,000.00
2	3	2	Field trip transportation and charter	11.6494.138.24.801.138	\$1,000.00
4	2	2	Parent center resources	61.6499.138.24.801.138	\$214.00
Sub-Total					\$21,400.00
Budgeted Fund Source Amount					\$21,400.00
+/- Difference					\$0.00
199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Incentives and awards	11.6499.138.11.100.138	\$3,000.00
1	1	3	Administrative supplies	23.6399.138.99.100.138	\$2,500.00
1	1	3	Custodial supplies	51.6399.138.99.100.138	\$300.00
1	1	3	Rental lease for copiers- Office & Teacher workroom	199.11.6269.138.11.100.138	\$3,048.00
1	4	3	Nurse budget for resources	33.6399.138.99.100.138	\$500.00

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Instructional materials and supplies	11.6399.138.11.100.138	\$2,373.60
2	1	2	Professional Development	13.6411.138.11.100.138	\$1,200.00
2	3	2	Kid's Excel Contract Fee		\$0.00
3	2	2	Staff incentives, Staff shirts for Field trips and Events,	23.6499.138.99.100.138	\$1,000.00
5	1	1	Professional development	13.6411.138.11.100.138	\$0.00
Sub-Total					\$13,921.60
Budgeted Fund Source Amount					\$13,921.60
+/- Difference					\$0.00
Grand Total Budgeted					\$43,821.60
Grand Total Spent					\$43,821.60
+/- Difference					\$0.00