Midland Independent School District

Rusk Elementary

2026-2027 Goals/Performance Objectives/Strategies

Mission Statement

As Rusk Patriots, we partner with families and the community to empower and inspire every student to strive for excellence socially, emotionally, and academically.

Vision

Create a thriving, multicultural community of lifelong learners to positively impact the world.

Table of Contents

Goals 4

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law. . 4

Goal 2: Board Goal B: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System. 28

Goal 3: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications. 30

Goal 4: Board Goal D: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS). 32

Goals

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 1: The percentage of PreK students performing at grade level in ELAR will increase from 91% to 93% by June 2027.
The percentage of PreK students performing at grade level in Math will increase from 100% to 100% by June 2027.

HB3 Goal

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide ongoing instructional coaching and collaborative PLCs focused on implementing high-quality Tier 1 instruction. Teachers will internalize lessons, analyze student work, and incorporate developmentally appropriate literacy and numeracy practices. **Strategy's Expected Result/Impact:** Increased teacher instructional effectiveness will result in at least 93% of PreK students performing at or above grade level in ELAR and 100% performing at grade level in Math as measured by district end-of-year assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Utilize active observations and formative assessments to identify students needing additional support and provide timely small-group interventions in literacy and mathematics to accelerate learning before skill gaps widen. **Strategy's Expected Result/Impact:** Students requiring additional support will demonstrate continuous academic growth throughout the year, resulting in increased mastery of grade-level standards and reducing the number of students performing below grade level. **Staff Responsible for Monitoring:** Teachers, Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Strengthen family engagement by providing ongoing communication, home learning resources, and attendance supports to reinforce early literacy and numeracy skills outside the classroom. **Strategy's Expected Result/Impact:** Increased family engagement and improved student attendance will support higher student achievement, ensuring students maintain or exceed grade-level performance in both ELAR and Mathematics. **Staff Responsible for Monitoring:** Principal, AP, Counselor, Teachers **Title I:** 2.51 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 5: Instruction is not always appropriately differentiated, which can limit student engagement and reduce the effectiveness of learning experiences. **Root Cause**: Teachers are not consistently monitoring student understanding and adjusting instruction to meet the specific needs of their classes.

Perceptions

Problem Statement 3: Parent participation in campus events, committees, and school initiatives is inconsistent, limiting opportunities to strengthen home-school partnerships.
Root Cause: Families experience barriers such as scheduling conflicts, limited awareness of opportunities, and varying levels of confidence in how to engage with the school.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 2: The percentage of Kinder students performing at grade in ELAR will increase from 51% to 55% by June 2027. (mCLASS)
The percentage of Kinder students performing at grade in ELAR will increase from 88% to 90% by June 2027. (iREADY)
The percentage of Kinder students performing at grade level in Math will increase from 70% to 75% by June 2027. (iREADY)

HB3 Goal

Evaluation Data Sources: mCLASS & iREADY

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Strengthen Tier 1 literacy and mathematics instruction through weekly PLCs, lesson internalization, instructional coaching, and implementation of evidence-based practices. **Strategy's Expected Result/Impact:** High-quality Tier 1 instruction will increase student proficiency. **Staff Responsible for Monitoring:** Principal, Teachers **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement a comprehensive data cycle using mCLASS, i-Ready, formative assessments, and progress monitoring to provide targeted intervention and enrichment through differentiated small-group instruction. **Strategy's Expected Result/Impact:** Students will receive timely instructional support based on identified needs, resulting in accelerated growth, reduced skill gaps, and increased performance on district and campus assessments. **Staff Responsible for Monitoring:** Principal, MCL **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Strengthen family engagement by providing literacy and mathematics resources, attendance supports, and regular communication that empowers families to reinforce foundational skills at home. **Strategy's Expected Result/Impact:** Increased family involvement and improved student attendance will strengthen foundational reading and mathematics skills, leading to increased student achievement and readiness for first grade. **Staff Responsible for Monitoring:** AP, counselor, teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Perceptions 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: Instruction is not always appropriately differentiated, which can limit student engagement and reduce the effectiveness of learning experiences. **Root Cause**: Teachers are not consistently monitoring student understanding and adjusting instruction to meet the specific needs of their classes.
Perceptions
Problem Statement 3: Parent participation in campus events, committees, and school initiatives is inconsistent, limiting opportunities to strengthen home-school partnerships. **Root Cause**: Families experience barriers such as scheduling conflicts, limited awareness of opportunities, and varying levels of confidence in how to engage with the school.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 3: The percentage of 1st grade students performing at grade in ELAR will increase from 72% to 75% by June 2027. (mCLASS)
The percentage of 1st grade students performing at grade in ELAR will increase from 75% to 78% by June 2027. (iREADY)
The percentage of 1st grade students performing at grade level in Math will increase from 81% to 83% by June 2027.

HB3 Goal

Evaluation Data Sources: mCLASS % iREADY

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Strengthen foundational literacy by intentional lesson planning and delivery and daily small-group instruction informed by mCLASS and i-Ready data. **Strategy's Expected Result/Impact:** Increased reading proficiency will result in 67% of students meeting grade level on mCLASS and 75% meeting grade level on i-Ready Reading by June 2027. **Staff Responsible for Monitoring:** Principal, AP **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Increase the consistent implementation of Teach Like a Champion (TLAC) strategies through coaching cycles, PLCs, and classroom feedback. **Strategy's Expected Result/Impact:** Students will demonstrate increased engagement, academic discourse, and mastery of grade-level standards, leading to improved performance in ELAR and Mathematics. **Staff Responsible for Monitoring:** Principal, AP, MCL **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Build teacher capacity through weekly PLCs, instructional coaching, lesson internalization, data analysis, and continuous monitoring of student progress to ensure consistent implementation of high-quality Tier 1 instruction. **Strategy's Expected Result/Impact:** Teachers will consistently implement research-based instructional practices, resulting in increased student engagement, accelerated academic growth, and improved achievement in both ELAR and Mathematics. **Staff Responsible for Monitoring:** Principal, MCL **Problem Statements:** School Processes & Programs 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: A substantial percentage of students begin the school year one to two grade levels below expected academic performance, necessitating focused interventions and differentiated support to ensure student success. **Root Cause**: Rusk Elementary serves a high population of economically disadvantaged students. Many students have limited opportunities for academic support beyond the school setting, resulting in a greater dependence on classroom instruction for their educational growth.
School Processes & Programs
Problem Statement 1: Although systems and expectations have been established campus-wide, inconsistent implementation and follow-through across classrooms and school operations have resulted in variability in instructional practices, student experiences, and overall student outcomes. **Root Cause**: As a campus undergoing significant change and implementing new systems, there has been a need for greater consistency in monitoring, accountability, and communication to ensure all staff members implement established processes with fidelity and sustain them over time.
Problem Statement 2: Campus systems and expectations are not implemented consistently across classrooms and grade levels, resulting in varied student experiences and outcomes. **Root Cause**: Additional structures for monitoring, accountability, and follow-through are needed to ensure systems are implemented with fidelity.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 4: The percentage of 2nd grade students performing at grade in ELAR will increase from 56% to 60% by June 2027. (mCLASS)
The percentage of 2nd grade students performing at grade in ELAR will increase from 46% to 50% by June 2027. (iREADY)
The percentage of 2nd students performing at grade level in Math will increase from 61% to 65% by June 2027.

HB3 Goal

Evaluation Data Sources: mCLASS & iREADY

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Strengthen Tier 1 reading instruction by building teacher capacity through weekly lesson internalization, rehearsal of key instructional moves, and implementation of Teach Like a Champion (TLAC) strategies **Strategy's Expected Result/Impact:** Increased implementation of high-impact literacy practices will improve student engagement, reading proficiency, and comprehension, resulting in increased performance on mCLASS and i-Ready Reading assessments. **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Build teacher capacity through weekly PLCs, instructional coaching, data-driven planning, and feedback cycles to ensure consistent implementation of rigorous Tier 1 instruction across all classrooms. **Strategy's Expected Result/Impact:** Teachers will consistently implement high-quality instructional practices, resulting in increased student engagement, stronger instructional delivery, and improved academic outcomes across all content areas. **Staff Responsible for Monitoring:** MCLs, Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Strengthen mathematics instruction through collaborative planning and coaching focused on TLAC think-ratio to promote mathematical discourse, productive struggle, and conceptual understanding. **Strategy's Expected Result/Impact:** Teachers will consistently implement high-impact instructional practices that increase student thinking, mathematical discourse, and conceptual understanding, resulting in improved student achievement in mathematics. **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of students are not performing on or above grade level in Reading and Math, particularly in upper elementary grades. **Root Cause**: Inconsistent implementation of Tier 1 instructional practices, gaps in foundational skills, and varying levels of student engagement and attendance have contributed to students not consistently performing at grade level.
Problem Statement 5: Instruction is not always appropriately differentiated, which can limit student engagement and reduce the effectiveness of learning experiences. **Root Cause** : Teachers are not consistently monitoring student understanding and adjusting instruction to meet the specific needs of their classes.
School Processes & Programs
Problem Statement 1: Although systems and expectations have been established campus-wide, inconsistent implementation and follow-through across classrooms and school operations have resulted in variability in instructional practices, student experiences, and overall student outcomes. **Root Cause**: As a campus undergoing significant change and implementing new systems, there has been a need for greater consistency in monitoring, accountability, and communication to ensure all staff members implement established processes with fidelity and sustain them over time.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 5: The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 40% to 45% by June 2027.
The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 29% to 40% by June 2027.

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Incorporate more writing opportunities for students with consistent practice using text evidence, exemplars, teacher modeling, and targeted feedback. **Strategy's Expected Result/Impact:** Students strengthen reading comprehension, written responses, and use of text evidence, resulting in increased performance on STAAR Reading and a higher percentage of students achieving Meets Grade Level. **Staff Responsible for Monitoring:** Teacher, Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Strengthen Tier 1 Instruction by implementing daily standards-aligned lessons with clear learning targets, frequent checks for understanding, and rigorous student tasks. **Strategy's Expected Result/Impact:** Increased mastery of grade-level TEKS and improved student engagement, resulting in higher STAAR Meets performance. **Staff Responsible for Monitoring:** MCL, Principal **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Conduct weekly PLCs to analyze student work, identify misconceptions, plan reteach, and monitor student progress. **Strategy's Expected Result/Impact:** Instruction becomes more responsive to student needs, leading to improved reading and math achievement on STAAR. **Staff Responsible for Monitoring:** MCL, AP, Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of students are not performing on or above grade level in Reading and Math, particularly in upper elementary grades. **Root Cause**: Inconsistent implementation of Tier 1 instructional practices, gaps in foundational skills, and varying levels of student engagement and attendance have contributed to students not consistently performing at grade level.
Problem Statement 3: The percentage of students scoring at meets or above in grades 3-5 for Reading is below 50%. **Root Cause**: The level of rigor students regularly experience does not consistently align with the expectations assessed at grade level or those necessary for academic success.

School Processes & Programs

Problem Statement 1: Although systems and expectations have been established campus-wide, inconsistent implementation and follow-through across classrooms and school operations have resulted in variability in instructional practices, student experiences, and overall student outcomes. **Root Cause**: As a campus undergoing significant change and implementing new systems, there has been a need for greater consistency in monitoring, accountability, and communication to ensure all staff members implement established processes with fidelity and sustain them over time.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 6: The percentage of 4th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 38% to 45% by June 2027.
The percentage of 4th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 55% to 60% by June 2027.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement daily reading & writing practices by providing consistent instruction using text evidence, teacher modeling, exemplars, and targeted feedback. **Strategy's Expected Result/Impact:** Students improve reading comprehension and written responses, leading to increased Reading STAAR Meets performance. **Staff Responsible for Monitoring:** MCL, Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Analyze assessment data weekly to identify student needs, plan small-group intervention, monitor progress, and adjust instruction. **Strategy's Expected Result/Impact:** Learning gaps are addressed more quickly, increasing the percentage of students meeting grade-level expectations in Reading and Math. **Staff Responsible for Monitoring:** TRT, Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Implement high-leverage instructional strategies by consistently implementing Teach Like a Champion (TLAC) techniques. **Strategy's Expected Result/Impact:** Students demonstrate higher levels of engagement, participation, and mastery of grade-level standards, leading to improved Reading and Math STAAR performance. **Staff Responsible for Monitoring:** MCL, TRT, Principal **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 3: The percentage of students scoring at meets or above in grades 3-5 for Reading is below 50%. **Root Cause**: The level of rigor students regularly experience does not consistently align with the expectations assessed at grade level or those necessary for academic success.
Problem Statement 5: Instruction is not always appropriately differentiated, which can limit student engagement and reduce the effectiveness of learning experiences. **Root Cause** : Teachers are not consistently monitoring student understanding and adjusting instruction to meet the specific needs of their classes.
School Processes & Programs
Problem Statement 1: Although systems and expectations have been established campus-wide, inconsistent implementation and follow-through across classrooms and school operations have resulted in variability in instructional practices, student experiences, and overall student outcomes. **Root Cause**: As a campus undergoing significant change and implementing new systems, there has been a need for greater consistency in monitoring, accountability, and communication to ensure all staff members implement established processes with fidelity and sustain them over time.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 7: The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 41% to 48% by June 2027.
The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 39% to 45% by June 2027.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Use weekly PLCs to analyze student data, monitor growth, and adjust instruction to ensure students maintain and accelerate academic progress. **Strategy's Expected Result/Impact:** Students maintain or exceed their 4th-grade performance levels, increasing the percentage of students achieving Meets Grade Level or above on the Reading and Math STAAR assessments. **Staff Responsible for Monitoring:** MCL, TRT, Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Use formative assessments and STAAR-aligned data to provide daily small-group instruction focused on readiness TEKS and student-specific skill gaps in Reading and Math. **Strategy's Expected Result/Impact:** Students master priority standards more quickly, resulting in increased achievement and a higher percentage of students scoring Meets Grade Level or above. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Implement individual data trackers, goal-setting conferences, and regular progress monitoring so students understand their achievement levels and take ownership of their growth toward STAAR goals. **Strategy's Expected Result/Impact:** Students are more engaged in their learning, maintain academic growth from 4th grade, and increase achievement on Reading and Math STAAR assessments. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of students are not performing on or above grade level in Reading and Math, particularly in upper elementary grades. **Root Cause**: Inconsistent implementation of Tier 1 instructional practices, gaps in foundational skills, and varying levels of student engagement and attendance have contributed to students not consistently performing at grade level.
Problem Statement 4: Students in 5th and 6th grade did not demonstrate expected growth or maintaining proficiency in mathematics, resulting in stagnant or declining performance. **Root Cause**: Inconsistent implementation of grade-level rigorous instruction, gaps in foundational mathematical skills, and limited use of data-driven interventions have hindered students' ability to sustain academic growth in mathematics.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 8: The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Science STAAR assessment will increase from 25% to 30% by June 2027.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Strengthen science vocabulary and academic discourse explicitly teaching and reviewing science vocabulary. **Strategy's Expected Result/Impact:** Students increase their understanding and application of scientific vocabulary, resulting in improved comprehension and higher Science STAAR performance. **Staff Responsible for Monitoring:** AP, Principal **Problem Statements:** Student Learning 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide consistent opportunities for students to respond with daily writing and discourse during lesson planning and delivery. **Strategy's Expected Result/Impact:** Students improve scientific reasoning and engagement leading to a higher percentage of students performing at Meets grade level. **Staff Responsible for Monitoring:** MCL, Principal **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Increase engagement through TLAC and hands-on learning by consistently implementing the campus priorities and high-leverage TLAC strategies. **Strategy's Expected Result/Impact:** Students demonstrate greater engagement, critical thinking, and mastery of grade-level science TEKS. **Staff Responsible for Monitoring:** MCL, Principal **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 8 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of students are not performing on or above grade level in Reading and Math, particularly in upper elementary grades. **Root Cause**: Inconsistent implementation of Tier 1 instructional practices, gaps in foundational skills, and varying levels of student engagement and attendance have contributed to students not consistently performing at grade level.
Problem Statement 5: Instruction is not always appropriately differentiated, which can limit student engagement and reduce the effectiveness of learning experiences. **Root Cause** : Teachers are not consistently monitoring student understanding and adjusting instruction to meet the specific needs of their classes.
School Processes & Programs
Problem Statement 1: Although systems and expectations have been established campus-wide, inconsistent implementation and follow-through across classrooms and school operations have resulted in variability in instructional practices, student experiences, and overall student outcomes. **Root Cause**: As a campus undergoing significant change and implementing new systems, there has been a need for greater consistency in monitoring, accountability, and communication to ensure all staff members implement established processes with fidelity and sustain them over time.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 9: The percentage of 6th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 51% to 53% by June 2027.
The percentage of 6th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 39% to 45% by June 2027.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide daily opportunities for students to engage in rigorous reading activities and respond to text using STAAR-aligned SCRs, ECRs, teacher modeling, exemplars, and targeted feedback. **Strategy's Expected Result/Impact:** Students strengthen comprehension, analytical thinking, and written responses, resulting in increased Reading STAAR performance. **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will effectively internalize lessons by anticipating misconceptions, identifying key mathematical concepts, planning rigorous questioning, and implementing high-leverage TLAC strategies to maximize student thinking. **Strategy's Expected Result/Impact:** Students engage in deeper mathematical reasoning and problem-solving, leading to increased mastery of grade-level TEKS and improved Math STAAR performance. **Staff Responsible for Monitoring:** MCL, Principal **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Use data-driven PLCs to monitor growth by analyzing student data and student work to monitor progress, adjust instruction, provide targeted intervention, and ensure students maintain or accelerate academic growth. **Strategy's Expected Result/Impact:** Timely instructional adjustments increase student growth, resulting in more students meeting or exceeding grade-level expectations on the Reading and Math STAAR assessments **Staff Responsible for Monitoring:** MCL, Principal **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 9 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of students are not performing on or above grade level in Reading and Math, particularly in upper elementary grades. **Root Cause**: Inconsistent implementation of Tier 1 instructional practices, gaps in foundational skills, and varying levels of student engagement and attendance have contributed to students not consistently performing at grade level.
Problem Statement 4: Students in 5th and 6th grade did not demonstrate expected growth or maintaining proficiency in mathematics, resulting in stagnant or declining performance. **Root Cause**: Inconsistent implementation of grade-level rigorous instruction, gaps in foundational mathematical skills, and limited use of data-driven interventions have hindered students' ability to sustain academic growth in mathematics.
School Processes & Programs
Problem Statement 1: Although systems and expectations have been established campus-wide, inconsistent implementation and follow-through across classrooms and school operations have resulted in variability in instructional practices, student experiences, and overall student outcomes. **Root Cause**: As a campus undergoing significant change and implementing new systems, there has been a need for greater consistency in monitoring, accountability, and communication to ensure all staff members implement established processes with fidelity and sustain them over time.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 10: Enhance the fidelity of bilingual instructional platforms and resources to support language acquisition and content mastery for emergent bilingual students, increasing their performance level by 20%.

Evaluation Data Sources: TELPAS Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Consistently implement Summit K12 and district resources with fidelity to support language development and grade-level content mastery. **Strategy's Expected Result/Impact:** Emergent bilingual students demonstrate increased language proficiency and improved academic achievement across content areas. **Staff Responsible for Monitoring:** AP, MCL **Problem Statements:** Student Learning 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Monitor Implementation Through PLCs & Coaching **Strategy's Expected Result/Impact:** Increased instructional consistency and targeted support result in a 20% increase in emergent bilingual student performance. **Staff Responsible for Monitoring:** AP, MCLs **Problem Statements:** Student Learning 5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Embed daily language objectives, academic vocabulary instruction, structured student discourse, and language supports in all classrooms. **Strategy's Expected Result/Impact:** Students increase their oral and written academic language, leading to improved content understanding and higher academic performance. **Staff Responsible for Monitoring:** AP, MCLs **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 10 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of students are not performing on or above grade level in Reading and Math, particularly in upper elementary grades. **Root Cause**: Inconsistent implementation of Tier 1 instructional practices, gaps in foundational skills, and varying levels of student engagement and attendance have contributed to students not consistently performing at grade level.
Problem Statement 5: Instruction is not always appropriately differentiated, which can limit student engagement and reduce the effectiveness of learning experiences. **Root Cause** : Teachers are not consistently monitoring student understanding and adjusting instruction to meet the specific needs of their classes.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 11: By June 2027, the percentage of dyslexia students who meet or exceed grade-level expectations will increase by 3 percentage points on district/state assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Deliver evidence-based dyslexia instruction with fidelity, ensuring students receive required instructional minutes and progress monitoring. **Strategy's Expected Result/Impact:** Students demonstrate improved foundational literacy skills, resulting in increased performance on district and state assessments. **Staff Responsible for Monitoring:** Dyslexia teacher, AP **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Regularly review student progress through collaboration between dyslexia teachers, classroom teachers, and administrators to adjust instruction and supports. **Strategy's Expected Result/Impact:** Timely instructional decisions accelerate student growth, increasing the percentage of students meeting or exceeding grade-level expectations. **Staff Responsible for Monitoring:** AP, dyslexia teacher **Problem Statements:** Student Learning 5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Consistently implement dyslexia accommodations and explicit literacy strategies across all content areas. **Strategy's Expected Result/Impact:** Students access grade-level curriculum more effectively, improving academic confidence, achievement, and assessment performance. **Staff Responsible for Monitoring:** dyslexia teacher, AP **Problem Statements:** Student Learning 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 11 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of students are not performing on or above grade level in Reading and Math, particularly in upper elementary grades. **Root Cause**: Inconsistent implementation of Tier 1 instructional practices, gaps in foundational skills, and varying levels of student engagement and attendance have contributed to students not consistently performing at grade level.
Problem Statement 3: The percentage of students scoring at meets or above in grades 3-5 for Reading is below 50%. **Root Cause**: The level of rigor students regularly experience does not consistently align with the expectations assessed at grade level or those necessary for academic success.
Problem Statement 5: Instruction is not always appropriately differentiated, which can limit student engagement and reduce the effectiveness of learning experiences. **Root Cause**: Teachers are not consistently monitoring student understanding and adjusting instruction to meet the specific needs of their classes.

Goal 2: Board Goal B: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.

Performance Objective 1: The percentage of campuses who score a B or higher in Domain 1 will increase from % to % by June 2027.

HB3 Goal

Evaluation Data Sources: TEA Accountability Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement standards-aligned, rigorous instruction with clear success criteria, frequent checks for understanding, and high-leverage instructional strategies **Strategy's Expected Result/Impact:** Increased student mastery of grade-level standards will improve Domain 1 performance. **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Analyze assessment data and student work regularly to identify gaps, plan reteach, and monitor progress toward campus achievement targets. **Strategy's Expected Result/Impact:** Timely instructional adjustments will increase the percentage of students reaching Approaches, Meets, and Masters Grade Level. **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Use classroom observations, teacher coaching, and targeted student interventions to address identified instructional and learning needs. **Strategy's Expected Result/Impact:** Improved instructional effectiveness and targeted support will increase the likeliness of our campus moving toward a B in Domain I. **Problem Statements:** Student Learning 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of students are not performing on or above grade level in Reading and Math, particularly in upper elementary grades. **Root Cause**: Inconsistent implementation of Tier 1 instructional practices, gaps in foundational skills, and varying levels of student engagement and attendance have contributed to students not consistently performing at grade level.
Problem Statement 4: Students in 5th and 6th grade did not demonstrate expected growth or maintaining proficiency in mathematics, resulting in stagnant or declining performance. **Root Cause**: Inconsistent implementation of grade-level rigorous instruction, gaps in foundational mathematical skills, and limited use of data-driven interventions have hindered students' ability to sustain academic growth in mathematics.

Goal 3: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

Performance Objective 1: By June 2027, 100% of campuses will implement and monitor a comprehensive bullying prevention and response plan aligned with state law and district policy, resulting in a 10% decrease in bullying and cyberbullying incident reports, as measured by discipline data and climate survey results. All campuses will ensure proper documentation and follow-up procedures for any reports of bullying or retaliation, with evidence of compliance maintained through district audits.

Evaluation Data Sources: Discipline Referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The campus counselor will deliver regular classroom lessons on bullying prevention, digital citizenship, conflict resolution, and reporting procedures. **Strategy's Expected Result/Impact:** Students demonstrate increased awareness of bullying prevention strategies, resulting in fewer bullying and cyberbullying incidents. **Staff Responsible for Monitoring:** Counselor, AP **Problem Statements:** Demographics 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The campus Bullying Prevention Committee will meet regularly to review data, monitor trends, plan campus-wide awareness activities, and ensure timely follow-up on reported concerns. **Strategy's Expected Result/Impact:** Increased monitoring and proactive interventions lead to a safer, more positive school climate and a reduction in bullying incidents. **Staff Responsible for Monitoring:** AP, counselor **Problem Statements:** School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Train staff on district bullying protocols and monitor documentation, investigations, and follow-up to ensure compliance with state law and district policy. **Strategy's Expected Result/Impact:** Consistent implementation of bullying response procedures improves compliance, accountability, and student safety while supporting a decrease in bullying reports. **Staff Responsible for Monitoring:** AP, Principal **Problem Statements:** School Processes & Programs 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Rusk Elementary's attendance rate of approximately 92.8% is below the campus goal of 95%. Chronic absenteeism among students negatively impacts academic progress and student connectedness to school. **Root Cause**: Attendance interventions and family supports have not fully addressed the barriers contributing to student absences.
School Processes & Programs
Problem Statement 2: Campus systems and expectations are not implemented consistently across classrooms and grade levels, resulting in varied student experiences and outcomes. **Root Cause**: Additional structures for monitoring, accountability, and follow-through are needed to ensure systems are implemented with fidelity.

Goal 4: Board Goal D: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).

Performance Objective 1: The percentage of students who are taught by a high-quality teacher who rigorously coached and evaluate on the Board's adopted Student Outcomes will increase from 75% to 77% by the end of June 2027.

HB3 Goal

Evaluation Data Sources: TAPR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide teachers with regular observation, actionable feedback, modeling, and follow-up aligned to the Board-adopted Student Outcomes. **Strategy's Expected Result/Impact:** Teachers strengthen instructional practices, resulting in increased student engagement, mastery, and achievement. **Staff Responsible for Monitoring:** MCL, AP, Principal **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Analyze assessment data and student work during PLCs and coaching meetings to identify instructional needs and set measurable teacher action steps. **Strategy's Expected Result/Impact:** Coaching becomes more targeted and responsive, increasing the percentage of students taught by highly effective teachers. **Problem Statements:** School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Campus leaders will track coaching frequency, teacher implementation, and student progress through walkthroughs, feedback cycles, and progress-monitoring tools. **Strategy's Expected Result/Impact:** Consistent implementation and accountability will increase the percentage of students taught by rigorously coached and evaluated high-quality teachers from 75% to 77%. **Staff Responsible for Monitoring:** AP, Principal, MCLs **Problem Statements:** School Processes & Programs 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Although systems and expectations have been established campus-wide, inconsistent implementation and follow-through across classrooms and school operations have resulted in variability in instructional practices, student experiences, and overall student outcomes. **Root Cause**: As a campus undergoing significant change and implementing new systems, there has been a need for greater consistency in monitoring, accountability, and communication to ensure all staff members implement established processes with fidelity and sustain them over time.
Problem Statement 2: Campus systems and expectations are not implemented consistently across classrooms and grade levels, resulting in varied student experiences and outcomes. **Root Cause**: Additional structures for monitoring, accountability, and follow-through are needed to ensure systems are implemented with fidelity.