

*Rustic Oak Elementary School
Campus Improvement Plan*



*Beth West, Principal
Nicole Sebok, Assistant Principal
2018-2019*

Rustic Oak Elementary School
2018 – 2019 Campus Educational Improvement Committees

*The Campus Improvement Plan was developed with input from the sit-based decision making committee,
Campus Educational Improvement Committee, and Rustic Oak's faculty and staff*

Grade Level Representative

Kindergarten - Julie Petri

First Grade – Amanda Laudermilk

Second Grade – Denise Baumann

Third Grade – Libbie Merritt

Fourth Grade – Lisa Dubrock

Special Programs – Clayvon Wright

Electives – Sara Johnson

Counselor – Yara Golden

Discipline Committee – Nicole Sebok

DEIC – Natalie Brian

ESC Representative – Laura Reeves

Parent – Heather Gordon

Business – Melissa Jordan

Community – Rana Wicker

Campus Administration – Beth West

Meeting Dates

September 12, 2018

October 10, 2018

December 12, 2018

January 16, 2019

February 13, 2019

March 20, 2019

May 15, 2019

PURPOSE: *The Campus Improvement Plan (CIP) is to guide the campus staff in the improvement of student performance for all student groups. This plan gives direction in formulating programs, budgeting items, and most importantly, in developing academic excellence.*

Mission Statement

We at Rustic Oak Elementary are dedicated to giving every student the most effective educational opportunities to achieve his or her highest potential in a safe and positive environment.

Our students will be surrounded by enthusiastic educators and parents who foster eagerness, team spirit, and positive self-esteem.

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**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN
Year: 2018-2019 Campus: Rustic Oak**

Campus Goal: Math		Rationale/Evidence of need:				
In the 2018-2019 school year 95% of all third and fourth grade students will pass the STAAR assessment for mathematics or reach the ARD specified level of achievement on the State Developed Alternative Assessment.		During the 2017-2018 school year 93% of all students taking the STAAR exam in May 2017 met standard expectations. The following scores are the campus demographic scores: ED 89%, Sp. Ed. 67%, Asian 100%, AA 93%, Hisp. 92%, White 93%.				
Objective: At least 95% of students in subgroups in Grades 3 and 4 will meet the standard expectations on the STAAR exam or achieve ARD expectations.						
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Continue to implement the district aligned scope and sequence of instruction.	Teachers Campus Administrators C&I	All teachers Accountability specialists Campus Administrators C&I	Aug.-May	Benchmark and nine week assessment tests Administrative Observations Lesson Plans Monthly meetings with principal/assistant principal	Benchmarks Assessment Data Nine week Assessments STAAR scores will show percent of students in each subgroup meeting minimum expectations. Promotions Common Assessments	During the 2017-2018 school year 93% of all students taking the STAAR exam in May 2017 met standard expectations. The following scores are the campus demographic scores: ED 89%, Sp. Ed. 67%, Asian 100%, AA 93%, Hisp. 92%, White 93%.
2. Continue 2nd, 3rd & 4th grade disaggregation of benchmark data.	Classroom Math Teachers C&I Specialist	Aware computer program Benchmark Assessments	Sept-April	Benchmark assessment data Monthly meetings with principal/assistant principal	Benchmarks Assessment data 3rd & 4th grade Math STAAR and STAAR A scores. Common Assessments	
3. Continue to analyze data and adjust instruction by creating plans for improvement based on the results of current data: During the 2017-18 school year 93% of all students taking the STAAR exam in May 2017 met standard expectations. The following scores are the campus demographic scores: ED 89%, Sp. Ed. 67%, Asian 100%, AA 93%, Hisp. 92%, White 93%.	Campus Administrators Teachers Assistant Superintendents Accountability Specialists	Aware computer program Benchmark data reports C&I	Following all benchmark assessments	Plans for improvements based on data results Agendas of team meetings, CEIC meetings and faculty meetings Monthly meetings with principal/assistant principal	Benchmark assessments STAAR scores will show rate of improvement over benchmark scores STAAR scores will show percent of students in each subgroup meeting minimum expectations Promotion Rate Common Assessment	

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
4. Provide staff development to address identified areas for growth in improvement plans during the 2018-2019 school year and support STAAR small group instruction .(Strategic Plan Goal 1.4)	Campus Administrators Curriculum department Math vertical team cluster	Aware reports Campus Funds Benchmark data reports C&I Strategy support	Sept-April	Attendance reports of training sessions Lesson Plans will show evidence of strategies learned and small group instruction Administrative observations Monthly meetings with principal/assistant principal	Benchmark assessments STAAR scores will show percent of students in each subgroup meeting minimum expectations Promotion Rate Common Assessment	
5. Continue to provide in-school tutorials for students identified as At-Risk for failure of mathematics standards	Grade level tutors Campus Administrators	Campus funds	November-April	Benchmark assessment scores Administrative observations Attendance and performance at tutorial sessions Monthly meetings with principal/assistant principal	Benchmark assessments STAAR scores will show rate of improvement over benchmark scores STAAR scores will show percent of students in each subgroup meeting minimum expectations Promotion Rates Number of students needing tutorial services will decrease Common assessment	
6. Continue to include Math Vocabulary into existing word walls	K-4 teachers	Grade level vocabulary lists	September-May	Lesson Plans Word walls Administrative observations	Benchmark assessments Nine week assessments Report cards and progress reports STAAR scores will show percent of students in each subgroup meeting minimum expectations Promotion Rate	
7. Grade levels will focus on higher level questioning skills	K-4 teachers	C&Is	Aug.-May	Lesson Plans Word Walls Administrative Observations	Benchmark assessments Nine weeks assessments Report cards and progress reports STAAR scores will show percent of students in each subgroup meeting minimum expectations Promotion Rate Number of students removed from the At-Risk list due to STAAR mastery	
8. K-4 teachers will develop a math day to encourage problem solving and math skills, K-2 100's Day, 3-4 Junior Apprentice & Scholar Dollars.(Strategic Plan Goal 1.4)	Teachers	PISD Math C&I Intranet	Fall semester Spring semester	Lesson plans Administrative observations	Student participation	
9. Purchase Mentoring Minds and Motivation Math Books 3rd GT students	Administration 3-4 Teachers	Campus and District funds	Sept.-May	Progress Reports Report Cards	Test results of "Mock" STAAR test	

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
10. Students in grades 2-4 performing below grade level and or at risk will utilize the computer program, Fast Math, to improve their skills.(Strategic Plan Goal 1.4)	2-4 Teachers C&I Math Specialists Administration Staff	Campus Funds	Sept.-May	Progress Reports Report Cards STAAR Scores	Benchmark assessments Nine weeks assessments STAAR scores will show percent of students in each subgroup meeting minimum expectations. Promotion Rate	
11. Continue the SMI program for grades 2-4.	2-4 Teachers C&I Math Specialists Administration Staff	Campus Funds	Sept.-May	Progress Reports Report Cards STAAR Scores	Benchmark assessments Nine week assessments STAAR scores will show percent of students in each subgroup meeting minimum expectations. Promotion Rate	
12. Continue the math RTI district program for all students that are working below grade level.(Strategic Plan Goal 1.4)	Teachers C&I Math Specialists Administration Staff	Campus funds	Sept.-May	Progress Reports Report Cards STAAR Scores	Benchmark assessments Nine weeks assessments STAAR scores will show percent of students in each subgroup meeting minimum expectations. Promotion Rates	
13. The math and science vertical teams will work together to intergrate the subject areas where applicable.	Math and Science vertical teams. C&I specialist Campus Admin.	Campus funds	Sept.-May	Progress Reports Report Cards STAAR Scores	Benchmark assessments Nine week assessments STAAR scores will show percent of students in each subgroup meeting minimum expectations. Promotion Rates	
14. Continue the Effective Math Classroom: small group instruction, QDPAC, 5E Lessons	Campus Administrators Curriculum department Math vertical team cluster	C&I Staff Campus Funds	Sept.-May	Progress Reports Report Cards STAAR Scores	Benchmark assessments Nine Week assessments STAAR Scores will show percent of students in each subgroup meeting minimum expectations. Promotion Rates	
15. Teachers will display "I will" statements in their classrooms.	Campus Admin. Teachers	C&I Staff	Aug. - June	"I will" statements.	Benchmark assessments CBA assessments Increased STAAR scores Report Cards	

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN
Year: 2018-19 Campus: Rustic Oak**

Campus Goal: Reading		Rationale/Evidence of need:				
By May 2019 95% of all Grade 3 and 4 students in all subgroups will pass the STAAR Reading exam or achieve the ARD specified goals.		During the 2017-18 school year 93% of all 3rd and 4th grade students taking the STAAR exam in May 2018 met standard expectations. The following scores are the campus demographic scores: ED 85%, Sp. Ed. 58%, Asian 100%, AA 93%, Hisp. 90%, White 94%.				
Objective: During the 2018-19 school year 95 % of all students in all subgroups in Grades 3 and 4 will meet the standard expectations on the STAAR reading exam or achieve ARD specified goals.						
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Provide Reading tutorials for At -Risk students performing below expected standards for grades Kindergarten - Second Grades .(Strategic Plan Goal 1.4)	Administrators Teachers Rotation Teachers RTI Lab Teacher Dyslexia Teacher	Campus Resources State Compensatory and Campus Funds Tutors Parent Volunteers	Nov. – May	Student participation Reading levels STAAR test AR levels Accelerated Reader	Progress Reports Report Cards DRA Level Benchmark Assessments	During the 2017-18 school year 93% of all 3rd and 4th grade students taking the STAAR exam in May 2018 met standard expectations. The following scores are the campus demographic scores: ED 85%, Sp. Ed. 58%, Asian 100%, AA 93%, Hisp. 90%, White 94%.
2. Provide Reading Tutorials for At-Risk students performing below expected standards for grades 3 rd and 4 th . Based on Data: During the 2017-18 school year 93% of all 3rd and 4th grade students taking the STAAR exam in May 2018 met standard expectations. The following scores are the campus demographic scores: ED 85%, Sp. Ed. 58%, Asian 100%, AA 93%, Hisp. 90%, and White 94%.	Administrators Rotation Teachers Teachers RTI Lab Dyslexia	Parent Volunteers Tutor State Compensatory Funds Campus Funds	Twice Weekly Jan. - May	Student Participation Report Cards Progress Reports Lesson Plans Administrative Observations Weekly team meetings with Administrators.	Benchmark Scores STAAR Scores	
3. Continue using balanced literacy strategies and on-level instruction in grades K-4 for regular and special education students. Fourth grade LA teachers will mentor 3rd and 2nd grade LA arts teachers .(Strategic Plan Goal 1.4)	Administrators Teachers Special Education Staff	Campus Literacy Library District C&I	October-May	Lesson Plans Administrative Observations	Improved Student DRA Levels Benchmark Scores STAAR Scores will show percent of students in each subgroup meeting minimum expectations	
4. Provide balanced literacy training to all new teachers.	Administrators C&Is	Literacy courses C&Is	August-May	Teacher Attendance Certificates Lesson Plans	Improved student reading levels. Benchmark scores STAAR scores will show percent of students in each subgroup meeting minimum expectations.	
5. Analyze benchmark data and DRA assessments to adjust instruction by creating plans for improvement and determining those students At Risk or Dyslexic. Data: During the 2017-18 school year 93% of all 3rd and 4th grade students taking the STAAR exam in May 2018 met standard expectations. The following scores are the campus demographic scores: ED 85%, Sp. Ed. 57%, Asian 100%, AA 93%, Hisp. 90%, and White 94%. .(Strategic Plan Goal 1.4)	Administrators Teachers C&Is Dyslexia Teacher	Forethought Analysis of benchmark and assessments DRA levels C&Is	End of each nine weeks	Lesson Plans Minutes from RTI meetings Referrals for dyslexia screenings Team meetings with principal/AP	Benchmark Assessments DRA levels will show improvement STAAR scores will show percent of all students meeting minimum expectations Promotion percentages	

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
6. Provide a variety of remediation and intervention programs during the school day: a. small group instruction b. parent reading partners c. individual tutoring	Teachers Administrators Reading Vertical Team	C&Is Campus Funds	Oct.-May	Lesson plans Minutes from RTI meetings DRA assessments Progress Reports Minutes from vertical team meetings	Report Cards Benchmark Assessments STAAR scores will show percent of all students meeting minimum expectations.	
7. Continue use of Accelerated Reader campus wide to encourage on-level reading, book selection and comprehension skills Grades 1-4. Principal's AR Challenge, 20,000 AR Goal	Administrators Teachers Librarian	Accelerated Reader Software Library Funds Funds raised by book fairs AR incentive prizes: medals if goal met Principal's Challenge	August-May	Accelerated Reader Reports of participation and reading levels. Progress Reports	Benchmark assessments STAAR scores will show percent of students in each subgroup meeting minimum expectations Report Cards	
8. Host Bedtime Story Hour to emphasize importance of reading to students and parents. Also to encourage parent involvement in schools by hosting this event. (Strategic Plan goal 3.3)	Administrators Reading cluster vertical team Teachers Volunteers	Books Cookies and milk Teachers and volunteers	November	Attendance records	Benchmark assessments STAAR scores will show percent of students in each subgroup meeting minimum expectations Report Cards	
9. Use dyslexia classes, content mastery and summer school to provide assistance to special needs students and Accelerated Reading Program. (Strategic Plan Goal 1.4)	Dyslexia Teacher Content Mastery teachers and instructional aides C&I Administrators Counselor	Salaries for Summer School (State Comp. Funds see District Plan) Campus funds C&Is	Oct.-May	Lesson Plans Administrative observations RTI and Content Mastery attendance logs Progress Reports Dyslexia reports, evaluation records 504 accommodation plan reviews	Benchmark assessments STAAR scores will show percent of students in each subgroup meeting minimum expectations. Report Cards	
10. Utilize Vertical team planning to assist in successful alignment of curriculum.	Administrators Teachers C&I	None needed	August-May	RTI Meetings and review of plans Agendas and minutes from meetings	Copies of curriculum documents and changes Lesson plans will show progression of curriculum needs addressed.	
11. Book Character Day	Librarian Teachers Campus Administrators	AR Library Funds	Oct. 31	Student Participation Student AR Points	STAAR Scores	

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strateqv/Activity	Summative Evaluation of Strateqv/Activity	Summative Evaluation of Strateqv/Activity
12. Utilize staff development for "frontload and unpack" reading TEKS, increase rigor in instruction and frontloading lesson plans. (Strategic Plan Goal 1.4)	Administrators Teachers SPED Staff C&I	District C&I	Sept-May	Reading levels STAAR test Accelerated Reader	Benchmark assessments STAAR scores will show percent of students in each subgroup meeting minimum expectations Report Cards	
13. Teachers will display "I will" statements in their classrooms.	Campus Admin. Teachers	C&I Staff	Aug. - June	"I will" statements.	Benchmark assessments Increased STAAR scores Cards Report	
14. The library will host two book fairs to promote a love of reading which extends beyond the classroom.	Administrators Librarian Teachers	Library Funds	Fall and spring semester	Reading levels STAAR test Accelerated Reader	Benchmark assessments CBA assessments Increased STAAR scores Report Cards	
15. Visiting Author	Librarian	TBD	TBD	Reading levels STAAR test	Benchmark assessments assessments Increased STAAR scores Cards CBA Report	
16. Grade level/campus wide wishlist for literacy library books.	Teachers Campus Administrators	Campus Funds DRA Levels	Aug. - Dec.	Reading levels	Increased DRA Benchmark Assessments Increased STAAR scores	

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN
Year: 2018-2019 Campus: Rustic Oak**

Campus Goal: Writing		Rationale/Evidence of need:				
In the year 2018-19 95% of all fourth grade students and subgroups of students will pass the STAAR assessment for writing or reach the ARD specified level of achievement on the State Developed Alternative Assessment.		During the 2017-2018 school year, 82% of all students taking the STAAR writing exam in April 2018 met standard expectations. The following scores are the campus demographic scores: ED 73%, Sp. Ed. 50%, Asian 100%, AA 100%, Hisp. 87%, White 78%.				
Objective: At least 95% of all students in all subgroups in Grade 4 will meet the standard expectations on the STAAR or achieve ARD specified goals.						
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Implement district aligned scope and sequence curriculum	Teachers Campus Administrator C&I	Curriculum plans Writing materials Composing and editing software Type to Learn	Aug.-May	Administrative observations Progress Reports Lesson Plans Portfolio entries	Report Cards STAAR scores will show percent of students in each subgroup meeting minimum expectations Benchmark Assessments	During the 2017-2018 school year, 82% of all students taking the STAAR writing exam in April 2018 met standard expectations. The following scores are the campus demographic scores: ED 73%, Sp. Ed. 50%, Asian 100%, AA 100%, Hisp. 87%, White 78%.
2. Continue to disaggregate benchmark data and develop plans for improvement	Teachers Accountability specialists Campus Administrators C&I	Aware computer program Benchmark assessments	Sept.-April	Administrative observations Progress Reports Lesson Plans Portfolio entries	Report Cards Benchmark Assessments STAAR scores will show percent of students in each subgroup meeting minimum expectations	
3. Continue campus wide writing programs to encourage writing in grades K-4. a. Writing across the curriculum / daily journal writing.	Teachers Campus Administrators Student Workers	Parent volunteers	October-May	Lesson Plans	Report Cards Benchmark Assessments STAAR scores will show percent of students in each subgroup meeting minimum expectations	
4. Continue use of portfolio plan to ensure adequate opportunities for variety of writing in each grade level.	C&I Teachers Campus Administrators	C&I Dept. Language Arts Committee Librarian	Sept.-May	Lesson Plans Student Portfolios Administrative observations Audience participation	Report Cards Benchmark Assessments Student Portfolios STAAR scores will show percent of students in each subgroup meeting minimum expectations	
5. Display students writing products in the hallways out side of classroom.	Teachers Campus Administrators	Classroom supplies	Aug-May	Administrative observations Student products	Student products	
6. Third and fourth grade spelling bee.	Teachers Campus Administrators	Spelling Bee Study Book	January	Spelling Bee Results	Spelling Bee Results	
7. "I Will" statements	Teachers Campus Administrators	C&I Staff	Aug-May	Admin. Observations Lesson Plans	Report Cards Benchmark Assessments STAAR scores will show percentage of students in each subgroup meeting minimum expectations.	

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN
Year: 2018-2019 Campus: Rustic Oak**

Campus Goal: Science		Rationale/Evidence of need:			
All students in grades K-4 will master the Science TEKS for their grade levels.		All student groups taking the STAAR science exam will score 90% or better, meeting the recommended passing standard.			
Objective: Mastery of all science TEKS as measured on science benchmark assessments and teacher evaluations.					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Science Vocabulary is posted on Eduphoria per 9 weeks	Teachers 2-4	Classroom Teachers Intranet	Each nine weeks	Lesson plans	EOY Passing Rate
2. Plan for bringing outside representatives to our school with science related activities. Keep Pearland Beautiful. (Strategic Plan goal 3.3)	Campus Administrators Counselor	Classroom Teachers PTA Parent volunteers	During the school year	Presentation to PTA	Student participation Student performance products
3. Implement the district aligned scope and sequence curriculum	Teachers Campus Administrators C&I	Science Vertical Team Internet resources Curriculum department materials PTA Volunteers Nature Center Weekly meeting with principal	Aug.-June	Administrative observations Lesson Plans Minutes of Cluster meetings	Curriculum Based Assessments Report cards Student performance products Chronicles of events
4. Integrate Science TEKS into campus activities and classroom lessons using the Nature Center	Science Vertical Team Teachers	Classroom and lab computers Nature Center PTA Volunteers	Sept.-May	Lesson Plans Administrative Observations	Science CBA tests Report cards
5. Use technology (IPad carts) to research information for real-time events and research projects	Teachers Science Vertical Team	Classroom and lab computers PTA Volunteers	Aug.- May	Lesson plans Administrative observations	Science Benchmark Assessments Nine weeks report cards
6. Utilize United Streaming, Fusion on-line and Stem scopes in the science curriculum	C&I Teachers Campus Administrators	District specialist	Aug.- May	Lesson plans Administrative observations Weekly team meeting with principal	Science Benchmark Assessments Nine weeks report cards

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
7. Utilize classroom science materials to incorporate hands on science experiments in the classroom	Campus Administrators Classroom Teachers C&I Science Vertical Team	Science Lab Classroom Science Materials District Science Scope and Sequence	Aug.-May	Lesson plans Progress reports Administrative observations	Science Benchmark Assessments Report cards
8. Participation in PTA sponsored recycling program.	Students Teachers Campus Admin.	PTA	Oct.-May	Student Participation	Student Participation
9. Celebrate Earth Day	Teachers Campus Administrators Science Vertical Team	Classroom Supplies	Earth Day	Student Participation Lesson Plans	Student Products
10. Display Classroom Science Projects in Library	Teachers Campus Administrators	Classroom Supplies	Sept. -May	Student Participation Lesson Plans	Student Products
11. Teachers will administer required Science Benchmarks in grades 2nd-4th.	C&I Teachers Campus Administrators	Benchmark Tests Campus Funds	Sept. -May	Student Participation Lesson Plans	Benchmark scores
12. Implement Science Journaling grades PreK-4.	Campus Administrators Teachers	Benchmark Tests Campus Funds	Sept. -May	Student Participation Lesson Plans	Benchmark scores
17. Vertical teams will work together to intergrade the subject areas where applicable.	Science and math vertical teams. C&I Campus Administrators	Campus funds	Sept.-May	CBA Progress Reports/ Report Cards	Benchmark assessments Nine week assessments STAAR scores will show percent of students in each subgroup meeting minimum expectations. Promotion Rates

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
18. "I Will" statements	Teachers Campus Administrators	C&I Staff	Aug-May	Admin. Observations Lesson Plans	Report Cards Benchmark Assessments STAAR scores will show percentage of students in each subgroup meeting minimum expectations.

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN
Year: 2018-19 Campus: Rustic Oak**

Campus Goal: Social Studies		Rationale/Evidence of need:			
Students in grades K-4 will master the Social Studies TEKS for their prospective grade levels.		All students in all subgroups must master the TEKS each year to prepare students for the STAAR social studies test in middle school.			
Objective: Mastery of all social studies TEKS as measured on teacher evaluations and social studies benchmark assessments.					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Continue Implementation of the district aligned scope and sequence curriculum.	Teachers Campus Administrators C&I	Curriculum Plan K-3 Scholastic News 4th Gr Texas Weekly Social Studies Cluster vertical team Software	Aug. – May	Administrative observations Lesson plans/Eduphoria Progress Reports Weekly Team Meeting with Principal	Nine Weeks Assessments Report Cards/Weekly grades Student passing rates for Social Studies at year end
2. Integrate social studies TEKS into campus activities celebrating events such as Pearland History Month, Black History Month, A Day in the Arts, Women's History, Inventors, Hispanic Heritage, Lunar New Years, and Veteran's Day.	Teachers Campus Administrators Social Studies Cluster vertical team PTA	Internet resources supporting national week celebrations C&I materials PTA Student Projects	Oct. – May	Minutes of Vertical Team meetings Lesson Plans during weeks of celebrations Administrative observations	Student Performance products Chronicles of Events
3. Team Planning	Teachers	District Specialist, Scope and Sequence Weekly Meetings with principal	On going	Minutes of Vertical Team meetings Lesson Plans Administrative observations	Weekly assessments Student passing rates for Social Studies at year end
4. Align written and taught curricula to the STAAR through the use of thematic units	Social Studies Specialists Curriculum Writing Teams	District Personnel Teachers Campus Administrators	Weekly Nine Weeks	Lesson Plans Minutes of Vertical Team meetings Administrative observations	Weekly assessments Student passing rates for Social Studies at end of year

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
5. Freedom Week and Constitution Day	Teachers Campus Administrators C&I	District Personnel Teachers Campus Administrators	TBA	Lesson Plans	Benchmark assessments Student passing rates for Social Studies at end of year
6. Participate in the District Spotlight on Social Studies staff development days.	One teacher per grade level. Campus Administrators	District Personnel Teachers Campus Administrators	TBD	Lesson Plans	Benchmark assessments Student passing rates for Social Studies at end of year
7. "I Will" statements	Teachers Campus Admin.	C&I Staff	Aug-May	Admin. Observations Lesson Plans	Report Cards

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN
Year: 2018-19 Campus: Rustic Oak**

Campus Goal: Special Programs		Rationale/Evidence of need:			
To ensure compliance of all state and federal requirements regarding special education, gifted and talented education and dyslexia programming.		Meeting the needs of all children will ensure they are best able to reach their potential for success and master the state required TEKS for all subjects.			
Objective: Accurate and timely implementation of ARD accommodations and programs for each special education student. Complete compliance of state requirements regarding gifted students programming. Complete compliance of state requirements regarding gifted students programming. Complete compliance of state					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Utilize campus and District staff during faculty meetings and in-service days to train campus staff in modifying for special needs of special education students and differentiation for gifted students.	Campus Administrators District Special Education Staff District Gifted Specialist	District staff and materials Special education staff Gifted Specialist Campus Administration	September-May	Attendance logs of training Evidence of differentiation and modifications in lesson plans Administrative Observations Content Mastery Logs of contact hours Implement procedures for access to content mastery lab through SSC logs Products, schedules of gifted students	Performance of special education, gifted and dyslexic students on year end evaluations, Individual Education Plans and STAAR testing/state alternative assessments Products, schedules of gifted students
2. Train campus administrators and Diag. in ARD facilitation training to ensure procedural integrity to the ARD process	District training Staff Campus Administrator LSSP	District Presenters	On going	Attendance log of training Minutes and paperwork of ARDs	Minutes and Paperwork content of ARDs
3. Differentiate instruction for identified gifted students and high achieving students in addition to special education and ESL students (Strategic Goal 1.4)	Classroom teachers Campus Administrators District Gifted coordinator	Classroom teachers Campus Administrators GT Specialist	Aug.-May	Attendance at training Evidence of differentiation in lesson plans Administrative observations	Advanced performance on STAAR test Student products at years end

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
4. Develop English skills to ensure success in academic subjects.	ESL Teacher Campus Administrators	Training Opportunities offered by district, Region IV and other agencies	Aug.-May	Lesson Plans	Lesson Plans, OLPT, DRA, STAAR
5. Encourage all teachers to obtain 30 hours of gifted training for certification	GT Specialist Campus Administrators	Training opportunities offered by district, Region IV and other agencies	August	Certificates of attendance Attendance at training	Certificates of attendance
6. Serve the needs of dyslexia students with an alphabet phonics and a meaning based multi-sensory instructional pull out program to supplement reading instruction (Strategic Goal 1.4)	Dyslexia teacher Campus Administrators	Training opportunities offered by district, Region IV and other agencies Alphabet Phonics Program Dyslexia Support Staff from District	Aug.-May	Lesson Plans Administrative Observations	Student schedules Lesson plans Performance of identified dyslexic students on end of year assessments and Reading STAAR tests. Mastery Checks
7. To meet the needs of the students that qualify for special education services we will hire a tutor to assist these classes during the school year.	Campus Administrators Special Education Teachers	Special Programs Funds	Feb.-May	Lesson Plans Campus Admin. Observations	Increased scores on STAAR test for 3rd and 4th grade students.
8. To address low performing STAAR scores in reading and to continue to support math and language arts scores; special education teachers will attend both special education and general education C&I staff development courses.	Campus Administrators Special Education Teachers	Special Programs Funds C&I staff Campus Funds	Sept.-May	Lesson Plans Campus Admin. Observations	Increased scores on STAAR test for 3rd and 4th grade students. Students will show progress on their STAAR results.

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN**

Year: 2018-19 Campus: Rustic Oak

Campus Goal: School Climate		Rationale/Evidence of need:			
To provide a positive school climate which provides students a sense of		Safe, orderly and parent supported schools are critical for learning environments in which students can achieve their highest potential. Positive school climates			
Objective:					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Continue to implement a positive behavior implementations system which aligns campus and district expectations; utilizing classroom acknowledgement system, grade level incentives, campus incentives, cafeteria "Golden Spatula Award", and weekly/monthly positive feedback to students for meeting expectations.	Teachers Discipline Committee (PBIS) Counselor Administrative Team C&I Specialist	PBIS materials Emergent Tree materials Campus Activity Funds PTA	Aug. - May	Morning Announcements Lesson Plans/ Counselor Classroom observations Counts of discipline referrals Monday Meeting discussion/minutes	Monitor Conduct Card Counts of discipline referrals Campus survey District feedback (if applicable)
2. Present perfect attendance awards at semester to reward attendance efforts	Teachers Attendance Clerk	Certificates	Aug.-May	Attendance rate each six weeks	Attendance rate for school year
3. Collect and record absence notes from parents	Administrators Teachers Attendance Clerk Campus Administrators	Teacher attendance folders	Aug.-May	Attendance rate each six weeks	Attendance rate for school year
4. Use District Attendance Officer and Youth Specialist to assist with excessive student absences and tardies	Campus administrator District Attendance Officer Elementary Youth Specialist	District Officer EYS	Aug.-May	Attendance rate each six weeks Absence Reports	Attendance rate for school year Absence Reports
5. Support PTA activities/Plan of Action for increasing Parent Involvement: a. Evening/Weekend Activities -Meet the Administrators orientation night -Kids night out -Nature Center work days -School carnival -PTA meetings at school program nights -Diversity Fair -Parent education nights b. Multiple presentations at varying times -orientations Meet the teacher c. Implement the "Watch Dog Program". (Strategic Plan Goal 3.3)	Campus Administrator PTA Teachers	Campus Administrator (time and materials for presentations) PTA agendas PTA funding for activities, refreshments and publications Parent Volunteers	Aug.-May	Counts of parent participation in activities Survey results of PTA parent survey Informal parent interviews	Counts of parent participants in activities Survey results of PTA parent survey Informal parent interviews

6. Encourage use of technology (campus Web Page) to inform and invite parents to become involved in latest events and academic assignments. Implementation of Skyward.	Teachers Campus Administrator Instructional Technologists	Technology information Staff development for teachers on updating and maintaining pages	Aug.-May	Informal parent interviews Updates on Web page and teacher pages, K-12 Planet	Informal parent interviews Updates on Web page and teacher pages
7. Practice fire and lockdown drills	Teachers Campus Administrators Crisis Management Team Health/Safety Cluster	Campus time Health/Safety Cluster meetings	Aug.-May	Logs of fire drills and lock down drills	Logs of fire drills and lock down drills
8. Improve communication between campus administration, teachers, students and parents by updated marquee and monthly newsletters, weekly Skyward e-mails.	Campus Administrator Secretary Receptionist Teachers	Marquee Newsletter	Aug.-May	Marquee and newsletter	Marquee and newsletter
9. Teachers will communicate with parents regarding discipline, behavior, or campus progress on meeting campus expectations through conduct system, phone systems, and/or parent conferences.	Teachers	Phone Conference Room	Aug.- May	Informal parent surveys	Informal parent surveys
10. Teachers will send a weekly skyward message of upcoming classroom/campus events.	Teachers Campus Administrators E-mail guidelines	Email	Aug.-May	Informal parent surveys	Informal parent surveys
11. Counselor will communicate with parents progress made in small group counseling sessions when appropriate	Counselor	Counselor	Aug.-May	Informal parent surveys	Informal parent surveys
12. Counselor will meet with classes during each nine weeks. The counselor will provide guidance lessons for students, teach lessons supporting campus behavior system, and teach anti-bullying program. Students will sign an anti-bullying pledge. (Strategic Plan Goal 6.2)	Counselor	Counselor Counselor budget	Aug.-May	Lesson Plans Administrator evaluations	Informal parent surveys
13. Continue the Grit Initiative Year Four with students and staff.	Campus Administrators Classroom Teachers	Campus Funds	September-May	Discipline referrals Conduct marks	Decreased Discipline Referrals Decreased Conduct Marks
14. Discipline committee	Committee members(one rep. from each grade level, special areas and assistant principal	Committee members Campus budget	Aug.-May	Discipline referrals Conduct marks	Decreased Discipline Referrals Decreased Conduct Marks
15. Use Forethought lesson plans	Teachers Administration	Forethought Program	August- May	Lesson Plans	Lesson Plans TTESS
16. Identify and refer homeless students and unaccompanied youth to the Student Outreach Dept. for any needed resources.	Administration, Registrar, Counselors, Outreach Office	Administration, Registrar, Counselors, Outreach Office, Title I and Texpshp funds	Aug - June	Id. Forms, reg. forms, teacher/counselor referrals	PEIMS Data
17. Each teacher will designate a BYOD day of the week to intergrate technology using hand held devices in the classroom.	Teachers	Student devices	Aug.-June	Lesson Plans Administrator evaluations	Lesson Plans

