

Rhodes School for the Performing Arts
Humble
2021-2022 Campus Improvement Plan

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| Goal 2: DEMOGRAPHICS After analysis of the 2020-2021 Campus-Based Benchmark, RSPA Humble had 41.86% of all Sped Scholars Approached grade level in math and 54.35% to approach grade level in reading. Humble's goal is 70% of all SPED scholars will earn the 'approaches grade level' standard on all STAAR exams and EOY CBAs. | 12 |
| Goal 3: SCHOOL CULTURE AND CLIMATE The RSPA Humble Campus will obtain and maintain an "Excited About Learning" environment by continuing to implementing a growth mindset throughout the entire campus, starting with the administrators, including the instructional leader, down to and including the students, parents, and other stakeholders. | 13 |
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rhodes School for the Performing Arts Humble Campus 600 Charles Humble, TX 77338 281.319.9300 **Ashley Miller, Superintendent Monet Calhoun, Principal**

Mission Statement

The mission of Rhodes School for the Performing Arts is to produce critical thinkers who have the character to lead.

Vision

Rhodes School for the Performing Arts will be a model of educational excellence that develops students into people of integrity who contribute to the good of society and who are equipped to successfully compete in a global marketplace.

Rhodes School for the Performing Arts - Humble (RSPA - Humble) is a diverse campus that opened its doors in August of 2016. The campus is located in Humble, Texas which is located 20 miles south of Downtown Houston. RSPA - Humble has 463 students enrolled from Pre-K through 8th grade and is a public, magnet charter school. The campus opened its doors in August of 2016 and currently serves 339 students who are zoned to over 12 school districts in Greater Houston. RSPA - Humble has an attendance rate of 95% and 31% of the student body is considered at-risk. Other student groups include 93% economically disadvantaged, 12% Special Education, 2% ESL, and 2% Gifted and Talented. African American students make up 86% of the student body, while Hispanic students make up 11%. White students make up 2% of the population while 1% claim two or more races.

RSPA - Humble employs a high-quality, talented staff of 50 individuals who reflects the student body with regards to race and ethnicity.

Demographics Strengths

Rhodes School for the Performing Arts - Humble (RSPA - Humble) has many strengths. Some of the most notable demographic strengths include:

1. A diverse student body that travels from over 12 school districts to attend.
2. Interest in the Humble campus is good leading to students being placed on the waiting list for the 2021-2022 school year.
3. The campus is a Pre-K through 8th-grade campus so students and their families have developed strong relationships with the staff.
4. New teachers are provided a mentor and support to help them transition into teaching on the RSPA - Humble campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our 2020-2021 campus attendance rate was 95% at EOY. **Root Cause:** One reason is we need more incentives in place to encourage our scholars to attend school and to be on time getting to school each day. COVID 19 was present the entire school year.

Problem Statement 2: Passing % EOY CBA for Economically Disadvantaged: 318 total students tested across grades kinder through 8th with 155 students (49 %) approached grade level expectations, 20 students (6%) meet grade-level expectations, and 6 students (2%) mastered grade-level expectations. In reading the data revealed 325 tested, 199 students (61%) approached grade-level expectations and 14 students (4%) mastered **Root Cause:** Effective professional development is needed so that teachers can understand how to teach scholars math and reading concepts and problem solving skills. Resources and manipulatives are not used effectively, teachers do not have a clear understanding of the TEKS. Teachers need more support and coaching.

Student Learning

Student Learning Summary

Based on campus, district, and state assessments from the 2020-2021 school year, 90% of our K-2 students met expectations in math and reading, as well as, showed growth from the beginning of the year to the end of the year. 80% of our middle school students met expectations in math and reading, while another 70% of them showed growth by the end of the school year. Our intermediate students in grades 3-5, showed the least improvement on the aforementioned assessments, however 60% of them showed growth, in either reading or math, by the end of the school year.

Student Learning Strengths

Middle School is currently our stringest group. For students that have been with us for 2 or more years (continuously enrolled), they have shown a 50% or better growth increase. Most of the middle school students were at the meets and masters level on the state assessment (STAAR) for 20-21. Also our primary grades K-2 displayed strong fluency and numeracy skills by their EOY NWEA assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The academic growth score for all grades tested in both subjects is 62 for the campus, and 69 for the state. ELA was 58 for the campus and 68 for the state, and mathematics was 65 for the campus and 70 for the state. **Root Cause:** Teachers need more PDs and support with rigor, engagement, differentiation, lesson alignment and delivery, classroom management, and instructional effectiveness.

Problem Statement 2: Passing percentages for the EOY CBA for Special Education students were: Math 15% passing and Reading 21% passing **Root Cause:** We view SPED teachers as the person who are primarily responsible for SPED scholars success. There isn't a specific SPED meeting that takes place to analyze data. Also, more professional development needs to be provided for the teachers on differentiation for these scholars.

