

El Paso Independent School District

Rusk Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: C



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

Demographics

Demographics Summary

- Student enrollment is declining in 2016 total of 330 students. In 2017 total of 303 and in 2018 total of 269 students.
- The percentage of migrant students at Rusk elementary is 1.87%.
- All students who are receiving services in special education are the same race/ethnicity.
- Attendance and tardy rates has declined in 2018-2019 is 95.03% compared to 95.34 in 2017-2018 and in 2017-2016 was 96.85 %.
- There are currently 25 gifted and talented students.
- Ell students are supported cognitive and linguistically. Students are supported in their native language and instructional accommodations are in place for struggling students.
- Parents are notified about school and community activities through flier, phone calls, campus wide calendar, campus website, and school marquee.
- During Coffee with the Principal parents are involved in the process of creating the grade level compact goals.
- The socioeconomic status of the community is low income.
- The level of parental involvement is moderate.
- Interventions to promote high attendance are free dress rewards, ice cream social monthly, and attendance wall.
- Parent Involvement Liaison position has been filled this school year.
- School Nurse and Parent involvement Liaison offer monthly education courses and services for parents.

Demographics Strengths

- Attendance Incentives
- RTI support
- After school clubs
- PBIS incentives and implementation.
- Gifted and Talented Program
- Dual Language program Pk-4th
- Parent engagement activities
- Parent education courses/services

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a 1.56% decrease in attendance from 2016-2017 to 2017-2018. **Root Cause:** The lack of the 90% attendance criteria makes it difficult to hold parents accountable.

Student Academic Achievement

Student Academic Achievement Summary

- Student enrollment is declining in 2016 total of 330 students. In 2017 total of 303 and in 2018 total of 269 students.
- The percentage of migrant students at Rusk elementary is 1.87%.
- All students who are receiving services in special education are the same race/ethnicity.
- Attendance and tardy rates has declined in 2018-2019 is 95.03% compared to 95.34 in 2017-2018 and in 2017-2016 was 96.85 %.
- There are currently 25 gifted and talented students.
- Ell students are supported cognitive and linguistically. Students are supported in their native language and instructional accommodations are in place for struggling students.
- Parents are notified about school and community activities through flier, phone calls, campus wide calendar, campus website, and school marquee.
- During Coffee with the Principal parents are involved in the process of creating the grade level compact goals.
- The socioeconomic status of the community is low income.
- The level of parental involvement is moderate.
- Interventions to promote high attendance are free dress rewards, ice cream social monthly, and attendance wall.
- Parent Involvement Liaison position has been filled this school year.
- School Nurse and Parent involvement Liaison offer monthly education courses and services for parents.

Student Academic Achievement Strengths

- Attendance Incentives
- RTI support
- After school clubs
- PBIS incentives and implementation.
- Gifted and Talented Program
- Dual Language program Pk-3rd
- Parent engagement activities
- Parent education courses/services

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 5th grade STAAR Reading scores have declined by 17% within the past year. **Root Cause:** Students did not receive foundations in

the lower grades.

Problem Statement 2: 4th grade STAAR Writing scores did not improve from 2016-2018. **Root Cause:** Foundations skills in writing are lacking.

Problem Statement 3: No improvement made in 5th grade Science scores from 58%. **Root Cause:** Students are lacking the skills in reading to meet state standards.

School Processes & Programs

School Processes & Programs Summary

- The rigor and relevance of instruction is aligned with the TEKS, ELPS, and CCRS.
- The ELPS support ELL learners through rigorous content standards that are embedded in English language arts, math, and science instruction.
- The rigor and relevance of instruction align with the CCRS and assist in preparing students with the knowledge and skills they need to succeed in entry-level college courses.
- Instruction is cognitively demanding and challenging because it follows TRS Performance Assessments across grade levels.
- Instruction is construed upon common assessments, benchmarks, ISIP, DRA/EDL, progress monitoring, High Frequency Words evaluations, and unit assessments and observations/formative assessments.
- Teachers implement the district's curriculum with fidelity. We know that because lesson plans are submitted weekly using the backward design model.
- Our school strives to achieve instructional goals, objectives, strategies, and actions that are directly aligned with the district initiatives that positively impact the success of all students.
- Differentiation is addressed by analyzing data such as unit test, bench marks, and mock tests, performs assessments, I-Station reports, and DRA/EDL.
 - Scaffolding is addressed through K-L-W charts for vocabulary based on the students experiences, modeling (I do, we do, you do), Scaffolding is also addressed through lesson planning and implemented in lessons.
 - I-pads are integrated in the classroom to access educational programs to help develop student achievement and fill in gaps. (I-station, Nearpod, Prodigy, Kahoot, Google, Keynote app, Kiddle, and KidsGoogle search engine)
 - After attending a training, within the next 2 weeks we need to implement the new information (strategies) and apply it according to the student's needs. If need be apply it to our own teaching styles. Reflect on the results and modify as you go.
 - Monitoring is done through summative/formative assessments.
 - Through pre-teaching, activating background knowledge, using visuals, group work, scaffolding new information, and sentence frames.
 - ELL sheltered strategies are selected by the teacher according to the student's personal needs to develop the English language.
 - ELL monitoring is done through the integration of listening, speaking, reading, and writing. Students are monitored BOY, MOY, AND EOY through the LPAC committing and the use
 - of technology.
 - Objectives are communicated during PLC time and then brought to the attention of the rest of the faculty. Parents are contacted through mail, email, voice messaging including parental liaison, so that parents know the school's expectations. Information is shared at our monthly faculty meetings. Reviews come through various surveys, given throughout the school year to ensure that student and class expectations are being met. Resources also available are Schoology, TEKS, and mock testing to monitor student's progress in the classroom and testing materials. By continuing to reach out to parents and students to make sure every student is given a chance to succeed. Faculty meetings and PLC grade level meetings are beneficial for communicating at the campus level on where adjustments and modifications can be made on expectations

along with prioritizing and reprioritizing expectations for all students and their success. At the district level principal meetings are held where district expectations are communicated to administration and relayed to campus staff.

- Routines, lesson plans, PBIS expectations, safety procedures, parent communication, SEL, health awareness through parent classes, growth and development classes for students, after school clubs and activities, Region 19 Inservice (Saturdays), Saturday school, tutoring before and after school.

- Grade levels have a 45 daily planning period. Once a week a 90 minute block is used for staff development or data review. Planning expectations are for teams to meet at least once a week for reading and once a week for math during their conference time for team planning.
- Yes, the master schedule includes all core instruction blocks as well as an enrichment/intervention block. As much as possible, school events are organized during students' PE block.
- Campus expectations on integrating technology is to provide deep technology learning experiences and tools to students.
- Add technology to active, blending, and competency-based learning environments.
- There are many ways technology is being used to support instruction on curricular goals, and helping the students to effectively reach their goals.
- Methods of collecting/recording data using SeeSaw, Nearpod, Prodigy, Kahoot, FlipGrid, and Quizziz.
- Ways to collaborate with students and teachers using online apps Flipgrid, Kahoot, Quizziz, Weebly, and Padlet.
- Opportunities for expressing understanding via multimedia using Skype app.
- Training for publishing and presenting their new knowledge using Keynote, iMovie, Camera, iBooks, and Crayon apps.
- Online learning/blended classrooms through Weebly, project-based activities through Projectedu, game based learning like Prodigy, & assessment like Nearpod/Kahoot, explorations & research through KidsGoogle search.

School Processes & Programs Strengths

- Routines
- Lesson plans
- PBIS expectations
- Safety procedures
- Parent communication
- SEL
- Health awareness through parent classes
- Growth and development classes for students
- After school clubs and grade level performances
- Region 19 Inservice (Saturdays); professional development opportunities
- Saturday school available
- Tutoring before and after school available
- Book of the month

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of planning time contributes to the quality of teaching. **Root Cause:** Planning time is limited due professional development, meetings, and extracurricular participation.

Perceptions

Perceptions Summary

- Parent- Student Portal
- Class Dojo
- Insync Program
- Father and son reading morning
- Father/ Daughter Dance
- Mother/ Son Dance
- Grade-Level Performance
- Coffee with the Principal
- Parent Teacher Conferences
- Kids Excel
- Literacy Night
- Dual Language Night
- Writing / Poetry Night
- Math Night
- Science Night
- Move It Monday
- Family Friday
- Parent- Student Portal
- Class Dojo
- Insync Program
- Father and son reading morning
- Father/ Daughter Dance
- Mother/ Son Dance
- Grade-Level Performance
- Coffee with the Principal
- According to the school climate survey which compares the following school years: 2016-2017, 2017-2018 and 2018-2019, we can see that parent's perceptions of the school's effectiveness has increased. The following percentages are based on the 2018-2019 school year. 88.6% feel included in their child's school . 98.6 % feel the teachers believe their children can succeed. 94.3 % feel their child is safe at school. 92.9% feel they are treated respectfully at their child's school.
- A high percentage of staff on campus are bilingual and can communicate in both languages. It is evident in the flyers and information that are sent home that language is accommodated to meet parent needs. In addition, school telephone messages are also sent out in both English and Spanish language.

- According to the 2018/2019 School Climate Survey, the percentage of parents who feel they are included in problem solving issues at Rusk has increased by 6.8% going from 81.8% to 88.6.
- Through the school climate survey and questionnaires, students in general feel respected by teachers and peers. The majority have formed positive relationships with other students and faculty as well. They describe the PBIS model as a good reference to understanding what kind of behavior is expected and accepted. The majority of faculty believe there has been an increase in positive behavior and respect among the student population in comparison to past years
- Disciplinary practices and decision making are evaluated through a PBIS discipline flow chart. Decision making is done by teachers and administrators. Adjustments are made every school year if needed.
- Disciplinary policies are proactive. Through PBIS teachers and administrators are encouraged to reward behavior in a positive way.
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- Disciplinary policies are proactive. Through PBIS teachers and administrators are encouraged to reward behavior in a positive way.
- PBIS
- EPISD BULLYING REPORTING SYSTEM
- BULLYING LESSONS
- STUDENT MEDIATION
- BULLYING INVESTIGATED AND ENTERED INTO EPISD SYSTEM MY ADMISITRATION
- CONSEQUENCES FOR BULLYING BEHAVIOR BY ADMINISTRATION
- FOLLOW UP AND MONITORING OF BULLYING
- ADMINISTRATION EPISD BULLYING REPORTING SYSTEM DATA NEEDED ON BULLYING REPORTS
- ONLY ONE OUT OF 250 STUDENTS WAS SENT TO DAEP THIS YEAR
- At Rusk elementary we have placed and offered different activities in both inclusive and exclusive situations.
- Although by name some of our activities such as father daughter dance, bring your father to school, and the strong fathers program appear to be exclusive, they are open to all family members, hence making them inclusive.
- Other inclusive: parent teacher conferences, fall festival, thanksgiving feast, health fair, writing night, move it monday and family friday during P.E., the nurse has placed different contest any student who choses can be a part of, the spelling bee, amongst other activites.

· PBIS

· EPISD BULLYING REPORTING SYSTEM

· BULLYING LESSONS

· STUDENT MEDIATION

- BULLYING INVESTIGATED AND ENTERED INTO EPISD SYSTEM MY ADMISITRATION
- CONSEQUENCES FOR BULLYING BEHAVIOR BY ADMINISTRATION
- FOLLOW UP AND MONITORING OF BULLYING
- ADMINISTRATION EPISD BULLYING REPORTING SYSTEM DATA NEEDED ON BULLYING REPORTS
- ONLY ONE OUT OF 250 STUDENTS WAS SENT TO DAEP THIS YEAR
- At Rusk elementary we have placed and offered different activities in both inclusive and exclusive situations.
- Although by name some of our activities such as father daughter dance, bring your father to school, and the strong fathers program appear to be exclusive, they are open to all family members, hence making them inclusive.
- Other inclusive: parent teacher conferences, fall festival, thanksgiving feast, health fair, writing night, move it monday and family friday during P.E., the nurse has placed different contest any student who choses can be a part of, the spelling bee, amongst other activites.

Perceptions Strengths

- Improved parent involvement and student perceptions of respect and belonging.
- Reduction of students sent to DAEP.
- Reduced bullying reports.
- Increased community involvement.

Priority Problem Statements

Problem Statement 1: Lack of planning time contributes to the quality of teaching.

Root Cause 1: Planning time is limited due professional development, meetings, and extracurricular participation.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: 5th grade STAAR Reading scores have declined by 17% within the past year.

Root Cause 2: Students did not receive foundations in the lower grades.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: 4th grade STAAR Writing scores did not improve from 2016-2018.

Root Cause 3: Foundations skills in writing are lacking.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: No improvement made in 5th grade Science scores from 58%.

Root Cause 4: Students are lacking the skills in reading to meet state standards.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: There is a 1.56% decrease in attendance from 2016-2017 to 2017-2018.

Root Cause 5: The lack of the 90% attendance criteria makes it difficult to hold parents accountable.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten 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 education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant 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, and gender 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

- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Other additional data

Goals

Revised/Approved: May 14, 2019

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 2019-2020 school year:

Reading: 85% Approaches (from 79%); 40% Meets (from 31%); 25% Masters (from 18%)

Math: 90% Approaches (from 85%); 60% Meets (from 50%); 30% Masters (from 21%)

Writing: 80% Approaches (from 76%); 45% Meets (from 38%); 25% Masters (from 3%)

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

Evaluation Data Source(s) 1: 2020 STAAR reports

Summative Evaluation 1:

Targeted or ESF High Priority

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|-------------------------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>TEA Priorities Improve low-performing schools</p> <p>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> | 2.4, 2.6, 2.6 | Principal | Appropriate resources in all classrooms to improve student academic performance. | | | | |
| <p>Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 211 ESEA Title I (Campus) - 62132.00</p> | | | | | | | |
| <p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>2) Administration will integrate weekly 90 min PLCs into the master schedule to collaboratively vertically align best practices across grade levels, analyze data, and develop lesson plans that include best practices.</p> | 2.4, 2.4, 2.5, 2.6, 2.6 | Principal, Assistant Principal, ALL, Teachers | Vertical alignment and engaging lessons that support learning across grade levels. | | | | |
| <p>Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 1</p> | | | | | | | |
| <p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>3) Campus will contract for teacher professional development including with, but not limited to Region 19 to support teachers' understanding of and planning with the new ELAR standards.</p> | 2.4, 2.4, 2.5, 2.6, 2.6 | Principal | Effective planning for increased student achievement. | | | | |
| <p>Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 1 Funding Sources: 211 ESEA Title I (Campus) - 10000.00</p> | | | | | | | |
| <p>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>4) Administration will support implementation of the Balanced Literacy components in Grades PK-5 to ensure student progress in Reading through professional development opportunities.</p> | 2.4, 2.5, 2.5, 2.6, 2.6 | Principal, Assistant Principal; ALL | Vertical alignment campus-wide resulting in increased student achievement results. | | | | |
| <p>Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1</p> | | | | | | | |
| <p>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>5) 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> | 2.4, 2.5, 2.6, 2.6 | Principal, Assistant Principal, ALL | Support school community and culture to improve academic achievement in reading and writing through consistent campus frameworks. | | | | |
| <p>Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 185 SCE (Campus) - 2907.04</p> | | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|-------------------------|-------------------------------------|---|--|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| Comprehensive Support Strategy TEA Priorities Improve low-performing schools 6) Stem Scopes resources will be utilized school-wide by teachers all year to increase rigor and incorporate hands-on learning activities in the science lab. | 2.4, 2.4, 2.5, 2.6, 2.6 | Principal, Assistant Principal, ALL | Prepare students with the rigor needed to increase science academic scores. | | | | |
| | | | | Problem Statements: Student Academic Achievement 3 | | | |
| Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 7) Teachers will regularly integrate technology into classroom instruction to enhance creative and active engagement as well as for as intervention support. Campus technology purchases will include, but are not limited to, outdated and non-working technology used by staff and students. | 2.4, 2.5, 2.5, 2.6, 2.6 | Principal, Assistant Principal, ALL | Increased student motivation resulting in increased student performance in all content areas. | | | | |
| | | | | Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 211 ESEA Title I (Campus) - 2000.00 | | | |
| TEA Priorities Build a foundation of reading and math Improve low-performing schools 8) Campus will purchase web-based programs to incorporate technology on a regular basis into all core instruction to support active learning. | 2.4, 2.5, 2.5, 2.6, 2.6 | Principal, ALLs, classroom teachers | Enhance the academic achievement of at-risk, economically disadvantaged and all other students in all academic areas. | | | | |
| | | | | Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 211 ESEA Title I (Campus) - 3500.00 | | | |
| TEA Priorities Improve low-performing schools 9) Campus will fund one Instructional Paraprofessional to support classroom teachers and at-risk students. | 2.5, 2.6, 2.6 | Principal | Increased student performance for all students, including those at-risk, in Reading and Math. | | | | |
| | | | | Problem Statements: Student Academic Achievement 1 | | | |
| Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 10) Teachers will use I-Station Reading and Math data to regularly monitor the progress of all students and group them based on needs to address academic gaps, strengths and increase growth in performance. | 2.4, 2.4, 2.5, 2.6, 2.6 | Principal, ALL, Teachers | To have regular, accurate data in order to plan instruction to best support students' academic needs in reading and math. | | | | |
| | | | | Problem Statements: Student Academic Achievement 1 | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 11) Teachers will provide differentiated instruction for all students, including those identified at-risk, in Reading and Math through a daily school-wide intervention/enrichment block. | 2.4, 2.4, 2.5, 2.6, 2.6 | Principal, Assistant Principal, ALL, Teachers | To have tiered instruction to ensure growth of all students in Reading and Math. | | | | |
| | Problem Statements: Student Academic Achievement 1 | | | | | | |
| TEA Priorities Improve low-performing schools 12) Regular RTI meetings will take place to monitor progress of all students to support academic and social emotional growth of all students. | 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 | Principal, Assistant Principal | Increase student academic success by addressing student needs. | | | | |
| | Problem Statements: Student Academic Achievement 1, 2, 3 | | | | | | |
| Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 13) Campus will purchase testing material and supplies that align to STAAR rigor in grades 3-5. | 2.4, 2.4, 2.5, 2.6, 2.6 | Principal, ALL | Better preparation using STAAR content for increased student performance on STAAR. | | | | |
| | Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 211 ESEA Title I (Campus) - 8000.00 | | | | | | |
| TEA Priorities Build a foundation of reading and math Improve low-performing schools 14) The campus will update the library collection throughout the year with high interest reading materials and supplies to enhance instruction. | 2.5, 2.6, 2.6 | Principal, Librarian | Increased motivation resulting in better academic performance in reading. | | | | |
| | Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 211 ESEA Title I (Campus) - 3000.00 | | | | | | |
| TEA Priorities Improve low-performing schools 15) The teachers will extend the learning process beyond classroom instruction by providing a grade-level field trip experience. | 2.5, 2.5, 2.6 | Principal, teachers | Increased motivation and exposure to assist in improving student academic achievement. | | | | |
| | Funding Sources: 211 ESEA Title I (Campus) - 3700.00 | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 16) Teachers will provide additional support to students at risk through tutoring as needed throughout the year. | 2.4, 2.4, 2.5, 2.6, 2.6 | Principal, Assistant Principal, Teachers | Increase in student learning outcomes. | | | | |
| | Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 211 ESEA Title I (Campus) - 3500.00 | | | | | | |
| TEA Priorities Build a foundation of reading and math Improve low-performing schools 17) The campus will fund part of the salary of a DRD teacher to support the academic needs of students in the Dyslexia program. | 2.4, 2.4, 2.6 | Principal | Additional support will allow students in the program to have better academic success across all content areas. | | | | |
| | Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 199 General Fund - 0.00 | | | | | | |
| | | | | | | | |

Performance Objective 1 Problem Statements:

| Student Academic Achievement |
|--|
| Problem Statement 1: 5th grade STAAR Reading scores have declined by 17% within the past year. Root Cause 1: Students did not receive foundations in the lower grades. |
| Problem Statement 2: 4th grade STAAR Writing scores did not improve from 2016-2018. Root Cause 2: Foundations skills in writing are lacking. |
| Problem Statement 3: No improvement made in 5th grade Science scores from 58%. Root Cause 3: Students are lacking the skills in reading to meet state standards. |
| School Processes & Programs |
| Problem Statement 1: Lack of planning time contributes to the quality of teaching. Root Cause 1: Planning time is limited due professional development, meetings, and extracurricular participation. |

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 a 90.44% to a 94% in the 2019-2020 school year.

Evaluation Data Source(s) 2: Attendance reports.

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|------------------------------|---|---|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| TEA Priorities Improve low-performing schools 1) Teachers will promote good attendance to positively impact academics by providing individual and class incentives for perfect attendance on a regular basis. | 2.5, 2.6 | PBIS team, Counselor, Teacher | Better student attendance to maximize instructional time for all students. | | | | |
| | | | | Problem Statements: Demographics 1 Funding Sources: 199 General Fund - 496.00 | | | |
| TEA Priorities Improve low-performing schools 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. | 2.5, 2.5, 2.6 | Principal, Counselor, Teacher | The motivation for recognition will result in maximum effort and increased in academic achievement. | | | | |
| | | | | Problem Statements: Demographics 1 Funding Sources: 199 General Fund - 1000.00 | | | |
| TEA Priorities Improve low-performing schools 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. | 2.5, 2.5, 2.6, 3.1, 3.2, 3.2 | Principal, Nurse, Counselor, PEL, Coaches | Improved attendance through awareness will result in more instructional time which benefits academic achievement. | | | | |
| | | | | Problem Statements: Demographics 1 | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| TEA Priorities Improve low-performing schools 4) Administration will hold attendance conferences with parents each grading period for students with excessive absences to reduce days they are out. | 2.5, 2.5, 2.6, 2.6 | Principal, Assistant Principal, Counselor | Increased attendance results in more instructional time which is expected to improve student achievement. | | | | |
| | Problem Statements: Demographics 1 | | | | | | |
| TEA Priorities Improve low-performing schools 5) Administration will coordinate with the Alpha Truant officer during the school year to conduct home visits for students with excessive absences or late arrivals to assist families in reducing such events. | 2.5, 2.5, 2.6, 2.6 | Assistant Principal, PEIMS clerk, Teacher | The reduction in excessive absences and late arrivals equates to more instructional time which should positively affect academics. | | | | |
| | Problem Statements: Demographics 1 | | | | | | |
| | | | | | | | |

Performance Objective 2 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: There is a 1.56% decrease in attendance from 2016-2017 to 2017-2018. Root Cause 1: The lack of the 90% attendance criteria makes it difficult to hold parents accountable. |

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 80% of special education students per grade level will be successful on their grade level STAAR tests.

Evaluation Data Source(s) 3: STAAR data reports

Summative Evaluation 3:

Targeted or ESF High Priority

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|-------------------------|-----------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>1) The campus will provide substitutes throughout the year for all teachers, including the special ed. teacher, to attend training, including Region 19 facilitated training on new ELAR standards.</p> | 2.4, 2.4, 2.5, 2.6, 2.6 | Principal | A better of understanding of the new standards will result in more efficient and aligned planning. | | | | |
| <p>Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 185 SCE (Campus) - 7000.00</p> | | | | | | | |
|  | | | | | | | |

Performance Objective 3 Problem Statements:

| Student Academic Achievement |
|--|
| Problem Statement 1: 5th grade STAAR Reading scores have declined by 17% within the past year. Root Cause 1: Students did not receive foundations in the lower grades. |
| Problem Statement 2: 4th grade STAAR Writing scores did not improve from 2016-2018. Root Cause 2: Foundations skills in writing are lacking. |

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: A minimum of 70% of dual language students in K-2 will demonstrate growth in Reading levels from BOY to EOY in both languages.

Evaluation Data Source(s) 4: DRA/EDL data reports

Summative Evaluation 4:

Targeted or ESF High Priority

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|-------------------------|--------------------------|---|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) The instructional team will provide professional development in oral language development and teaching vocabulary for dual language teachers to better support struggling students.</p> | 2.4, 2.4, 2.5, 2.6, 2.6 | Principal, ALL | Build capacity in teachers' skills to strengthen oral language & vocabulary of all, including EL, students to improve academic performance. | | | | |
| | | | | Problem Statements: Student Academic Achievement 1 | | | |
| <p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) The campus will provide substitutes for teachers to participate in PD sessions related to student needs including dual language support to strengthen their craft.</p> | 2.4, 2.4, 2.5, 2.6, 2.6 | Principal, ALL, Teachers | Teachers' professional development will positively impact their instructions which results in better student performance. | | | | |
| | | | | Problem Statements: Student Academic Achievement 1 | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|---------|-----------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
|  | | | | | | | |

Performance Objective 4 Problem Statements:

| Student Academic Achievement |
|--|
| Problem Statement 1: 5th grade STAAR Reading scores have declined by 17% within the past year. Root Cause 1: Students did not receive foundations in the lower grades. |

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 migrant students will demonstrate a year's growth in Reading and Math from BOY to EOY.

Evaluation Data Source(s) 5: iStation reports
DRA/EDL reports

Summative Evaluation 5:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|-------------------------|----------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| TEA Priorities Improve low-performing schools 1) The counselor will monitor the academic progress of migrant students through monthly check-ins to identify areas of need. | 2.4, 2.4, 2.5, 2.6, 2.6 | Counselor | Regular data checks to help meet students' needs to strengthen their academic success. | | | | |
| TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Administration will provide instructional resources and supplies to the counseling center throughout the school year to address the social emotional learning of students. | 2.4, 2.5, 2.5, 2.6, 2.6 | Principal, Counselor | If migrant students' emotional needs. are met they can better focus on their academics which will result in improved outcomes. | | | | |
| Funding Sources: 211 ESEA Title I (Campus) - 0.00 | | | | | | | |
| | | | | | | | |

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 6: 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.

Evaluation Data Source(s) 6: STAAR data reports

Summative Evaluation 6:

Targeted or ESF High Priority

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|-------------------------|----------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Teachers will receive their annual GT update to support differentiation will help all students succeed.</p> | 2.4, 2.5, 2.6, 2.6 | Principal, Teacher | Differentiated instruction will help all students, including GT students, reach their maximum academic potential. | | | | |
| <p>TEA Priorities Improve low-performing schools 2) Teachers will establish systems of self-monitoring and track the progress of students in unit assessments, benchmarks, and mocks given in the school year.</p> | 2.4, 2.4, 2.5, 2.6, 2.6 | Principals, Teachers | Student ownership and accountability of their performance will help them strive to reach their maximum academic potential. | | | | |
| <p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) Teachers will receive professional development in differentiation.</p> | 2.6 | Principal, ALL | Differentiating for students will allow all to make academic progress. | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|----------------------|----------|---------|-----------------------------------|-----------|-----|-----|-----------|
| | | | | 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.



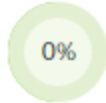

Directly Supports:
Board Goals 1-3

Performance Objective 7: A minimum of 70% of at-risk students in K-2 will make increase in reading levels in their dominant language.

Evaluation Data Source(s) 7: DRA/EDL data reports

Summative Evaluation 7:

Targeted or ESF High Priority

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|-------------------------|--------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| Comprehensive Support Strategy TEA Priorities Improve low-performing schools 1) Students identified at-risk will be monitored routinely to evaluate progress and adjust instruction to help them be successful. | 2.4, 2.4, 2.5, 2.6, 2.6 | Principal, ALL, Teachers | Regular, accurate data will guide teachers in their instruction to help all students be successful. | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | | |

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 Source(s) 1: Employee records.

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|-----------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Support staff, such as but not limited to, a playground monitor will be staffed in the instructional year to monitor student safety. | 2.6 | Principal | A safe environment allows students to focus on their academics. | | | | |
| Funding Sources: 199 General Fund - 0.00 | | | | | | | |
| TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Campus teaching positions will be filled in a timely manner with certified staff. | 2.6 | Principal | Maintain qualified teachers. | | | | |
| | | | | | | | |

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 Source(s) 2: CNA, Staff development registrations and transcripts

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|-------------------------|--------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) The campus will contract with Region 19 in the 2019-2020 school year to support teachers with new ELAR standards and differentiation.</p> | 2.4, 2.4, 2.5, 2.6, 2.6 | Principal | Building teacher capacity will result in more effective and aligned planning and instruction. | | | | |
| <p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Teachers and administration will seek and campus will fund professional development opportunities in and out of town throughout the year to support needs, such as, but not limited to, vocabulary and writing strategies and best practices for administrators and teachers.</p> | 2.4, 2.4, 2.5, 2.6, 2.6 | Principal, ALL, Teachers | Building capacity in teachers will result in improved student success. | | | | |
| <p>Funding Sources: 185 SCE (Campus) - 0.00, 211 ESEA Title I (Campus) - 0.00</p> | | | | | | | |
| <p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) The campus will provide substitutes for teachers to attend professional development training and workshops that support campus needs throughout the year.</p> | 2.4, 2.4, 2.5, 2.6, 2.6 | Principal | Training allows teachers to strengthen their craft so they may appropriately select resources and plan effectively with peers to help students perform better. | | | | |
| <p>Problem Statements: School Processes & Programs 1 Funding Sources: 185 SCE (Campus) - 0.00</p> | | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|-----------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 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. | 2.4, 2.4, 2.5, 2.6, 2.6 | Principal | The adjustments in planning as driven by data results for student groups will result in adjusted instruction for better academic outcomes. | | | | |
| | Problem Statements: School Processes & Programs 1 Funding Sources: 185 SCE (Campus) - 0.00 | | | | | | |
| | | | | | | | |

Performance Objective 2 Problem Statements:

| School Processes & Programs |
|--|
| Problem Statement 1: Lack of planning time contributes to the quality of teaching. Root Cause 1: Planning time is limited due professional development, meetings, and extracurricular participation. |

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 Source(s) 3: PBIS documentation, SEL data

Summative Evaluation 3:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>TEA Priorities Recruit, support, retain teachers and principals 1) The PBIS/SEL team will implement a teaching schedule for the behavior matrix at the beginning of the year to establish campus expectations.</p> | 2.5, 2.5, 2.6 | PBIS/SEL team | Campus-wide expectations will be taught to promote positive behavior in all students. | | | | |
| <p>TEA Priorities Recruit, support, retain teachers and principals 2) The PBIS/SEL team will meet on a monthly basis to plan and execute a 4-6 week PBIS celebration with a criteria rubric for participation.</p> | 2.5, 2.5, 2.6 | PBIS/SEL team, Assistant Principal, Counselor | Celebrations will motivate students to demonstrate good behavior. | | | | |
| <p>TEA Priorities Recruit, support, retain teachers and principals 3) The PBIS/SEL team will establish a campus-wide rewards system for students demonstrating core values in the 2019-2020 school year.</p> | 2.5, 2.5, 2.6 | PBIS/SEL team | Reward systems will motivate students to meet campus behavior expectations. | | | | |
| <p>TEA Priorities Recruit, support, retain teachers and principals 4) Staff will implement SEL strategies, activities and systems with fidelity campus-wide in the 2019-2020 school year.</p> | 2.5, 2.5, 2.6 | Principal, Counselor, Teachers | Meeting the social-emotional needs of students will allow them to focus on their academics. | | | | |
| <p>TEA Priorities Recruit, support, retain teachers and principals 5) The counselor will plan biweekly lessons to teach Core Essentials and SEL competencies to promote student character development.</p> | 2.5, 2.5, 2.6 | Counselor | Promotion and recognition of students demonstrating good character traits will motivate students to meet behavior expectations campus-wide. | | | | |
| Funding Sources: 199 General Fund - 0.00 | | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|----------------------|----------|---------|-----------------------------------|-----------|-----|-----|-----------|
| | | | | 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 2019-2020 school year.

Evaluation Data Source(s) 1: Campus budget records, sign in sheets, and transactions

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--------------------|---------------------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) All budget guidelines will be followed throughout the year to meet budget deadlines. | | Principal, Secretary to the Principal | Meeting deadlines allows all instructional material to be requested, received and distributed on a timely basis for student benefit. | | | | |
| 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. | | Principal, Asst. Principal | The campus will run efficiently to benefit teachers, their instruction and students. | | | | |
| <p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>3) Instructional leadership team will monitor the campus usage of Accelerated Reader across grade levels on a monthly basis.</p> | 2.4, 2.5, 2.6, 2.6 | Principal, ALL | An increase in reading at the appropriate instructional level of each student will improve their reading success. | | | | |
| Problem Statements: Student Academic Achievement 1 | | | | | | | |
| <p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>4) The campus will fund planning and professional development opportunities for faculty to support district initiatives and meet campus needs (in and out of town) throughout the year.</p> | 2.4, 2.5, 2.6, 2.6 | Principal, Secretary to the Principal | Investing in teacher capacity allows for more effective and aligned planning and teaching. | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|---------------------------------------|--|--|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 5) 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. | 2.4, 2.5, 2.6, 2.6 | Principal | Collaboration results in more aligned and effective planning and teaching. | | | | |
| | | | | Problem Statements: School Processes & Programs 1 Funding Sources: 185 SCE (Campus) - 0.00, 199 General Fund - 0.00 | | | |
| TEA Priorities Recruit, support, retain teachers and principals 6) The campus will purchase administrative and departmental supplies that will allow for the campus to run effectively and efficiently. | | Principal, Secretary to the Principal | Maximizing the support teachers and students receive on instruction. | | | | |
| | Funding Sources: 199 General Fund - 5470.00 | | | | | | |
| | | | | | | | |

Performance Objective 1 Problem Statements:

| |
|--|
| Student Academic Achievement |
| Problem Statement 1: 5th grade STAAR Reading scores have declined by 17% within the past year. Root Cause 1: Students did not receive foundations in the lower grades. |
| School Processes & Programs |
| Problem Statement 1: Lack of planning time contributes to the quality of teaching. Root Cause 1: Planning time is limited due professional development, meetings, and extracurricular participation. |

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 Source(s) 1: Activity calendars; school activity notices; parent classes notices; sign in sheets

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--------------------|----------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| TEA Priorities Improve low-performing schools 1) VIPS program will be promoted throughout the year and parents will receive an orientation to the program to build community. | 3.1, 3.1 | Principal | Parents and community will be able to participate in school events. | | | | |
| TEA Priorities Improve low-performing schools 2) The campus will continue to build and collaborate with Partners in Education in the 2019-2020 school year to build community partnerships. | 3.1 | Administrators | The partnerships result in a strengthening in resources between community and the school. | | | | |
| TEA Priorities Improve low-performing schools 3) Continue to fund a parental engagement leader to provide training classes, information sessions and workshops on relevant topics to parents on a weekly basis at a minimum to increase parental engagement. | 3.1, 3.1, 3.2, 3.2 | Principal, PEL | Increase the parental participation rate at campus events. | | | | |
| Funding Sources: 211 ESEA Title I (Campus) - 0.00 | | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---------------------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| TEA Priorities Improve low-performing schools 4) The campus will provide supplies, materials and resources throughout the year for training opportunities including parental meetings, training and workshops to increase parental engagement. | 3.1, 3.1, 3.2 | Principal, Parental Engagement Leader | More parent participation will strengthen the community and school partnership. | | | | |
| | Funding Sources: 211 ESEA Title I (Campus) - 968.00 | | | | | | |
| 5) The campus will partner with Kids Excel to allow students an opportunity to incorporate arts in their learning and perform for their community. | 2.5, 2.5 | Administration, Teachers | Student motivation will increase through arts program and the opportunity to perform for their community. | | | | |
| | Funding Sources: 199 General Fund - 1000.00 | | | | | | |
| | | | | | | | |

Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 1 | 4 | Administration will support implementation of the Balanced Literacy components in Grades PK-5 to ensure student progress in Reading through professional development opportunities. |
| 1 | 1 | 5 | 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. |
| 1 | 1 | 6 | Stem Scopes resources will be utilized school-wide by teachers all year to increase rigor and incorporate hands-on learning actives in the science lab. |
| 1 | 1 | 7 | 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. |
| 1 | 1 | 10 | Teachers will use I-Station Reading and Math data to regularly monitor the progress of all students and group them based on needs to address academic gaps, strengths and increase growth in performance. |
| 1 | 1 | 11 | Teachers will provide differentiated instruction for all students, including those identified at-risk, in Reading and Math through a daily school-wide intervention/enrichment block. |
| 1 | 1 | 13 | Campus will purchase testing material and supplies that align to STAAR rigor in grades 3-5. |
| 1 | 1 | 16 | Teachers will provide additional support to students at risk through tutoring as needed throughout the year. |
| 1 | 7 | 1 | Students identified at-risk will be monitored routinely to evaluate progress and adjust instruction to help them be successful. |
| 2 | 2 | 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. |

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA). Sec. 1114(b)(6) Data was gathered from different sources and the needs and strengths of all campus staff and students were addressed particularly the needs of our at-risk population.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP was developed with the involvement of parents and other members of the community to be served and individuals including teachers, principal, other school leaders, paraprofessionals present in the school, and other individuals determined by the school. Sec. 1114(b)(1-5).

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's participation under this part, the plan and its implementation will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. Sec. 1114(b)(3)

2.3: Available to parents and community in an understandable format and

language

The CIP is available to the local educational agency, parents, and the public in electronic and print form.

2.4: Opportunities for all children to meet State standards

The plan outlines performance objectives and strategies that will provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards. This will be accomplished through data monitoring, staff development and flexible scheduling.

2.5: Increased learning time and well-rounded education

Rusk Elementary will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

2.6: Address needs of all students, particularly at-risk

This plan addresses the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards and how their needs will be met.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The campus will distribute to, parents and family members of participating children the written parent and family engagement policy. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

3.2: Offer flexible number of parent involvement meetings

To ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student

academic achievement, Lee elementary will provide a variety of opportunities for parents and families to be involved in their child's education. These activities will include:

Providing assistance to parents to understand the State's academic standards, the State and local assessment standards and how to work with educators to improve their child's achievement.

Provide materials and training to help parents work with their child, such as literacy and technology training.

Provide information to families in a uniform format, and to the extent practicable, in a language parents can understand

Provide reasonable support for family engagement activities.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------------|------------------------------|----------------|------------|
| Susanna Sifuentes | Paraprofessional Instruction | | 100% |

2019-2020 Campus Improvement Team

| Committee Role | Name | Position |
|----------------------------|--------------------|-----------------|
| Classroom Teacher | Socorro Salas | 4th grade dual |
| Classroom Teacher | Jose Ramos | 2nd grade Dual |
| Classroom Teacher | Amanda Flores | art |
| Classroom Teacher | Asher Brijalba | 1st grade mono |
| Non-classroom Professional | Letty Aranda | PEIMS |
| Classroom Teacher | Stephanie Bequette | kinder mono |
| Classroom Teacher | Edward Ibanez | 5th grade mono |
| Classroom Teacher | Evelyn Vielma | librarian |
| Classroom Teacher | Claudia Duarte | 3rd grade dual |