18. Identify campus crisis team and provide non-violent crisis intervention techniques training.	Special Education Staff, Campus Administrators, Teachers	District Special Education Personnel	September-May	Training agenda, sign in sheets, CPI documentation	CPI Summary
19. Maintain Café expectations by increased administrator time in café.	Administrators, Counselor, Support Staff	Signs, reminders during morning announcements	Aug. - May	Observation of students, Cafeteria behavior monitoring system (projected), and Golden Spatula Award	Count discipline referrals
20. Continue to implement "Spirit Days" to enhance our campus morale.	All campus personnel, student body	None	Aug.- May	Informal feedback	Teacher input in Monday Meetings
21. Students have opportunity to participate in community service projects.	All campus personnel, student body	Parent and student donations	Aug.-May	Student and recipient responses	Feedback from teachers, specials department, counselor, and administrative team.
22. Students have opportunity to participate in "field day".	PE Teacher, Classroom Teachers, Administrative Team	Campus Budget PTA	Aug.-May	Student, teacher, and parent responses.	Student, teacher, and parent feedback.
23. Students have opportunity to participate in music enrichment activities. Each grade level has opportunity for at least 1 music activity: play, musical, etc.	Music Teacher Teachers Administrative Team	Campus Budget PTA	Aug. - May	Student, teacher, and parent responses.	Student, teacher, and parent feedback.
24. Integrate fine arts into campus wide activities to support student enrichment. Example: Rodeo Art Display, Kindness Art project (rock garden or mural), Incorporating art into community service projects.	Teachers (classroom and specials) Counselor Administrative Team	Campus Budget PTA	Aug. May	Student, teacher, and parent responses.	Student, teacher, and parent feedback.

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN
Year: 2018-19 Campus: Rustic Oak**

Campus Goal: Technology		Rationale/Evidence of need:			
Utilize campus technology to improve student learning and facilitate communication.		The communication of campus activities, accomplishments, and information is important for community support, staff awareness, and parent participation. The use of technology will increase individual student performance.			
Objective: The use of technological instruments will be used to assess student learning, increase performance, disseminate information throughout the campus and community, and build community support through public awareness, shared information, and increased collaborative efforts.					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
Students and/or teachers will be trained to use multi-media software, content related software, and hardware to facilitate increased achievement of all students.	Staff Elementary Technology Specialist, Campus Administration	Technology Specialist software	Aug.- June	Staff walk throughs, technology training opportunities, lesson plans, equipment check out records, and feedback from teachers and staff at Monday meetings.	TTESS reports, lesson plans, and equipment check out data.
Maintain teacher website and skyward messaging to enhance communication between home and school.	Staff Elementary Technology Specialist, Campus Administration	Tech Specialist Web Page Templates Internet Access	Aug.- June	Routine monitoring of usage by administration. Feedback by campus ETS, teachers, and parents.	TTESS reports, feedback by parents, teachers, and staff.
Maintain skyward usage to track attendance and grading.	Staff Elementary Technology Specialist, Campus Administration	Tech Specialist District Personnel and Training (Attendance)	Aug.- June	Agenda and Training Sign In Data Reports available in Forethought	Attendance Record 9 week Reports
Teachers will enhance instruction with the use of the media tools within the classroom.	Teachers	Laptops, Projectors, student devices, document cameras.	Aug.- June	Staff walk throughs, technology training opportunities, lesson plans, equipment check out records, and feedback from teachers and staff at Monday meetings.	TTESS, lesson plans, equipment check out data

Teachers will enhance instruction with the use of the computer lab.	Teachers	Computer lab	Aug.- June	Staff walk throughs, technology training opportunities, lesson plans, and feedback from teachers and staff at Monday meetings.	TTESS, lesson plans,
Continue training and support for the continued implementation of lesson plans through Eduphoria	ESC Technology Dept. C&I Specialist ETS Campus Administration	District Resources	Aug.- June	Agenda and Training Sign In Weekly monitoring of Lesson Plans	TTESS, (Implementation of lesson plans posted on Eduphoria by 4PM on Mondays.)
Implementation of Skyward to support, implement, track, and monitor the RTI program.	Teachers Counselor ETS Campus Administration C&I Specialist Technology Dept.	District Resources	Aug.- June	Agenda and Training sign in. RTI Meeting Documentation 9 week Progress reports	Campus data accessible by district and campus administration to monitor RTI implementation.