Problem Statement 3: Learning gaps in students forced to virtual learning vs face-to-face due to fear of contracting virus. **Root Cause:** COVID Pandemic

School Processes & Programs

School Processes & Programs Summary

- A restorative behavior program will continue to be utilized to support students who have behavioral concerns.
- An RTI teacher monitors and provides interventions for students with academic struggles that interfere with learning.
- Instructional Specialists are a continued need to observe and meet with teachers to improve instructional strategies and classroom practices.
- The Fundamental 5 will be implemented in the classrooms and will be monitored by the campus leadership team.
- Personnel specifically for RTI Intervention is needed to offer intervention services to at-risk students in both reading and math.
- Fine Arts teachers are utilized so that students benefit from integrated arts into the core subject classroom.

School Processes & Programs Strengths

- The teachers and staff will continue to work with students and staff to support students with behavioral concerns.
- Instructional Specialists are a continued need to observe and meet with teachers to improve instructional strategies and classroom practices.
- The implementation of Fundamental 5 will be implemented in the classrooms and will be monitored by the campus leadership team.
- Fine arts teachers are utilized so that students benefit from integrating arts into core subject classrooms. Personnel specifically for RTI Intervention is needed to offer intervention services to at-risk students in both reading and math.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers not inspected for the expectations that's been provided in training sessions. **Root Cause:** Administrators not following through with expectations

Problem Statement 2 (Prioritized): The overall passing percentages for the campus were 46.45% passing math and 61.35% passing reading. In the SSI grade-levels the following percentages applied, 52% of 5th Grade students passed the end of year CBA with the average score being 55. 45% of 8th Grade students passed the end of year CBA with an average score of 45. **Root Cause:** More effective professional development is needed so that teachers can understand how to teach scholars number concepts, facts, and problem solving. Resources and manipulatives are not used effectively, teachers do not have a clear understanding of the TEKS and how to effectively implement them, teachers need to raise the level of rigor, teachers need more coaching and support.

Perceptions

Perceptions Summary

At RSPA Humble campus customer service is our belief. Our customers are the students, parents, and community stakeholders. When one of our customers enters the building they are welcomed at the front office by the secretary and receptionist. We try and handle their concern as quickly as possible and as friendly as possible. The culture of our school speaks to academics and safety. Every classroom is print rich, student work is displayed, data results are posted and learning is heard throughout the building. The climate of the school is clean, classrooms are clutter free, family oriented environment, and long lasting relationships are forged. Our values are aligned with the district mission and vision. This is how we do business.

Perceptions Strengths

Culture and Climate are the strengths of our campus. We try and over communicate with all of our stakeholders through several different modalities: email, REMIND 101, website, parent portal, mail, and phone calls. The teachers must make 10 phone calls, minimum, per week. The calls are kept in a digital log. We communicate with our students through the use of affirmations, CHAMPS, Incentive and Award programs, and random acts of kindness (high fives, hugs, etc).

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Communication with parents and community is reactive, not proactive. **Root Cause:** Communication protocol is sometimes unclear

Problem Statement 2: We need to increase parental and community involvement on campus **Root Cause:** We need to build our PTC and have regular meetings at times the parents will come. We need to ensure parents feel welcomed in our school and their voices are being heard

Priority Problem Statements

Problem Statement 1: The academic growth score for all grades tested in both subjects is 62 for the campus, and 69 for the state. ELA was 58 for the campus and 68 for the state, and mathematics was 65 for the campus and 70 for the state.

Root Cause 1: Teachers need more PDs and support with rigor, engagement, differentiation, lesson alignment and delivery, classroom management, and instructional effectiveness.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our 2020-2021 campus attendance rate was 95% at EOY.

Root Cause 2: One reason is we need more incentives in place to encourage our scholars to attend school and to be on time getting to school each day. COVID 19 was present the entire school year.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The overall passing percentages for the campus were 46.45% passing math and 61.35% passing reading. In the SSI grade-levels the following percentages applied, 52% of 5th Grade students passed the end of year CBA with the average score being 55. 45% of 8th Grade students passed the end of year CBA with an average score of 45.

Root Cause 3: More effective professional development is needed so that teachers can understand how to teach scholars number concepts, facts, and problem solving. Resources and manipulatives are not used effectively, teachers do not have a clear understanding of the TEKS and how to effectively implement them, teachers need to raise the level of rigor, teachers need more coaching and support.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Student Groups

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: TO IMPROVE ACADEMIC PERFORMANCE

After analysis of the 2020-2021 Campus-Based Benchmark, RSPA Humble tested 344 students in their appropriate grade level math content. 200 students (58%) approached grade level, while only 58 students (17%) meet grade-level expectations and 21 students (6%) mastered their grade-level math content. In reading a total of 341 students were tested 229(67%) of those students approached grade-level expectations, 116 (34%) students meet grade-level expectations, and while only 47 students (14%) mastered their grade-level reading expectations.

Humble's goal for the 2020-2021 school year is 75% of RSPA Humble students will Approach grade level and 50 % will meet grade level in Reading, