

**Midland Independent School District**

**Rusk Elementary**

**2024-2025 Campus Improvement Plan**

**Accountability Rating: A**



# Mission Statement

Support and empower educators with innovative tools and strategies, fostering an environment where students are inspired and equipped to reach their full potential and thrive in a future of endless opportunities.

## Vision

Empowering educators to inspire and equip students for a future of limitless possibilities.

## Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Learning .....	9
School Processes & Programs .....	23
Perceptions .....	26
Priority Problem Statements .....	28
Goals .....	31
Goal 1: Board Goal: 1 The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028. Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 42% to 47% by 2025. ....	31
Goal 2: Board Goal: 2 The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028. Campus: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 34% to 40% by 2025. ....	41
Goal 3: Board Goal :3 The percentage of 4th -English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028. Campus: The percentage of 4th -English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 82% to 87% by 2025. ....	49
Goal 4: Board Goal : 4 The percentage of 4th -Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 61% to 71% by 2028. Campus: The percentage of 4th -Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 79% to 84% by 2025. ....	52
Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation. ....	55

Goal 6: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes. .... 63

Goal 7: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership. .... 67

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Rusk Elementary is a Pre-Kindergarten through 6th grade Bilingual Title I campus in Midland ISD. The campus currently houses a variety of special education programs including Life Skills, monolingual and bilingual classrooms. Although this improvement plan focuses on the 2024-2025 school year, the demographic information comes from information available in the 2023-2024 Texas Academic Performance Report. Student enrollment at Rusk Elementary has remained consistent in the past few years, with student enrollment hovering around 500 students. We ended the 2023-2024 school year with an enrollment of 542 students. Rusk continues to be a diverse campus with 58.7% Hispanics, 26.4% White, 5.2% African American, 5.9% Asian, and 3.9% Two-or-More Races.

At 93.42%, the attendance rate is above the state average. The campus attributes this achievement to a strong partnership with parents and a focus on high-quality education. Rusk Elementary student groups include 32.5% Limited English Proficient Students, 20.5% Bilingual, and 19.7 % Special Education. Additionally, 69.4% are economically disadvantaged and 53.7% are identified as At-Risk.

### Fall Enrollment for USER CAMPUSES RUSK EL

Years	19–20	20–21	21–22	22–23	23–24
Totals	357	324	392	413	517

### Fall SPED Program Enrollment for USER CAMPUSES RUSK EL

Years	19–20	20–21	21–22	22–23	23–24
Totals	30	32	51	79	87

Rusk Elementary employs 48 highly qualified teachers, associate teachers, and paraprofessionals. We place a high priority in hiring great teachers and support staff, and actively pursue candidates through our district Job Fair, recruitment, and personal connections. We support every teacher new to Rusk with a mentor teacher. New hires will be supported through campus and district mentoring that includes new staff on-boarding and professional development. Throughout the year and during campus professional development, new teachers have the opportunity to participate in learning walks, meet with MCLs, and participate in professional development sessions. They also get in-depth information regarding grading practices, parent conferences, special education requirements, and end-of-the-year procedures. Rusk Elementary will welcome 4 new teachers to campus for the 2024-2025 academic year. The staff turnover rate can be attributed to faculty and staff growth of culture and building upon the campus vision and mission. Rusk's Administration team will continue to look for ways to solicit feedback from current staff as it is important to evaluate current practices and recognize staff for their hard work throughout the school year. A plan for monitoring our retention strategy during the upcoming year will help admin identify trends and root causes, as well as take necessary action. Through classroom walkthrough data from School Mint, the Instructional Leadership Team will discuss opportunities for growing and supporting our teachers throughout the year.

MIDLAND INDEPENDENT SCHOOL DISTRICT

Campus Program Counts

Includes current, active students. Excludes students with eligibility codes 0 and 9.

CAMPUS	TOTAL STU	MALE		FEMALE		AMR IND/ ALK NAT		AFR AMR		ASIAN		HISPANIC		NAT HAW/ OTH PAC ISL		WHITE		TWO OR MORE	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
116-RUSK ELEMENTARY	542	287	53.0%	255	47.0%	0	0.0%	28	5.2%	32	5.9%	318	58.7%	0	0.0%	143	26.4%	21	3.9%
DISTRICT TOTALS	542	287	53.0%	255	47.0%	0	0.0%	28	5.2%	32	5.9%	318	58.7%	0	0.0%	143	26.4%	21	3.9%

MIDLAND INDEPENDENT SCHOOL DISTRICT

Campus Program Counts

Includes current, active students. Excludes students with eligibility codes 0 and 9.

CAMPUS	TOTAL STU	AT RISK		ECO DIS		SPED		LEP		BIL		ESL		504	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
116-RUSK ELEMENTARY	542	291	53.7%	376	69.4%	107	19.7%	176	32.5%	111	20.5%	61	11.3%	12	2.2%
DISTRICT TOTALS	542	291	53.7%	376	69.4%	107	19.7%	176	32.5%	111	20.5%	61	11.3%	12	2.2%

# MIDLAND INDEPENDENT SCHOOL DISTRICT

## Campus Program Counts

**Includes current, active students. Excludes students with eligibility codes 0 and 9.**

CAMPUS	TOTAL STU	AT RISK		ECO DIS	
		#	%	#	%
116-RUSK ELEMENTARY	542	291	53.7%	376	69.4%
DISTRICT TOTALS	542	291	53.7%	376	69.4%

Rusk's family liaison has supported the increased at-risk and economically disadvantaged student population by distributing food bags, supplying clothing, and school supplies, and helping families find jobs and other social-emotional supports outside of school.

Rusk staff breakdown:

\*One PK-certified teacher and one paraprofessional

\*One DOI (District of Innovation teacher) teacher, Two CIF (campus instructional facilitator) one being a bilingual teacher, and two certified teachers in Kindergarten.

\*Two certified teachers in 1st grade along with two associate teachers one being in Bilingual

\*Three certified teachers in 2nd grade one being a bilingual teacher, One CIF. (MCL in this grade level).

\*Two DOI teachers in 3rd grade.

\*Two certified teachers in 4th grade with one being a math MCL (Multi-classroom leader as part of the Opportunity Culture model on campus) plus one reach associate

\*One 5th-grade (MCL) certified teacher and one CIF.

- \*One 6th-grade certified teacher and one DOI teacher
- \*One PE-certified teacher and a paraprofessional.
- \*One Art DOI teacher
- \*One certified resource teacher in special ed. plus two paraprofessionals
- \*Two certified sped teachers, One CIF in life skills, and six paraprofessionals
- \*One family liaison
- \*One librarian and one full-time paraprofessional in the library

### **Demographics Strengths**

Rusk Elementary has several notable strengths. Firstly, the commitment of the faculty and staff to continually support student academic growth as well as social and emotional learning is evident. Secondly, the school has successfully implemented the Opportunity Culture initiative, with dedicated efforts from teacher teams and Multi-Classroom Leaders (MCL). Thirdly, Rusk Elementary takes pride in its strong family involvement opportunities, ensuring that students engage in a safe and supportive learning environment.

Teachers at Rusk Elementary work diligently to enforce classroom and campus expectations, thereby minimizing student misbehavior and off-task behavior. They consistently implement the CHAMPS approach and organize Class Dojo parties to celebrate and reinforce positive student behavior. Additionally, the school hosts AR (Accelerated Reader) parties to encourage reading and monthly character trait celebrations to acknowledge students who exemplify the school's core values.

One of the most important processes we implement at Rusk Elementary is the Professional Learning Community (PLC) process. The Multi-Classroom Leader (MCL), along with her teacher teams, successfully leads PLCs and then applies what they learn in their classrooms.

In our PLC, we ensure that all members understand and are committed to the vision of collaboration and the growth of both students and staff. We establish a consistent schedule, meeting every day at 2:20. Throughout the PLC process, we regularly collect and review student performance data, identifying strengths and areas for improvement, and use that data to inform instruction and intervention strategies.

Teachers set measurable goals and develop action plans to address identified needs. Throughout the year, we monitor our progress toward these goals and make adjustments based on ongoing assessments and feedback. Teachers also participate in various training and professional development opportunities, bringing that learning back to our PLCs to share best practices and resources.

We continuously review the effectiveness of the PLC process and made necessary adjustments to improve both the process and outcomes, ensuring that we remain focused on the ultimate goal of enhancing student learning and achievement.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Rusk Elementary Daily Attendance has dropped from the previous year.

**Root Cause:** We started to incentivize student attendance during the second semester.

**Problem Statement 2 (Prioritized):** Student achievement is below the state average in 5th-grade science, and 3rd-grade ELAR in masters.

**Root Cause:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information to plan effective small-group instruction.

**Problem Statement 3 (Prioritized):** Teacher consistency or implementation of Tier I instruction, intervention, and check for understanding.

**Root Cause:** Planning, internalization, differentiation, and lack of instructional strategies that are engaging for all students.



# Student Learning

## Student Learning Summary

Campus improvement areas will be based on preliminary data from the STAAR assessments from the spring of 2024. Many of the problems Rusk faces in relation to student achievement relate to students' lack of language development among bilingual students. A high percentage of our students have not yet developed their academic language, so this has been a major emphasis on our campus. TEPAS data indicates that there is additional focus needed in developing language skills for our Emergent Bilingual students. This is Rusk's first year as a bilingual campus.

<a href="#">↓ TELPAS Kindergarten</a>	^	TELPAS	KG	TELPAS 2024	25	n/a	<div><div></div><div>Percent</div><div>Count</div><div>92%23</div><div>4%1</div><div>4%1</div></div>
State	TELPAS Kindergarten	TELPAS	KG	TELPAS 2024	101307	n/a	<div><div></div><div>Percent</div><div>Count</div><div>1%658</div><div>50%50.6K</div><div>29%29.3K</div><div>13%13.3K</div><div>7%7.5K</div></div>
<a href="#">↓ TELPAS Grade 1</a>	^	TELPAS	1	TELPAS 2024	27	n/a	<div><div></div><div>Percent</div><div>Count</div><div>81%22</div><div>7%2</div><div>7%2</div><div>4%1</div></div>
State	TELPAS Grade 1	TELPAS	1	TELPAS 2024	106700	n/a	<div><div></div><div>Percent</div><div>Count</div><div>1%672</div><div>30%31.6K</div><div>35%36.9K</div><div>20%21.7K</div><div>15%5.8K</div></div>
<a href="#">↓ TELPAS Grade 2</a>	^	TELPAS	2	TELPAS 2024	19	n/a	<div><div></div><div>Percent</div><div>Count</div><div>37%7</div><div>53%10</div><div>11%2</div></div>
State	TELPAS Grade 2	TELPAS	2	TELPAS 2024	104803	n/a	<div><div></div><div>Percent</div><div>Count</div><div>21%21.6K</div><div>54%56.3K</div><div>22%23.1K</div><div>3%3.5K</div></div>
<a href="#">↓ TELPAS Grade 3</a>	^	TELPAS	3	TELPAS 2024	28	n/a	<div><div></div><div>Percent</div><div>Count</div><div>25%7</div><div>50%14</div><div>18%5</div><div>7%2</div></div>
State	TELPAS Grade 3	TELPAS	3	TELPAS 2024	105381	n/a	<div><div></div><div>Percent</div><div>Count</div><div>14%14.5K</div><div>44%45.9K</div><div>33%34.4K</div><div>10%10.3K</div></div>

<a href="#">TELPA Grade 4</a>		TELPA	4	TELPA 2024	19	n/a	 Percent: 47% 26% 16% 11% Count: 9 5 3 2
State	TELPA Grade 4	TELPA	4	TELPA 2024	105644	n/a	 Percent: 12% 36% 37% 14% Count: 13.2K 37.8K 39.5K 14.8K
<a href="#">TELPA Grade 5</a>		TELPA	5	TELPA 2024	13	n/a	 Percent: 23% 46% 31% Count: 3 6 4
State	TELPA Grade 5	TELPA	5	TELPA 2024	106271	n/a	 Percent: 10% 28% 38% 23% Count: 10.4K 30K 40.8K 24.7K
<a href="#">TELPA Grade 6</a>		TELPA	6	TELPA 2024	16	n/a	 Percent: 19% 75% 6% Count: 3 12 1
State	TELPA Grade 6	TELPA	6	TELPA 2024	105370	n/a	 Percent: 8% 34% 44% 14% Count: 8K 35.8K 46.4K 14.7K

The 2024 STAAR scores include the performance levels of Approaches, Meets, and Masters Grade Level Performance. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students have shown mastery of the content and have a high probability of success in the next grade level.

2024 STAAR ALL STUDENTS	APPROACHES	MEETS	MASTERS
3rd Reading	67%	37%	8%
4th Reading	78%	57%	35%
5th Reading	88%	66%	32%
6th Reading	88%	63%	19%
3rd Math	64%	26%	3%
4th Math	78%	58%	37%
5th Math	90%	70%	44%
6th Math	70%	45%	17%
5th Science	64%	20%	0%

The STAAR preliminary data supports the work conducted during PLC, The ELAR Data shows that Rusk 3rd grade students performed better than the state in all areas except masters by 15%.

In 4th grade, monolingual Reading students are on point with the state in Approaching and meeting grade level but surpassed the State and District in Masters by more than 16%. In 4th grade monolingual Math, students surpassed the State and District in all performance areas with the biggest gain being in Masters being 40%. Rusk's grade bilingual students also performed better than the state average in all performance areas. 5th-grade monolingual students surpassed the District and State averages and had great gains in Masters at 41% for math and 30% in reading compared to the state average of 19% and in reading 29%. Sixth-grade Math passed the State average in all performance levels and passed the state in Masters by 3%. In 6th Reading, we surpassed the state average in approaches and meets but fell short in masters by 7%. STAAR Science has been low for the past 5 years. In 2019 Rusk had the highest scores with 67% of students approaching grade level. With targeted instruction happening in 5th grade and with the adoption of a new curriculum for the 24/25 school year this will be an area of focus moving forward. This data does prove that the work done through the professional learning communities (PLC) and data student tracking indicates that Rusk is on the right track to continue to grow students in meeting their academic goals.

READING: Looking deeper at the comparison between STAAR reading 2024, 2023, 2022, 2021, and 2019 for all grade levels, and sub-populations revealed the following:

STAAR Reading ( Approaches)						STAAR Reading ( Meets)						STAAR Reading ( Masters)					
	2019	2021	2022	2023	2024		2019	2021	2022	2023	2024		2019	2021	2022	2023	2024
3rd Grade	90%	78%	90%	80%	67%	3rd Grade	62%	46%	36%	50%	38%	3rd Grade	37%	20%	26%	20%	6%
4th Grade	80%	62%	90%	85%	87%	4th Grade	47%	31%	60%	50%	63%	4th Grade	22%	7%	38%	17%	39%
5th Grade	58%	76%	71%	73%	83%	5th Grade	57%	49%	40%	47%	63%	5th Grade	14%	25%	25%	12%	30%
6th Grade	69%	60%	73%	70%	87%	6th Grade	23%	11%	40%	38%	61%	6th Grade	8%	9%	17%	5%	18%




STAAR MATH ( Approaches)						STAAR MATH ( Meets)						STAAR MATH ( Masters)					
	2019	2021	2022	2023	2024		2019	2021	2022	2023	2024		2019	2021	2022	2023	2024
3rd Grade	77%	61%	74%	78%	61%	3rd Grade	47%	27%	56%	46%	26%	3rd Grade	19%	7%	26%	22%	3%
4th Grade	75%	67%	90%	89%	80%	4th Grade	55%	57%	71%	66%	60%	4th Grade	39%	43%	18%	36%	40%
5th Grade	47%	90%	77%	67%	84%	5th Grade	0%	67%	65%	41%	65%	5th Grade	0%	27%	27%	8%	40%
6th Grade	69%	57%	78%	84%	70%	6th Grade	27%	30%	25%	53%	42%	6th Grade	4%	11%	14%	19%	16%

STAAR SCIENCE ( Approaches)						STAAR SCIENCE ( Meets)						STAAR SCIENCE ( Masters)					
	2019	2021	2022	2023	2024		2019	2021	2022	2023	2024		2019	2021	2022	2023	2024
5th Grade	67%	54%	50%	31%	62%	5th Grade	33%	17%	17%	8%	18%	5th Grade	15%	6%	2%	0%	0%









NWEA MAP Reading Fall 2023 to Spring 2024 Data:

NWEA MAP Reading in grades kindergarten through 6th grade also showed growth in all grade levels when looking at BOY and EOY. 3<sup>rd</sup> grade moved from low achievement to high achievement and high growth. All other grade levels started the year in High achievement high growth and improved in growth staying in that quadrant

<div><div><div>↓</div></div></div> <div><a href="#">Spring 2024 STAAR Grade 3 Reading Language Arts Online, ASL, and Proctored Administration Forms</a></div> <div><div>^</div></div>	STAAR Summative	3	STAAR 3-8 Spring 2024 RLA	62	1416 <div>i</div>	<div><div><div><div></div></div><div><div></div></div><div><div></div></div><div><div></div></div></div><div><div>Percent</div><div>Count</div></div><table><tr><td>32%</td><td>29%</td><td>32%</td><td>6%</td></tr><tr><td>20</td><td>18</td><td>20</td><td>4</td></tr></table></div>	32%	29%	32%	6%	20	18	20	4
32%	29%	32%	6%											
20	18	20	4											
<div>State</div> <div>Spring 2024 STAAR Grade 3 Reading Language Arts Online, ASL, and Proctored Administration Forms</div>	STAAR Summative	3	STAAR 3-8 Spring 2024 RLA	359322	1461 <div>i</div>	<div><div><div><div></div></div><div><div></div></div><div><div></div></div><div><div></div></div></div><div><div>Percent</div><div>Count</div></div><table><tr><td>25%</td><td>26%</td><td>28%</td><td>21%</td></tr><tr><td>91K</td><td>92.6K</td><td>100K</td><td>75.3K</td></tr></table></div>	25%	26%	28%	21%	91K	92.6K	100K	75.3K
25%	26%	28%	21%											
91K	92.6K	100K	75.3K											

Assessment Name		Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
	<a href="#">Spring 2024 STAAR Grade 4 Reading Language Arts Online, ASL, and Proctored Administration Forms</a>	STAAR Summative	4	STAAR 3-8 Spring 2024 RLA	54	1608	 Percent Count 13% 24% 24% 39% 7 13 13 21
State	Spring 2024 STAAR Grade 4 Reading Language Arts Online, ASL, and Proctored Administration Forms	STAAR Summative	4	STAAR 3-8 Spring 2024 RLA	368023	1554	 Percent Count 19% 31% 28% 23% 69K 112K 102K 84.4K

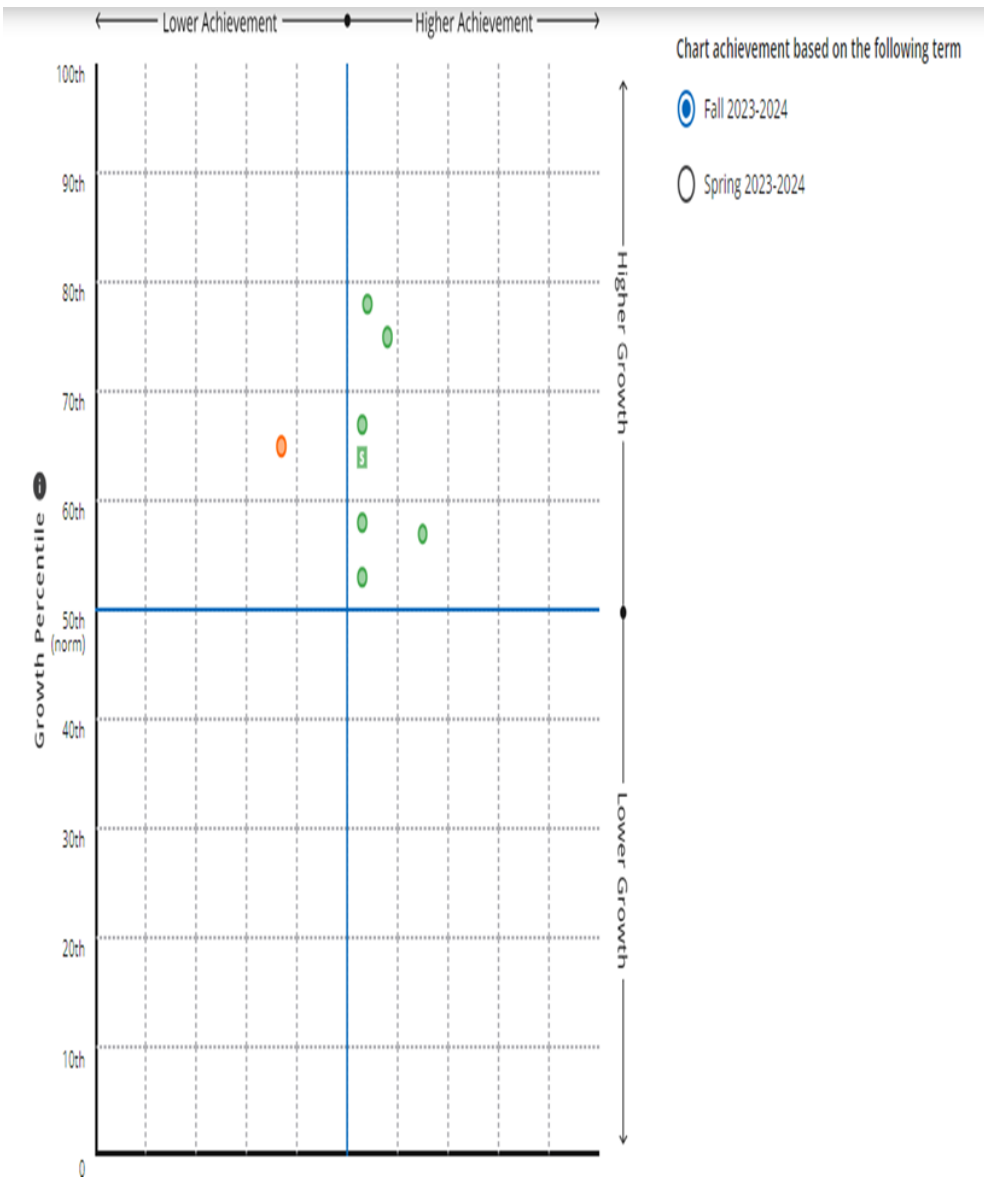
Assessment Name		Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution										
<a href="#">Spring 2024 STAAR Grade 4 Mathematics Online, ASL, and Proctored Administration Forms</a>	STAAR Summative	4	STAAR 3-8 Spring 2024 Math	55	1652	<div><div></div><div></div><div></div><div></div></div> <table><tr><td>Percent</td><td>20%</td><td>20%</td><td>20%</td><td>40%</td></tr><tr><td>Count</td><td>11</td><td>11</td><td>11</td><td>22</td></tr></table>	Percent	20%	20%	20%	40%	Count	11	11	11	22	
Percent	20%	20%	20%	40%													
Count	11	11	11	22													
State	Spring 2024 STAAR Grade 4 Mathematics Online, ASL, and Proctored Administration Forms	STAAR Summative	4	STAAR 3-8 Spring 2024 Math	377461	1557	<div><div></div><div></div><div></div><div></div></div> <table><tr><td>Percent</td><td>32%</td><td>23%</td><td>24%</td><td>21%</td></tr><tr><td>Count</td><td>121K</td><td>86.9K</td><td>91.3K</td><td>77.5K</td></tr></table>	Percent	32%	23%	24%	21%	Count	121K	86.9K	91.3K	77.5K
Percent	32%	23%	24%	21%													
Count	121K	86.9K	91.3K	77.5K													

Assessment Name		Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution											
	<a href="#">Spring 2024 STAAR Grade 5 Mathematics Online, ASL, and Proctored Administration Forms</a>		STAAR Summative	5	STAAR 3-8 Spring 2024 Math	54	1710 	 <table><tr><td>Percent</td><td>15%</td><td>19%</td><td>26%</td><td>41%</td></tr><tr><td>Count</td><td>8</td><td>10</td><td>14</td><td>22</td></tr></table> 	Percent	15%	19%	26%	41%	Count	8	10	14	22
Percent	15%	19%	26%	41%														
Count	8	10	14	22														
State	Spring 2024 STAAR Grade 5 Mathematics Online, ASL, and Proctored Administration Forms	STAAR Summative	5	STAAR 3-8 Spring 2024 Math	380267	1640 	 <table><tr><td>Percent</td><td>24%</td><td>27%</td><td>30%</td><td>19%</td></tr><tr><td>Count</td><td>92.1K</td><td>101K</td><td>113K</td><td>72.6K</td></tr></table> 	Percent	24%	27%	30%	19%	Count	92.1K	101K	113K	72.6K	
Percent	24%	27%	30%	19%														
Count	92.1K	101K	113K	72.6K														

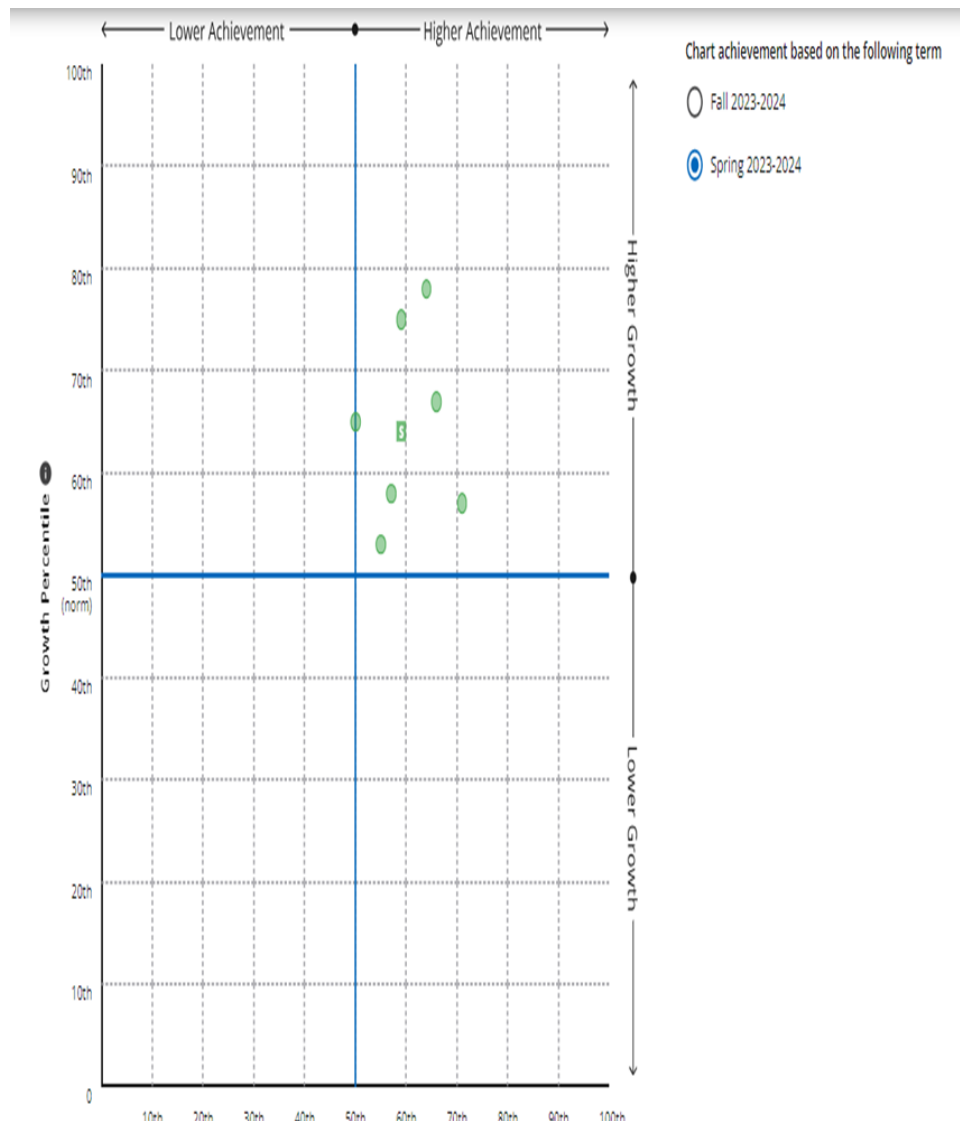
Assessment Name		Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
<a href="#">Spring 2024 STAAR Grade 5 Reading Language Arts Online, ASL, and Proctored Administration Forms</a>		STAAR Summative	5	STAAR 3-8 Spring 2024 RLA	54	1616	<p>Percent: 17% 20% 33% 30%</p> <p>Count: 9 11 18 16</p>
<b>State</b>	Spring 2024 STAAR Grade 5 Reading Language Arts Online, ASL, and Proctored Administration Forms	STAAR Summative	5	STAAR 3-8 Spring 2024 RLA	374998	1606	<p>Percent: 22% 24% 25% 29%</p> <p>Count: 81K 91.5K 94.7K 107K</p>

Assessment Name		Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
<a href="#">Spring 2024 STAAR Grade 6 Mathematics Online, ASL, and Proctored Administration Forms</a>		STAAR Summative	6	STAAR 3-8 Spring 2024 Math	64	1746	<p>Percent: 30% 28% 27% 16%</p> <p>Count: 19 18 17 10</p>
<b>State</b>	Spring 2024 STAAR Grade 6 Mathematics Online, ASL, and Proctored Administration Forms	STAAR Summative	6	STAAR 3-8 Spring 2024 Math	387255	1716	<p>Percent: 30% 32% 24% 13%</p> <p>Count: 118K 125K 94.1K 49.8K</p>

Assessment Name		Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
<a href="#">Spring 2024 STAAR Grade 6 Reading Language Arts Online, ASL, and Proctored Administration Forms</a>		STAAR Summative	6	STAAR 3-8 Spring 2024 RLA	62	1649	<p>Percent: 13% 26% 44% 18%</p> <p>Count: 8 16 27 11</p>
<b>State</b>	Spring 2024 STAAR Grade 6 Reading Language Arts Online, ASL, and Proctored Administration Forms	STAAR Summative	6	STAAR 3-8 Spring 2024 RLA	393540	1643	<p>Percent: 25% 20% 30% 25%</p> <p>Count: 99.9K 79.1K 117K 96.7K</p>







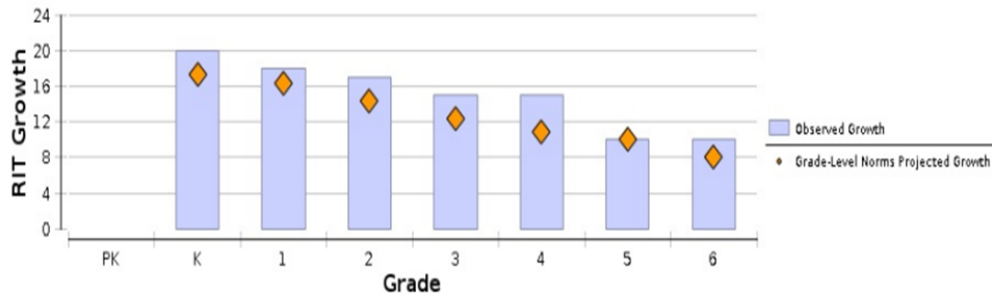
When looking at the Student Growth Summary Report from NWEA MAP from fall to spring, in math all grade levels have met the grade level norms projected growth, in reading from fall to spring all grade levels have met their projected growth except 1<sup>st</sup> and 2<sup>nd</sup> grade. These are an area of focus where we will target students progress and support through intervention time and teachers will be supported and coached through the 2<sup>nd</sup> grade MCL and administration. First-year implementing Amplify as curriculum.

RUSK ELEMENTARY

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	63	140.7	10.1	58	160.6	10.2	75	20	1.0	17.4	1.13	87	63	45	71	75
1	63	159.8	10.1	48	177.6	8.8	58	18	0.9	16.4	0.57	72	63	37	59	53
2	64	175.3	13.3	52	192.6	14.6	69	17	1.4	14.4	1.29	90	64	39	61	67
3	69	183.6	10.8	21	199.0	12.5	38	15	1.1	12.4	1.44	92	69	44	64	65
4	59	198.8	17.9	46	214.1	15.6	69	15	1.2	10.9	2.21	99	59	41	69	78
5	49	213.0	12.0	70	223.2	15.3	70	10	1.2	10.0	0.10	54	49	27	55	57
6	60	214.0	14.0	46	224.0	16.0	55	10	0.9	8.1	0.87	81	60	36	60	58

Math: Math K-12



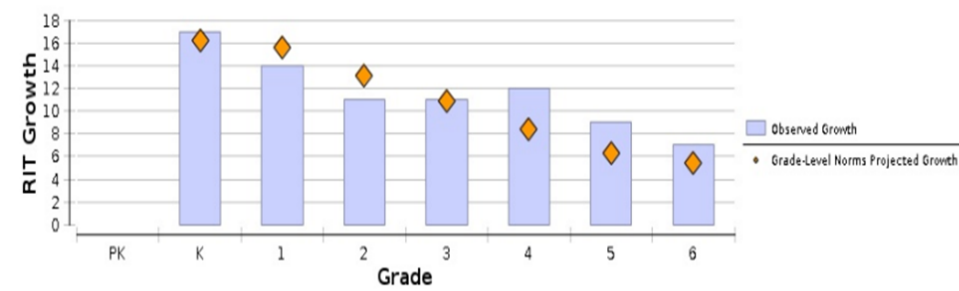


RUSK ELEMENTARY

Language Arts:  
Reading

		Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	49	138.7	8.0	65	155.3	9.6	66	17	1.3	16.2	0.15	56	49	29	59	55
1	44	156.7	10.4	56	171.0	12.4	48	14	1.0	15.5	-0.49	31	44	18	41	40
2	61	168.0	15.2	25	178.7	15.4	17	11	1.0	13.1	-0.95	17	61	19	31	32
3	69	177.7	16.1	11	188.3	17.4	11	11	1.2	10.9	-0.14	44	69	33	48	43
4	59	191.8	22.9	25	204.2	20.0	46	12	1.2	8.4	1.91	97	59	40	68	68
5	49	207.8	13.6	68	216.6	13.4	79	9	1.3	6.3	1.25	89	49	31	63	62
6	60	206.4	14.3	30	213.0	14.3	37	7	0.9	5.4	0.68	75	60	34	57	53

Language Arts: Reading



Rusk NWEA MAP Reading STAAR Projections:

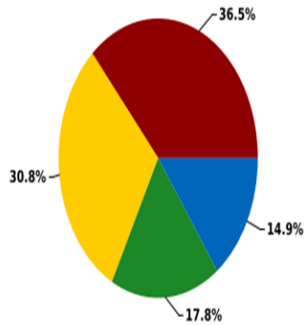
Language Arts: Reading

RUSK ELEMENTARY

Projected to: State of Texas Assessments of Academic Readiness taken in spring.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

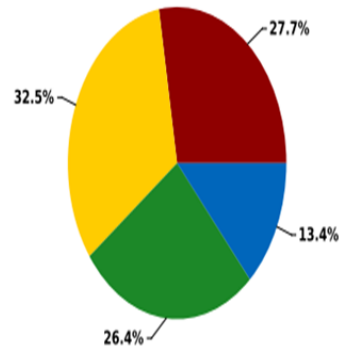
Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	64	28	43.8%	24	37.5%	10	15.6%	2	3.1%
3	72	34	47.2%	22	30.6%	12	16.7%	4	5.6%
4	62	22	35.5%	10	16.1%	11	17.7%	19	30.6%
5	53	11	20.8%	14	26.4%	12	22.6%	16	30.2%
6	64	20	31.2%	27	42.2%	11	17.2%	6	9.4%
Total	315	115	36.5%	97	30.8%	56	17.8%	47	14.9%



Projected to: State of Texas Assessments of Academic Readiness taken in spring.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	72	22	30.6%	24	33.3%	17	23.6%	9	12.5%
3	73	27	37.0%	27	37.0%	15	20.5%	4	5.5%
4	65	17	26.2%	20	30.8%	15	23.1%	13	20.0%
5	55	7	12.7%	18	32.7%	22	40.0%	8	14.5%
6	64	18	28.1%	18	28.1%	18	28.1%	10	15.6%
<b>Total</b>	<b>329</b>	<b>91</b>	<b>27.7%</b>	<b>107</b>	<b>32.5%</b>	<b>87</b>	<b>26.4%</b>	<b>44</b>	<b>13.4%</b>



Rusk's attendance was monitored closely and were celebrated and rewarded for coming to school through morning announcements. The school utilized our family liaison by calling when students have had 5 absences or more. The following graph shows our attendance for the past 5 years.

19/20 average attendance 96.8%











20/21 average attendance 95.1%







21/22 average attendance 92.4%







22/23 average attendance 92.5

23/24 average attendance 93.4%

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
19-20	Sixth six weeks	Covid-19 100%		80%	0	—
19-20	Fifth six weeks	Covid-19 100%		80%	0	↓
19-20	Fourth six weeks	94.5%		80%	759	↑
19-20	Third six weeks	94.4%		80%	590	↑
19-20	Second six weeks	95.8%		80%	384	↑
19-20	First six weeks	96.3%		80%	324	↓

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
20-21	Sixth six weeks	94.8%		96%	696	
20-21	Fifth six weeks	94.7%		96%	402	
20-21	Fourth six weeks	94.2%		96%	486	
20-21	Third six weeks	94.6%		96%	431	
20-21	Second six weeks	96.1%		96%	306	
20-21	First six weeks	96.4%		96%	295	

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
21-22	Sixth six weeks	92.8%		80%	914	
21-22	Fifth six weeks	92.9%		80%	801	
21-22	Fourth six weeks	89.6%		80%	1,066	
21-22	Third six weeks	92.5%		80%	852	
21-22	Second six weeks	95.6%		80%	494	
21-22	First six weeks	91.3%		80%	922	

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
22-23	Sixth six weeks	92%		80%	990	
22-23	Fifth six weeks	92.9%		80%	855	
22-23	Fourth six weeks	91.6%		80%	1,042	
22-23	Third six weeks	90.8%		80%	1,128	
22-23	Second six weeks	93.9%		80%	724	
22-23	First six weeks	94.2%		80%	653	

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
23-24	Sixth six weeks	93.3%		80%	1,220	↑
23-24	Fifth six weeks	93.7%		80%	840	↓
23-24	Fourth six weeks	92.7%		80%	1,037	↑
23-24	Third six weeks	93.1%		80%	1,003	↑
23-24	Second six weeks	93.1%		80%	973	↑
23-24	First six weeks	94.8%		80%	810	↓

The campus MTSS Team took the initiative to provide social and emotional learning for students. Each day, classes started with the Character Counts program. The MTSS team updated the behavior hierarchy chart and empowered teachers to use the chart and strategies for addressing minor and major behaviors.

The campus family engagement activities increased due to the family liaison leading the planning in collaboration with the PTA. The campus kicked off the family activities by hosting a Family Meet and Greet at Mr. Gatti's in August, followed by the following:

- \*Reading Night
- \*Fall Festival
- \*Scholastic Book Fair
- \*5th/6th Grade Dance Night
- \*Breakfast with Dads / Special Person
- \*Christmas Program (Fine Arts)
- \*Semester Awards Assemblies
- \*Character Trait Recognition Ceremonies
- \*Kindergarten Graduation
- \*6<sup>th</sup> grade celebration
- \*Mothers/ Special person breakfast
- \*Field Day Events
- \*Family Picnic at the Park

## **Student Learning Strengths**

Student success at Rusk is attributed to many factors. First of all, there is a commitment to meet the needs of every student through quality tier-1 instruction in the classroom. We seek to provide best-practice instruction and invest heavily in professional development for our teaching staff. When students require additional instruction, we provide many targeted interventions to ensure student success. We provide systemic student intervention throughout the school day.

### **Reading:**

Overall reading proficiency has increased in 4th, 5th, and 6th grade from 2023 to 2024, with a 17% increase in approaches grade level in 6th grade. All three grade levels increased in meets by double digits, 13%, 16%, and 23% increase from 2023 to 2024. When looking at the masters grade level there was great progress in 4th through 6th grade with increases in performance by 22%, 18%, and 13%.

### **Math:**

Overall math proficiency has increased in 5th grade from 2023 to 2024, with a 17% increase in approaches grade level, a 24% increase at the meets level, and a 32% increase at the masters level. 4th grade had an increase in the master's level from 2023 to 2024 by 4%.

### **Science:**

Overall science proficiency increased from 2023 to 2024 with a 31% increase at the approaches level and a 10% increase at the meets level.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Student achievement is below the district average in science.

**Root Cause:** Teacher consistency and implementing best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Build teacher capacity in science to plan effective instruction and small groups.

**Problem Statement 2 (Prioritized):** Rusk's average attendance from 2019 to 2023 has dropped from 96.8% to 93.4%

**Root Cause:** We have not incentivized student attendance at Rusk

**Problem Statement 3 (Prioritized):** Our MTSS process needs to be refined on campus to better meet the needs of our students.

**Root Cause:** Teachers need training on the MTSS process and ongoing support from the leadership team.

**Problem Statement 4 (Prioritized):** Based on teacher observation and feedback teacher engagement and student activities are not consistently at the level of administration expectations.

**Root Cause:** Lack of coaching sessions and specialized PD on engagement.

# School Processes & Programs

## School Processes & Programs Summary

At Rusk Elementary, our curriculum, instruction, and assessment are guided by the Texas Essential Knowledge and Skills (TEKS), the new Midland ISD curricular lesson framework for 2024, and both formal and informal teacher assessments. We emphasize 21st-century skills such as critical and creative thinking, collaboration, communication, information literacy, problem-solving, and social contribution. Teachers collaborate during Teacher Planning Days and Professional Learning Communities (PLC), as well as with mentors or Multi-Classroom Leaders (MCLs). They leverage each other's strengths and expertise to enhance Tier I instruction and are adept at identifying students who need additional support through Tier II and III instruction. Resources like Lone Star Math/Reading, IXL Math, and Sirius are used alongside district-adopted materials.

In terms of personnel, recruitment, support, and retention, we have an interview committee dedicated to hiring highly qualified staff. This year, we welcomed several new members to the Rusk team. According to the Rusk Culture and Climate School Survey, students, staff, and parents expressed a need for additional support concerning student expectations. Our school culture is focused on providing a safe learning environment that promotes the well-being of our students and staff. The Rusk community, including staff and families, is committed to maintaining a safe, orderly, and respectful environment that encourages academic risk-taking.

Rusk boasts a positive school culture and climate. Students are welcomed in the mornings with positive, energetic music while staff, stationed throughout the campus, greet them and monitor traffic to ensure safety. We are in our third year of participating in Opportunity Culture, with three MCLs supporting the 3-6 Reading and Math teams, and three reach associates assisting the MCLs. Additionally, Rusk benefits from a Ben Carson Reading Room funded by the Pevehouse Family Foundation. Our scholars have numerous opportunities for recognition and praise. Students demonstrating exemplary character traits receive Patriot Persuader tickets and are acknowledged over the PA system during morning announcements, along with a prize. Perfect classroom attendance is celebrated weekly, with the school counselor announcing the classes.

Community engagement is also a priority. Mr. Gatti's sponsors an annual Get Acquainted Family Event for our scholars and their families. The Scholastic Book Fair, along with various PTA functions and family engagement events, provides ample opportunities for families to participate in the school community.

A focus this year will be in improving our Learning Community through voluntary instructional sessions offered monthly to provide professional development opportunities for all, by their colleagues. These learning sessions will be offered after school and focus on "look fors" by the administration that will be documented in School Mint. We will also implement MTSS committee meetings for both academics and behavior which are to be held during professional learning/planning times. The data from campus assessments are used to identify students who are performing below standard. We provide before and after school tutorials and we utilize Small Group time for the majority of our intervention and extension. All decisions regarding professional development, programs, and practices are based on the needs identified in this improvement plan. As for staff recruitment and retention, Rusk Elementary employs highly qualified teachers and paraprofessionals. We place a high priority on hiring great teachers, and actively pursue candidates through our district Job Fair, through personal connections, and through Talent Ed. We support every new teacher with a mentor, whether or not they are new to teaching. New hires attend a two-day district-level training in August, and we provide campus-based training with our MCLs and administration. Rusk Elementary is a 1:1 campus, meaning we have a device for every student. Every classroom on campus has a SMART Panel or Board, at least one classroom computer, and multiple iPads and/or Chromebooks. Wireless access points have been installed proportionally throughout our building. Technology is seen being utilized by teachers and/or students in almost every classroom visit done by campus administrators. We maintain active Twitter accounts and enjoy promoting events through class dojo and blackboard announcements. We also utilize CHAMPS and iLead which is a program designed to grow students in leadership, values, and connections with each other.

## School Processes & Programs Strengths

We have many processes and programmatic strengths:

Team Planning - Grade levels can expect 2-3 protected days each week for team planning, free of meetings, ARDS, parent conferences, etc. During this time and led by content area MCL.

Literacy Strategist who helps pull small groups, reviews materials for teacher clarification, helps analyze data, and share best practices.

Mentoring - We support every teacher new to Midland ISD or Rusk Elementary with a mentor, whether or not they are new to teaching. New Hires are offered district and campus-based PD before school begins.

Rusk University during campus back to school PD, which contains management techniques, and practical information (like how to input grades). Teachers attend sessions that are put on by MCLs and administration.

Tiered interventions are implemented, in attempt of closing gaps and increasing student growth.

Schedule - Our master schedule maximizes instructional time for each grade level, while still being responsive to developmental needs of our students.

Safety - Safety drills are performed frequently and effectively. Students and staff know how to respond to emergency situations.

Committees - Non-academic committees meet as needed, and are teacher-led, to develop other areas of our working relationships, for example, Sunshine, Volunteer Appreciation, PBIS, and Special Events.

Management/Supervision - Grade level teachers report to corresponding Assistant Principals for handling of most issues on their teams, with students, and with parents, streamlining communication in the building.

Technology - Technology is used in all content areas. Technology enhances literacy development, impacts language acquisition, provides greater access to information, supports creating and learning, and motivates students. The design of the network in our district and campus allows for fast and easy communication between staff members. It also allows staff members to easily share materials as well as access their materials from any computer on the network. This also gives students and staff easy access to a variety of software on network computers. Technology is used to support curriculum, instruction, and assessment integration and implementation by reinforcing the standards set by the state. This is supported by facilitating participation in instructional activities. Technology is successfully implemented by ensuring that the integration into learning is routine throughout the curricular areas. The instructional activities can be seen by the teacher and administrators to monitor successful implementation.

PBIS - PME participates in a program called Positive Behavior Intervention and Support (PBIS). This program reinforces positive student behavior and most students enjoy earning rewards for positive behavior. Our school is a safe environment where children are valued and respected. When you walk into Rusk, one feel welcome by all staff and students.

Thanksgiving Feast, Ugly Sweater contest, and Twelve Days celebration before Winter Break. Students love Meet the Teacher Night, Breakfast with

Dads, Field Days, field trips, and the 5<sup>th</sup> and 6<sup>th</sup> Grade Valentines dance.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Our MTSS process needs to be refined on campus to better meet the needs of our students

**Root Cause:** Teachers need training on the MTSS process and ongoing support from the leadership team.

**Problem Statement 2 (Prioritized):** Recruiting highly qualified staff is becoming more difficult each year

**Root Cause:** Midland ISD is a growing district as a result the demand for highly qualified teachers currently exceeds the number of teachers available to fill the positions in the area of Bilingual, and core content areas.

**Problem Statement 3 (Prioritized):** Lack of consistent and effective coaching sessions tied directly to the PLC process including data.

**Root Cause:** Lack of implementation of the DDI and scripting when analyzing data and coaching teachers.



**Problem Statement 4 (Prioritized):** Teachers do not fully grasp all the components of a true Professional Learning Community.

**Root Cause:** Lack of training and coaching that develops all of the components of the PLC process.

**Problem Statement 5 (Prioritized):** Teachers need more training, coaching, and the tools they need to be successful.

**Root Cause:** Professional development, modeling, and coaching are lacking

# Perceptions

## Perceptions Summary

At Rusk Elementary, we firmly believe that every student has the potential to learn and make consistent progress each year. Our mission is to cultivate a Positive, Motivating Environment for Everyone, ensuring that every child achieves success. We are dedicated to fostering a campus culture and climate that aligns with our mission. The partnership among students, faculty, staff, parents, and community members at Rusk is key to embracing diversity and creating a nurturing, safe, and empowering environment. Here, students are encouraged to reach their full potential as productive community members.

Students at Rusk understand their role in the learning process, striving beyond basic skills to develop a genuine love for learning. High expectations for both learning and performance are essential to motivate and challenge students to excel. Our commitment to preparing students for secondary school success starts here at Rusk!

Reading is crucial for success in both school and life. To promote reading development, we integrate focused classroom activities, school-wide reading incentive programs, and intervention programs that assist students needing improvement throughout the instructional day. Similarly, strong math skills are vital for academic and life success. We enhance math proficiency through educational software, daily practice, assessments, innovative teaching strategies, and additional tutoring sessions before or after school.

We celebrate and display evidence of student success throughout the school. Achievements in learning, good citizenship, and leadership are highlighted on hallway bulletin boards, during morning announcements, and within the classroom. By working together, parents and teachers can remain vigilant in guiding and teaching our students, ensuring they are well-equipped for future success.

## Perceptions Strengths

Based on extensive surveys and feedback from our community and all stakeholders, Rusk Elementary has received overwhelmingly positive responses. Our parents have expressed strong confidence in our ability to provide a secure and nurturing environment where their children can learn and grow effectively. They feel reassured knowing their children are in a safe place that fosters both academic and personal development.

In addition, our staff surveys have yielded highly encouraging results. The staff at Rusk Elementary are deeply committed to supporting students' learning and take great pride in their roles. They believe their efforts have a significant and positive impact on students' educational experiences. The survey results highlight that our staff members feel competent in their jobs, take pride in being part of the Rusk Elementary team, and are enthusiastic about the work they do.

Moreover, the staff's dedication and satisfaction extend to their willingness to endorse our school. They would wholeheartedly recommend Rusk Elementary to students and families, reflecting their confidence in the quality of education and care we provide. This positive feedback from both parents and staff underscores our collective commitment to excellence and reinforces the strong, supportive community that defines Rusk Elementary.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** The social-emotional well-being of students and staff becomes increasingly important each year. However, not all teachers prioritize social-emotional learning.

**Root Cause:** Teachers need professional development in implementing SEL and understanding its impact on academic achievement. This year, a new SEL curriculum will be implemented district-wide.

**Problem Statement 2 (Prioritized):** Rusk's average attendance from 2019 to 2023 has dropped from 96.8% to 93.4%

**Root Cause:** We have not incentivized student attendance at Rusk

**Problem Statement 3 (Prioritized):** The inconsistency of staff following safety procedures increases the risk of inadequate emergency preparedness and response.

**Root Cause:** The lack of uniform application and understanding of safety policies and monitoring to ensure all safety measures are effectively implemented.

**Problem Statement 4 (Prioritized):** We are experiencing difficulty retaining skilled teachers due to high turnover rates.

**Root Cause:** Teachers may face frustration and disengagement due to insufficient support and growth opportunities. Excessive workloads, inadequate planning time, and poor work-life balance can also lead to burnout and dissatisfaction.

**Problem Statement 5 (Prioritized):** New and associate teachers often lack experience in data tracking and in effectively utilizing the data for instructional purposes.

**Root Cause:** Limited or inadequate training on data tracking systems and data-driven instruction during teacher preparation programs.

**Problem Statement 6 (Prioritized):** To further improve and strengthen positive communication with parents and stakeholders.

**Root Cause:** If information about school goals, progress, and student performance is not readily accessible or clearly communicated, it can hinder positive relationships.

# Priority Problem Statements

**Problem Statement 1:** Rusk Elementary Daily Attendance has dropped from the previous year.

**Root Cause 1:** We started to incentivize student attendance during the second semester.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Student achievement is below the state average in 5th-grade science, and 3rd-grade ELAR in masters.

**Root Cause 2:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information to plan effective small-group instruction.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Student achievement is below the district average in science.

**Root Cause 3:** Teacher consistency and implementing best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Build teacher capacity in science to plan effective instruction and small groups.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Rusk's average attendance from 2019 to 2023 has dropped from 96.8% to 93.4%

**Root Cause 4:** We have not incentivized student attendance at Rusk

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Our MTSS process needs to be refined on campus to better meet the needs of our students.

**Root Cause 5:** Teachers need training on the MTSS process and ongoing support from the leadership team.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Our MTSS process needs to be refined on campus to better meet the needs of our students

**Root Cause 6:** Teachers need training on the MTSS process and ongoing support from the leadership team.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Recruiting highly qualified staff is becoming more difficult each year

**Root Cause 7:** Midland ISD is a growing district as a result the demand for highly qualified teachers currently exceeds the number of teachers available to fill the positions in the area of Bilingual, and core content areas.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** The social-emotional well-being of students and staff becomes increasingly important each year. However, not all teachers prioritize social-emotional learning.

**Root Cause 8:** Teachers need professional development in implementing SEL and understanding its impact on academic achievement. This year, a new SEL curriculum will be implemented district-wide.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** Rusk's average attendance from 2019 to 2023 has dropped from 96.8% to 93.4%

**Root Cause 9:** We have not incentivized student attendance at Rusk

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** Based on teacher observation and feedback teacher engagement and student activities are not consistently at the level of administration expectations.

**Root Cause 10:** Lack of coaching sessions and specialized PD on engagement.

**Problem Statement 10 Areas:** Student Learning

**Problem Statement 11:** Lack of consistent and effective coaching sessions tied directly to the PLC process including data.

**Root Cause 11:** Lack of implementation of the DDI and scripting when analyzing data and coaching teachers.

**Problem Statement 11 Areas:** School Processes & Programs

**Problem Statement 12:** Teacher consistency or implementation of Tier I instruction, intervention, and check for understanding.

**Root Cause 12:** Planning, internalization, differentiation, and lack of instructional strategies that are engaging for all students.

**Problem Statement 12 Areas:** Demographics

**Problem Statement 13:** Teachers do not fully grasp all the components of a true Professional Learning Community.

**Root Cause 13:** Lack of training and coaching that develops all of the components of the PLC process.

**Problem Statement 13 Areas:** School Processes & Programs

**Problem Statement 14:** The inconsistency of staff following safety procedures increases the risk of inadequate emergency preparedness and response.

**Root Cause 14:** The lack of uniform application and understanding of safety policies and monitoring to ensure all safety measures are effectively implemented.

**Problem Statement 14 Areas:** Perceptions

**Problem Statement 15:** Teachers need more training, coaching, and the tools they need to be successful.

**Root Cause 15:** Professional development, modeling, and coaching are lacking

**Problem Statement 15 Areas:** School Processes & Programs

**Problem Statement 16:** We are experiencing difficulty retaining skilled teachers due to high turnover rates.

**Root Cause 16:** Teachers may face frustration and disengagement due to insufficient support and growth opportunities. Excessive workloads, inadequate planning time, and poor work-life balance can also lead to burnout and dissatisfaction.

**Problem Statement 16 Areas:** Perceptions

**Problem Statement 17:** New and associate teachers often lack experience in data tracking and in effectively utilizing the data for instructional purposes.

**Root Cause 17:** Limited or inadequate training on data tracking systems and data-driven instruction during teacher preparation programs.

**Problem Statement 17 Areas:** Perceptions

**Problem Statement 18:** To further improve and strengthen positive communication with parents and stakeholders.

**Root Cause 18:** If information about school goals, progress, and student performance is not readily accessible or clearly communicated, it can hinder positive relationships.

**Problem Statement 18 Areas:** Perceptions

# Goals







## Goal 1: Board Goal: 1








The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 42% to 47% by 2025.

**Performance Objective 1:** GPM 1.1: The percentage of Pre-K students on track to develop understanding on the CLI Engage phonological awareness assessment will increase from 95% to 98% by 2025.

**Evaluation Data Sources:** CLI

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Incorporate interactive tools and materials, such as games, songs, and digital apps, that promote phonological skills in an engaging manner. <b>Strategy's Expected Result/Impact:</b> Students will be provided with engaging activities that promote phonological skills, teachers will have access to effective lessons and effective instruction for students. <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 4	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Some Progress	
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use assessment data to provide targeted interventions and support to students who are struggling. <b>Strategy's Expected Result/Impact:</b> Based on data meetings with Pre-K teachers during PLC the trend of student achievement will increase throughout the year. <b>Staff Responsible for Monitoring:</b> Administrators  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Considerable	

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> The Pre-K teacher collaborates in a Professional Learning Community (PLC) with kindergarten teachers. During this time, they identify learning intentions and success criteria for their students' reading development by creating assessments and quick checks to measure student progress in phonological awareness. <b>Strategy's Expected Result/Impact:</b> The teachers develop learning intentions that build on previous skills and share strategies to help students retain letter sounds. <b>Staff Responsible for Monitoring:</b> Administration  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 3		Formative			Summative
		Nov	Feb	Apr	June
		 No Progress	 Some Progress	 Some Progress	
 No Progress  Accomplished  Continue/Modify  Discontinue					

#### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 4:</b> Based on teacher observation and feedback teacher engagement and student activities are not consistently at the level of administration expectations. <b>Root Cause:</b> Lack of coaching sessions and specialized PD on engagement.
School Processes & Programs
<b>Problem Statement 3:</b> Lack of consistent and effective coaching sessions tied directly to the PLC process including data. <b>Root Cause:</b> Lack of implementation of the DDI and scripting when analyzing data and coaching teachers.






**Goal 1: Board Goal: 1**











The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 42% to 47% by 2025.

**Performance Objective 2:** GPM 1.2: The percentage of kindergarten through 2nd grade students who meet or exceed their individual growth goals in reading, as measured by NWEA MAP, will increase from 55% to 60% by 2025.

**Evaluation Data Sources:** NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p><b>Strategy 1:</b> Coaching and supporting teachers is guided by data, including an analysis of student work samples, to evaluate the curriculum, rigor, and its effect on instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will receive coaching and feedback from administrators and MCLs to enhance their skills, address their specific needs, and improve data-driven practices and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> administration and MCLs, Literacy Strategist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 3</p>	 Some Progress	 Some Progress	 Considerable	

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Using MAP data, we will identify small groups for targeted reading intervention based on student needs, which will occur during our intervention time that is scheduled each day. <b>Strategy's Expected Result/Impact:</b> We will address and fill in the gaps in content knowledge that were created in previous years or lessons. By doing so, we aim to significantly improve student achievement and growth. This comprehensive approach will ensure that students have a solid foundation of knowledge, allowing them to build on their understanding more effectively in future lessons and academic challenges. <b>Staff Responsible for Monitoring:</b> Administration, MCLs, Literacy Strategist  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Considerable	
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The PLC Instructional Process and DDI process will be thoroughly implemented, including lesson internalization, planning, and assessments We will focus on checking for understanding and reteaching. <b>Strategy's Expected Result/Impact:</b> Teachers will work together to collaboratively develop and internalize lessons, create assessments, plan interventions, and design enrichment activities. This collaborative approach ensures that all instructional materials are well-aligned with student needs and learning goals, fostering a cohesive and effective educational environment. <b>Staff Responsible for Monitoring:</b> Administration, MCLs, Literacy Strategist  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 4:</b> Based on teacher observation and feedback teacher engagement and student activities are not consistently at the level of administration expectations. <b>Root Cause:</b> Lack of coaching sessions and specialized PD on engagement.







<b>School Processes &amp; Programs</b>
<b>Problem Statement 3:</b> Lack of consistent and effective coaching sessions tied directly to the PLC process including data. <b>Root Cause:</b> Lack of implementation of the DDI and scripting when analyzing data and coaching teachers.








**Goal 1: Board Goal: 1**

The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 42% to 47% by 2025.

**Performance Objective 3:** GPM 1.3: The percentage of kindergarten through 2nd grade students who are reading on or above grade level, as measured by mCLASS, will increase from 54% to 60% by 2025.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> The PLC Instructional Process and DDI process will be thoroughly implemented, including lesson internalization, planning, and assessments We will focus on checking for understanding and reteaching. <b>Strategy's Expected Result/Impact:</b> Teachers will work together to collaboratively develop and internalize lessons, create assessments, plan interventions, and design enrichment activities. This collaborative approach ensures that all instructional materials are well-aligned with student needs and learning goals, fostering a cohesive and effective educational environment. <b>Staff Responsible for Monitoring:</b> Administration, MCLs, Literacy Strategist  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 3		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Some Progress	 Some Progress	
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Coaching and supporting teachers is guided by data, including an analysis of student work samples, to evaluate the curriculum, rigor, and its effect on instruction. <b>Strategy's Expected Result/Impact:</b> Teachers will receive coaching and feedback from administrators and MCLs to enhance their skills, address their specific needs, and improve data-driven practices and student achievement. <b>Staff Responsible for Monitoring:</b> Administration, MCLs, Literacy Strategist  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 4		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Some Progress	 Considerable	

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Using mClass data, we will identify small groups for targeted reading intervention based on student needs, which will occur during our intervention time that is scheduled each day. <b>Strategy's Expected Result/Impact:</b> We will address and fill in the gaps in content knowledge that were created in previous years or lessons. By doing so, we aim to significantly improve student achievement and growth. This comprehensive approach will ensure that students have a solid foundation of knowledge, allowing them to build on their understanding more effectively in future lessons and academic challenges. <b>Staff Responsible for Monitoring:</b> Administration, MCLs, Literacy Strategist  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 3		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Some Progress	 Some Progress	
 No Progress  Accomplished  Continue/Modify  Discontinue					

### Performance Objective 3 Problem Statements:




Student Learning
<b>Problem Statement 4:</b> Based on teacher observation and feedback teacher engagement and student activities are not consistently at the level of administration expectations. <b>Root Cause:</b> Lack of coaching sessions and specialized PD on engagement.
School Processes & Programs
<b>Problem Statement 3:</b> Lack of consistent and effective coaching sessions tied directly to the PLC process including data. <b>Root Cause:</b> Lack of implementation of the DDI and scripting when analyzing data and coaching teachers.











**Goal 1: Board Goal: 1**  
The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 42% to 47% by 2025.

**Performance Objective 4:** GPM 1.4: The percentage of 3rd grade students whose STAAR proficiency is Meets and Masters, as measured by the winter NWEA MAP reading assessment, will increase from 46% to 50% by 2025.

**Evaluation Data Sources:** NWEA MAP

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The PLC Instructional Process and DDI process will be thoroughly implemented, including lesson internalization, planning, and assessments We will focus on checking for understanding and reteaching.  <b>Strategy's Expected Result/Impact:</b> Teachers will work together to collaboratively develop and internalize lessons, create assessments, plan interventions, and design enrichment activities. This collaborative approach ensures that all instructional materials are well-aligned with student needs and learning goals, fostering a cohesive and effective educational environment.  <b>Staff Responsible for Monitoring:</b> Administration, MCLs, Literacy Strategist  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 4 - School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Considerable	

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Coaching and supporting teachers is guided by data, including an analysis of student work samples, to evaluate the curriculum, rigor, and its effect on instruction. <b>Strategy's Expected Result/Impact:</b> Teachers will receive coaching and feedback from administrators and MCLs to enhance their skills, address their specific needs, and improve data-driven practices and student achievement. <b>Staff Responsible for Monitoring:</b> Administration, MCLs, Literacy Strategist  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 4 - School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Some Progress	
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will attend after-school tutoring or Saturday school in the spring to receive extra reading intervention and support. The goal of these sessions is to increase the number of students who achieve grade-level proficiency or higher on their STAAR assessments. <b>Strategy's Expected Result/Impact:</b> Increase the percentage of students meeting or exceeding their performance level on the STAAR Reading assessment. <b>Staff Responsible for Monitoring:</b> ELAR Teacher, Administration, MCLs  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3	Formative			Summative
	Nov	Feb	Apr	June
	 No Progress	 Some Progress	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 4 Problem Statements:

Demographics
<b>Problem Statement 3:</b> Teacher consistency or implementation of Tier I instruction, intervention, and check for understanding. <b>Root Cause:</b> Planning, internalization, differentiation, and lack of instructional strategies that are engaging for all students.

<b>Student Learning</b>
<b>Problem Statement 4:</b> Based on teacher observation and feedback teacher engagement and student activities are not consistently at the level of administration expectations. <b>Root Cause:</b> Lack of coaching sessions and specialized PD on engagement.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 3:</b> Lack of consistent and effective coaching sessions tied directly to the PLC process including data. <b>Root Cause:</b> Lack of implementation of the DDI and scripting when analyzing data and coaching teachers.









**Goal 2: Board Goal: 2**








The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

Campus: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 34% to 40% by 2025.

**Performance Objective 1:** GPM 2.1: The percentage of Pre-K students on track to develop understanding on the CLI Engage math assessment will go from 86% to 96% or above by 2025.

**Evaluation Data Sources:** CLI

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Incorporate interactive tools and materials, such as games, songs, and digital apps, that promote mathematical skills in an engaging manner. <b>Strategy's Expected Result/Impact:</b> Students will be provided with engaging activities that promote mathematical skills ( patterns, counting, and numbers) teachers will have access to effective lessons and effective instruction for students. <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 4	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Considerable	
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use assessment data to provide targeted interventions and support to students who are struggling. <b>Strategy's Expected Result/Impact:</b> Based on data meetings with Pre-K teachers during PLC the trend of student achievement will increase throughout the year. <b>Staff Responsible for Monitoring:</b> Administrators  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Considerable	

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> The Pre-K teacher collaborates in a Professional Learning Community (PLC) with kindergarten teachers. During this time, they identify learning intentions and success criteria for their students' mathematical development by creating assessments and quick checks to measure student progress. <b>Strategy's Expected Result/Impact:</b> The teachers develop learning intentions that build on previous skills and share strategies increasing teacher instruction and capacity. <b>Staff Responsible for Monitoring:</b> Administration  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 3		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Some Progress	 Some Progress	
 No Progress  Accomplished  Continue/Modify  Discontinue					

#### Performance Objective 1 Problem Statements:




Student Learning
<b>Problem Statement 4:</b> Based on teacher observation and feedback teacher engagement and student activities are not consistently at the level of administration expectations. <b>Root Cause:</b> Lack of coaching sessions and specialized PD on engagement.
School Processes & Programs
<b>Problem Statement 3:</b> Lack of consistent and effective coaching sessions tied directly to the PLC process including data. <b>Root Cause:</b> Lack of implementation of the DDI and scripting when analyzing data and coaching teachers.











**Goal 2: Board Goal: 2**  
The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

Campus: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 34% to 40% by 2025.

**Performance Objective 2:** GPM 2.2: The percentage of kindergarten through 2nd grade students who meet or exceed their individual growth goals in math, as measured by NWEA MAP, will increase from 51% to 56% by 2025.

**Evaluation Data Sources:** NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p><b>Strategy 1:</b> Coaching and supporting teachers is guided by data, including an analysis of student work samples, to evaluate the curriculum, rigor, and its effect on instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will receive coaching and feedback from administrators and MCLs to enhance their skills, address their specific needs, and improve data-driven practices and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and MCLs,</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 3</p>	 Some Progress	 Some Progress	 Some Progress	

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Using MAP data, we will identify small groups for targeted math intervention based on student needs, which will occur during our intervention time that is scheduled each day. <b>Strategy's Expected Result/Impact:</b> We will address and fill in the gaps in content knowledge that were created in previous years or lessons. By doing so, we aim to significantly improve student achievement and growth. This comprehensive approach will ensure that students have a solid foundation of knowledge, allowing them to build on their understanding more effectively in future lessons and academic challenges. <b>Staff Responsible for Monitoring:</b> Administration, MCLs  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Considerable	
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The PLC Instructional Process and DDI process will be thoroughly implemented, including lesson internalization, planning, and assessments We will focus on checking for understanding and reteaching. <b>Strategy's Expected Result/Impact:</b> Teachers will work together to collaboratively develop and internalize lessons, create assessments, plan interventions, and design enrichment activities. This collaborative approach ensures that all instructional materials are well-aligned with student needs and learning goals, fostering a cohesive and effective educational environment. <b>Staff Responsible for Monitoring:</b> Administration, MCLs  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 4:</b> Based on teacher observation and feedback teacher engagement and student activities are not consistently at the level of administration expectations. <b>Root Cause:</b> Lack of coaching sessions and specialized PD on engagement.

School Processes & Programs




**Problem Statement 3:** Lack of consistent and effective coaching sessions tied directly to the PLC process including data. **Root Cause:** Lack of implementation of the DDI and scripting when analyzing data and coaching teachers.











**Goal 2: Board Goal: 2**  
The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

Campus: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 34% to 40% by 2025.

**Performance Objective 3:** GPM 2.3: The percentage of 3rd grade students whose STAAR projected proficiency is Meets and Masters, as measured by the winter NWEA MAP math assessment, will increase from 54% to 60% by 2025.

**Evaluation Data Sources:** NWEA MAP

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The PLC Instructional Process and DDI process will be thoroughly implemented, including lesson internalization, planning, and assessments We will focus on checking for understanding and reteaching.  <b>Strategy's Expected Result/Impact:</b> Teachers will work together to collaboratively develop and internalize lessons, create assessments, plan interventions, and design enrichment activities. This collaborative approach ensures that all instructional materials are well-aligned with student needs and learning goals, fostering a cohesive and effective educational environment.  <b>Staff Responsible for Monitoring:</b> Administration, MCLs  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 4 - School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Considerable	

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Coaching and supporting teachers is guided by data, including an analysis of student work samples, to evaluate the curriculum, rigor, and its effect on instruction. <b>Strategy's Expected Result/Impact:</b> Teachers will receive coaching and feedback from administrators and MCLs to enhance their skills, address their specific needs, and improve data-driven practices and student achievement. <b>Staff Responsible for Monitoring:</b> Administration, MCLs  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 4 - School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Considerable	
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will attend after-school tutoring or Saturday school in the spring to receive extra reading intervention and support. The goal of these sessions is to increase the number of students who achieve grade-level proficiency or higher on their STAAR assessments. Teachers will have access to high quality curriculum and resources. <b>Strategy's Expected Result/Impact:</b> Increase the percentage of students meeting or exceeding their performance level on the STAAR Math assessment. <b>Staff Responsible for Monitoring:</b> Math Teacher, Administration, MCLs  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 3:</b> Teacher consistency or implementation of Tier I instruction, intervention, and check for understanding. <b>Root Cause:</b> Planning, internalization, differentiation, and lack of instructional strategies that are engaging for all students.

### Student Learning

**Problem Statement 4:** Based on teacher observation and feedback teacher engagement and student activities are not consistently at the level of administration expectations. **Root Cause:** Lack of coaching sessions and specialized PD on engagement.

### School Processes & Programs

**Problem Statement 3:** Lack of consistent and effective coaching sessions tied directly to the PLC process including data. **Root Cause:** Lack of implementation of the DDI and scripting when analyzing data and coaching teachers.



**Goal 3:** Board Goal :3

The percentage of 4th -English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028.




Campus: The percentage of 4th -English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 82% to 87% by 2025.











**Performance Objective 1:** GPM 3.1: The percentage of 4th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 68% to 73% by 2025.

GPM 3.2: The percentage of 5th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 63% to 68% by 2025.

GPM 3.3: The percentage of 6th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 57% to 62% by 2025.

**Evaluation Data Sources:** NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p><b>Strategy 1:</b> Teachers will receive support through administration and MCL via modeling and coaching. We will use SchoolMint for observations and feedback, and offer personalized assistance, clarifications, and examples. Additionally, MCL will conduct professional development through after-school mini-sessions tailored to address our campus's specific needs and trends.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted coaching and modeling will improve teachers' instructional methods. Personalized support and clear examples will boost their confidence. Tailored professional development sessions will address specific campus needs and trends, fostering overall staff growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, MCL</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 4 - School Processes &amp; Programs 3</p>	 Some Progress	 Some Progress	 Considerable	

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will attend after-school tutoring or Saturday school in the spring to receive extra reading intervention and support. The goal of these sessions is to increase the number of students who achieve grade-level proficiency or higher on their STAAR assessments. <b>Strategy's Expected Result/Impact:</b> Increase the percentage of students meeting or exceeding their performance level on the STAAR ELAR assessment. <b>Staff Responsible for Monitoring:</b> ELAR teacher, Administration, MCLs  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 - Student Learning 1, 4 - School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
	 No Progress	 Some Progress	 Considerable	
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Coaching and supporting teachers is guided by data, including an analysis of student work samples, to evaluate the curriculum, rigor, and its effect on instruction. <b>Strategy's Expected Result/Impact:</b> Teachers will receive coaching and feedback from administrators and MCLs to enhance their skills, address their specific needs, and improve data-driven practices and student achievement. <b>Staff Responsible for Monitoring:</b> Administration, MCLs  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 4 - School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 3:</b> Teacher consistency or implementation of Tier I instruction, intervention, and check for understanding. <b>Root Cause:</b> Planning, internalization, differentiation, and lack of instructional strategies that are engaging for all students.
Student Learning
<b>Problem Statement 1:</b> Student achievement is below the district average in science. <b>Root Cause:</b> Teacher consistency and implementing best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Build teacher capacity in science to plan effective instruction and small groups.
<b>Problem Statement 4:</b> Based on teacher observation and feedback teacher engagement and student activities are not consistently at the level of administration expectations. <b>Root Cause:</b> Lack of coaching sessions and specialized PD on engagement.

<b>School Processes &amp; Programs</b>
<b>Problem Statement 3:</b> Lack of consistent and effective coaching sessions tied directly to the PLC process including data. <b>Root Cause:</b> Lack of implementation of the DDI and scripting when analyzing data and coaching teachers.

**Goal 4:** Board Goal : 4

The percentage of 4th -Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 61% to 71% by 2028.




Campus: The percentage of 4th -Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 79% to 84% by 2025.











**Performance Objective 1:** GPM 4.1: The percentage of 4th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 69% to 75% by 2025.

GPM 4.2: The percentage of 5th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 55% to 62% by 2025.

GPM 4.3: The percentage of 6th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 60% to 65% by 2025.

**Evaluation Data Sources:** NWEA MAP

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will receive support through administration and MCL via modeling and coaching. We will use SchoolMint for observations and feedback, and offer personalized assistance, clarifications, and examples. Additionally, MCL will conduct professional development through after-school mini-sessions tailored to address our campus's specific needs and trends.  <b>Strategy's Expected Result/Impact:</b> Targeted coaching and modeling will improve teachers' instructional methods. Personalized support and clear examples will boost their confidence. Tailored professional development sessions will address specific campus needs and trends, fostering overall staff growth. <b>Staff Responsible for Monitoring:</b> Administration, MCL  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 - Student Learning 4 - School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Some Progress	

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will attend after-school tutoring or Saturday school in the spring to receive extra reading intervention and support. The goal of these sessions is to increase the number of students who achieve grade-level proficiency or higher on their STAAR assessments. <b>Strategy's Expected Result/Impact:</b> Increase the percentage of students meeting or exceeding their performance level on the STAAR Math assessment. <b>Staff Responsible for Monitoring:</b> Math teacher, Administration, MCLs  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 - Student Learning 1, 4 - School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Considerable	
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Coaching and supporting teachers is guided by data, including an analysis of student work samples, to evaluate the curriculum, rigor, and its effect on instruction. <b>Strategy's Expected Result/Impact:</b> Teachers will receive coaching and feedback from administrators and MCLs to enhance their skills, address their specific needs, and improve data-driven practices and student achievement. <b>Staff Responsible for Monitoring:</b> Administration, MCLs  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 4 - School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Some Progress	
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 3:</b> Teacher consistency or implementation of Tier I instruction, intervention, and check for understanding. <b>Root Cause:</b> Planning, internalization, differentiation, and lack of instructional strategies that are engaging for all students.
Student Learning
<b>Problem Statement 1:</b> Student achievement is below the district average in science. <b>Root Cause:</b> Teacher consistency and implementing best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Build teacher capacity in science to plan effective instruction and small groups.
<b>Problem Statement 4:</b> Based on teacher observation and feedback teacher engagement and student activities are not consistently at the level of administration expectations. <b>Root Cause:</b> Lack of coaching sessions and specialized PD on engagement.







School Processes & Programs








**Problem Statement 3:** Lack of consistent and effective coaching sessions tied directly to the PLC process including data. **Root Cause:** Lack of implementation of the DDI and scripting when analyzing data and coaching teachers.

**Goal 5:** Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

**Performance Objective 1:** Strengthen instructional practices to improve student academic performance across all grades, cultivating a culture of continuous improvement.

**Evaluation Data Sources:** Accountability Ratings

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Principal improves campus leaders by scheduling and providing professional development through the coaching cycle that is consistent with best practices, modeling, observation, and feedback. <b>Strategy's Expected Result/Impact:</b> Positive reinforcement in teacher's instructional strategies along with the growth of campus leaders in the get better faster coaching cycle. <b>Staff Responsible for Monitoring:</b> Principal, AP  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 - Student Learning 4 - School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
	 No Progress	 Some Progress	 Some Progress	
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will utilize district resources and the Framework alongside instructional materials. They will participate in both on-campus and off-campus professional development to enhance rigor and engagement across all content areas. <b>Strategy's Expected Result/Impact:</b> Teachers can incorporate engaging and relevant activities and resources to enhance their students' achievement scores on the STAAR and MAP assessments. <b>Staff Responsible for Monitoring:</b> Administrators, Leadership team  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 - Student Learning 4	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Some Progress	

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Leverage our Leadership team, MCLs, and Reading Strategists to offer after-school sessions to address teacher gaps and deficits identified through campus trends and walkthroughs. <b>Strategy's Expected Result/Impact:</b> Teachers will be equipped with additional tools to enhance their instructional delivery, classroom management, Tier I instruction, differentiation, formative assessment, intervention/enrichment strategies, and to boost student growth and achievement. <b>Staff Responsible for Monitoring:</b> MCLs, Leadership Team, Admin  <b>Problem Statements:</b> Demographics 3 - School Processes & Programs 4	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Some Progress	
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 3:</b> Teacher consistency or implementation of Tier I instruction, intervention, and check for understanding. <b>Root Cause:</b> Planning, internalization, differentiation, and lack of instructional strategies that are engaging for all students.
Student Learning
<b>Problem Statement 4:</b> Based on teacher observation and feedback teacher engagement and student activities are not consistently at the level of administration expectations. <b>Root Cause:</b> Lack of coaching sessions and specialized PD on engagement.
School Processes & Programs
<b>Problem Statement 3:</b> Lack of consistent and effective coaching sessions tied directly to the PLC process including data. <b>Root Cause:</b> Lack of implementation of the DDI and scripting when analyzing data and coaching teachers. <b>Problem Statement 4:</b> Teachers do not fully grasp all the components of a true Professional Learning Community. <b>Root Cause:</b> Lack of training and coaching that develops all of the components of the PLC process.
















**Goal 5:** Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

**Performance Objective 2:** 100% of PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. PLCs will analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities to support student growth and achievement.

**Evaluation Data Sources:** PLCs will demonstrate the ability to analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities that are tailored to individual student needs. This personalized approach to instruction will support student growth and achievement, leading to improved academic outcomes and increased student engagement and success.

PLC data scorecards will show improvement. Student Achievement.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will implement the Get Better Faster Coaching Cycle and the DDI process in our PLCs. <b>Strategy's Expected Result/Impact:</b> Teachers will learn to effectively use the PLC process to enhance instruction and improve student outcomes. <b>Staff Responsible for Monitoring:</b> Administration  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 - Student Learning 4 - School Processes & Programs 3, 4	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Considerable	
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> MCLs, with support from the Principal and AP, will lead PLCs. During these meetings, we will follow the DDI process to ensure alignment across all grade levels and content areas. <b>Strategy's Expected Result/Impact:</b> Alignment across PLCs <b>Staff Responsible for Monitoring:</b> MCLs, Administration  <b>Problem Statements:</b> Demographics 3 - Student Learning 4 - School Processes & Programs 3, 4	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Considerable	

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Content teams will develop lesson internalization, action plans, and intervention lists based on MAP or Interim data. This data and these plans will be used to form small groups, intervention groups, enrichment groups, and after-school tutoring groups. <b>Strategy's Expected Result/Impact:</b> Students' needs will be addressed through targeted intervention, tutoring, and differentiated instruction. These strategies will ensure that each student receives the support necessary to achieve their full potential. <b>Staff Responsible for Monitoring:</b> MCLs, Administration  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 3, 4	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Some Progress	
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 2 Problem Statements:











Demographics
<b>Problem Statement 3:</b> Teacher consistency or implementation of Tier I instruction, intervention, and check for understanding. <b>Root Cause:</b> Planning, internalization, differentiation, and lack of instructional strategies that are engaging for all students.
Student Learning
<b>Problem Statement 4:</b> Based on teacher observation and feedback teacher engagement and student activities are not consistently at the level of administration expectations. <b>Root Cause:</b> Lack of coaching sessions and specialized PD on engagement.
School Processes & Programs
<b>Problem Statement 3:</b> Lack of consistent and effective coaching sessions tied directly to the PLC process including data. <b>Root Cause:</b> Lack of implementation of the DDI and scripting when analyzing data and coaching teachers.
<b>Problem Statement 4:</b> Teachers do not fully grasp all the components of a true Professional Learning Community. <b>Root Cause:</b> Lack of training and coaching that develops all of the components of the PLC process.

**Goal 5:** Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

**Performance Objective 3:** Research, plan and implement new school safety infrastructure, facility updates and transportation operations that maximize instructional time.

**High Priority**

**Evaluation Data Sources:** Students will experience a safer and more conducive learning environment, with increased opportunities for uninterrupted instruction and academic engagement.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Rusk Elementary will be prepared for multiple safety scenarios by fulfilling all requirements for safety audits and safety drills. <b>Strategy's Expected Result/Impact:</b> All students will have a safe learning environment where they will be able to meet individual and campus goals. <b>Staff Responsible for Monitoring:</b> Principal  <b>Problem Statements:</b> Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Some Progress	
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Rusk Elementary will promote the implementation of a school-wide Tier 1 Positive Behavior System and a social-emotional learning curriculum by promoting a safe and welcoming environment. <b>Strategy's Expected Result/Impact:</b> All students will have a safe learning environment where they will be able to meet individual and campus goals. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Student Learning 3 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 3 Problem Statements:**

### Student Learning

**Problem Statement 3:** Our MTSS process needs to be refined on campus to better meet the needs of our students. **Root Cause:** Teachers need training on the MTSS process and ongoing support from the leadership team.

### School Processes & Programs

**Problem Statement 1:** Our MTSS process needs to be refined on campus to better meet the needs of our students **Root Cause:** Teachers need training on the MTSS process and ongoing support from the leadership team.

### Perceptions










**Problem Statement 3:** The inconsistency of staff following safety procedures increases the risk of inadequate emergency preparedness and response. **Root Cause:** The lack of uniform application and understanding of safety policies and monitoring to ensure all safety measures are effectively implemented.

**Goal 5:** Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

**Performance Objective 4:** 100% of the district's safety policies will be implemented.

**High Priority**

**Evaluation Data Sources:** Safety drills and Audits.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Rusk Elementary will conduct all required safety drills to thoroughly prepare both teachers and students for various emergency situations. These drills will ensure that everyone is well-informed and practiced in the necessary procedures, promoting a safe and organized response in case of an emergency. <b>Strategy's Expected Result/Impact:</b> Maintaining a safe and organized environment, helping to minimize confusion and enhance the overall safety of our school community. <b>Staff Responsible for Monitoring:</b> Administration  <b>Problem Statements:</b> Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Considerable	
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Rusk Elementary will complete all mandatory safety audits and conduct thorough checks of exterior doors to maintain the security and safety of students and staff on campus. <b>Strategy's Expected Result/Impact:</b> By diligently performing these safety audits and door checks, Rusk Elementary will enhance the overall security of the school environment. This proactive approach will help identify and address potential vulnerabilities, ensuring that the campus remains a safe and secure place for both students and staff. <b>Staff Responsible for Monitoring:</b> Head Custodian, Administration, Leadership Team.  <b>Problem Statements:</b> Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Rusk staff will make sure that all visitors check in at the office and receive a badge to wear while on campus. <b>Strategy's Expected Result/Impact:</b> By requiring all visitors to check in at the office and wear a badge, Rusk Elementary will enhance campus security and monitoring. This procedure helps to identify and track individuals on the premises, ensuring that only authorized persons are present. We will utilize the Raptor program. <b>Staff Responsible for Monitoring:</b> Office staff, Leadership team, Administration  <b>Problem Statements:</b> Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable	 Considerable	



No Progress



Accomplished



Continue/Modify



Discontinue

#### Performance Objective 4 Problem Statements:







##### Perceptions








**Problem Statement 3:** The inconsistency of staff following safety procedures increases the risk of inadequate emergency preparedness and response. **Root Cause:** The lack of uniform application and understanding of safety policies and monitoring to ensure all safety measures are effectively implemented.

**Goal 6:** Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

**Performance Objective 1:** Recruit & onboard highly-qualified staff that effectively serve all students and the broader community.

**Evaluation Data Sources:** Vacancy reports, District Accountability.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus leaders implement targeted and personalized strategies to retain high-performing staff. <b>Strategy's Expected Result/Impact:</b> Rusk will have a high rate of retained teachers year after year. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Considerable	
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus administrators will place staff in a strategic manner that will benefit students' needs and enhance teacher strengths. <b>Strategy's Expected Result/Impact:</b> Rusk will have a high rate of retained teachers year after year. MCLs and RAs will support staff and develop students academically. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 4, 5	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Some Progress	

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Grade-level and content-area teams have strong, supported teacher leaders and MCLs who support and grow them through professional development and through the PLC process. <b>Strategy's Expected Result/Impact:</b> Staff is provided with the support and development needed to provide students with the highest level of instruction. <b>Staff Responsible for Monitoring:</b> Principal, MCLs  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 5		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Some Progress	 Some Progress	
 No Progress  Accomplished  Continue/Modify  Discontinue					

#### Performance Objective 1 Problem Statements:







School Processes & Programs
<b>Problem Statement 2:</b> Recruiting highly qualified staff is becoming more difficult each year <b>Root Cause:</b> Midland ISD is a growing district as a result the demand for highly qualified teachers currently exceeds the number of teachers available to fill the positions in the area of Bilingual, and core content areas.
<b>Problem Statement 4:</b> Teachers do not fully grasp all the components of a true Professional Learning Community. <b>Root Cause:</b> Lack of training and coaching that develops all of the components of the PLC process.
<b>Problem Statement 5:</b> Teachers need more training, coaching, and the tools they need to be successful. <b>Root Cause:</b> Professional development, modeling, and coaching are lacking










**Goal 6:** Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

**Performance Objective 2:** Develop and implement talent pipelines and professional learning for all staff with systems of support that cultivate continuous learning, staff recognition and incentives, enhance job satisfaction, promote staff retention, and foster a culture of growth, well-being, work-life balance and career progression.

**Evaluation Data Sources:** Pipeline data, and retention reports.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide weekly school coaching based on staff needs <b>Strategy's Expected Result/Impact:</b> Provide weekly coaching sessions for school staff tailored to their specific needs, as identified through ongoing weekly walkthroughs. These coaching sessions will focus on addressing areas for improvement, reinforcing effective practices, and providing personalized support <b>Staff Responsible for Monitoring:</b> Enhance their instructional strategies and classroom management. By aligning the coaching with the insights gained from the walkthroughs, the sessions will be highly relevant and targeted, ensuring that each staff member receives the guidance necessary to advance their professional development and improve student outcomes.  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 5	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Considerable	
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers and staff will be recognized during monthly staff meetings for their achievements and progress in the classroom, including their individual goals and areas of growth. Celebrations will also include notable accomplishments related to the Teacher Incentive Allotment (TIA) and any significant advancements made. <b>Strategy's Expected Result/Impact:</b> Rusk Elementary will foster a positive and motivating work environment. This regular acknowledgment will enhance staff morale, increase engagement, and reinforce effective teaching practices and professional growth. <b>Staff Responsible for Monitoring:</b> Administration, Leadership Team.  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 4	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Considerable	

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Enhance timely communication throughout the year to help teachers plan for school events and activities, while also offering opportunities for career advancement. Provide ongoing support from Administration and MCLs to ensure staff are well-supported.  <b>Strategy's Expected Result/Impact:</b> Enhancing timely communication will help teachers plan school events and activities more effectively, while keeping them informed about career advancement opportunities. Ongoing support from Administration and MCLs will address staff needs, improve job satisfaction, and reduce stress, leading to higher retention rates and a more positive school culture. <b>Staff Responsible for Monitoring:</b> MCLs, Leadership Team, Administration  <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 4	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue				







#### Performance Objective 2 Problem Statements:








School Processes & Programs
<b>Problem Statement 5:</b> Teachers need more training, coaching, and the tools they need to be successful. <b>Root Cause:</b> Professional development, modeling, and coaching are lacking
Perceptions
<b>Problem Statement 4:</b> We are experiencing difficulty retaining skilled teachers due to high turnover rates. <b>Root Cause:</b> Teachers may face frustration and disengagement due to insufficient support and growth opportunities. Excessive workloads, inadequate planning time, and poor work-life balance can also lead to burnout and dissatisfaction.

**Goal 7:** Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

**Performance Objective 1:** Promote proactive and transparent data sharing and improve communication practices, ensuring clear follow-up and promoting a culture of openness and accountability.

**Evaluation Data Sources:** Committing to timely responses and transparent reporting of feedback outcomes holds the district accountable for addressing stakeholder concerns and implementing suggested improvements. This accountability reinforces trust in the district's leadership and ensures that actions are taken to address identified needs.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize data folders and data walls throughout the year. Teachers will engage in discussions with students based on their individual data. Additionally, each semester, parents will participate in data meetings with students and teachers to review progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Using data folders and data walls will provide a clear, visual representation of student progress and help teachers tailor their discussions to individual needs. This approach will facilitate more targeted and effective instructional strategies. Regular data meetings with parents will enhance transparency, foster collaboration, and ensure that students' progress is monitored closely</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 5</p>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>Some Progress</p>	 <p>Some Progress</p>	 <p>Considerable</p>	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Maintain open communication with parents and stakeholders. The Campus Improvement Plan (CIP) is available on the Rusk website. Teachers will update parents and students on benchmarks and short-cycle assessments as needed. Additionally, student data reports will be provided to parents following each NWEA MAP assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintaining open communication with parents and stakeholders will enhance transparency and strengthen school-home partnerships. Posting the Campus Improvement Plan (CIP) on the Rusk website keeps stakeholders informed about school goals. Regular updates on benchmarks and short-cycle assessments will keep parents and students informed about academic progress. Providing data reports after each NWEA MAP assessment will help parents track their child's progress and collaborate with teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 6</p>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>Some Progress</p>	 <p>Some Progress</p>	 <p>Considerable</p>	

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide staff with training on effectively analyzing and tracking data, including how to input, retrieve, and interpret it. Offer continuous support to address any issues or questions that may arise. <b>Strategy's Expected Result/Impact:</b> Training staff on analyzing and tracking data will enhance their ability to effectively manage and utilize student information. Improved skills in data input, retrieval, and interpretation will lead to more informed instructional decisions and targeted interventions. Continuous support will ensure that staff can address any challenges promptly, leading to increased confidence and proficiency in data management. <b>Staff Responsible for Monitoring:</b> Leadership Team, Administration  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 5	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue				







#### Performance Objective 1 Problem Statements:








School Processes & Programs
<b>Problem Statement 2:</b> Recruiting highly qualified staff is becoming more difficult each year <b>Root Cause:</b> Midland ISD is a growing district as a result the demand for highly qualified teachers currently exceeds the number of teachers available to fill the positions in the area of Bilingual, and core content areas.
Perceptions
<b>Problem Statement 5:</b> New and associate teachers often lack experience in data tracking and in effectively utilizing the data for instructional purposes. <b>Root Cause:</b> Limited or inadequate training on data tracking systems and data-driven instruction during teacher preparation programs. <b>Problem Statement 6:</b> To further improve and strengthen positive communication with parents and stakeholders. <b>Root Cause:</b> If information about school goals, progress, and student performance is not readily accessible or clearly communicated, it can hinder positive relationships.

**Goal 7:** Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

**Performance Objective 2:** Amplify the narrative and impact of communication regarding performance and expectations, empowering stakeholders to effectively understand, engage with, and contribute to the shared story of success.

**Evaluation Data Sources:** DEIC Meeting, K-12 Insight Survey, ESSA Survey, ESSER Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create clear, consistent messages about performance goals, expectations, and successes. Use multiple formats, such as newsletters, reports, and presentations, to reach different stakeholders. <b>Strategy's Expected Result/Impact:</b> Creating clear, consistent messages about performance goals, expectations, and successes will improve stakeholder understanding and alignment. Using formats like newsletters, reports, and presentations will make information accessible and engaging. <b>Staff Responsible for Monitoring:</b> Parent Liaison, Administration / Leadership Team  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 6	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Considerable	
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Establish channels for stakeholders to provide feedback and ask questions, such as surveys, forums, or interactive Q&A sessions. <b>Strategy's Expected Result/Impact:</b> Establishing channels for stakeholder feedback and questions, such as surveys, forums, and interactive Q&A sessions, will foster open communication and enhance engagement. These channels will provide valuable insights into stakeholder concerns and needs, allowing for timely and responsive actions. As a result, stakeholders will feel more valued and involved, leading to increased satisfaction, more effective collaboration, and a stronger alignment with school objectives. <b>Staff Responsible for Monitoring:</b> Parent Liaison, Administration / Leadership Team  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 6	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress	 Some Progress	

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Regularly share success stories and milestones, showcasing how stakeholders' contributions have led to positive outcomes. Feature individual and collective successes in communications. <b>Strategy's Expected Result/Impact:</b> Regularly sharing success stories and milestones, and highlighting stakeholder contributions, will strengthen connections between stakeholders and the school's achievements. By featuring both individual and collective successes, communications will foster a sense of pride and ownership among stakeholders. This practice will enhance motivation, encourage continued support, and promote a positive school culture, ultimately contributing to sustained engagement and collective success. <b>Staff Responsible for Monitoring:</b> Parent Liaison, Administration / Leadership Team  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 6		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Some Progress	 Some Progress	
 No Progress  Accomplished  Continue/Modify  Discontinue					

#### Performance Objective 2 Problem Statements:

Perceptions
<b>Problem Statement 6:</b> To further improve and strengthen positive communication with parents and stakeholders. <b>Root Cause:</b> If information about school goals, progress, and student performance is not readily accessible or clearly communicated, it can hinder positive relationships.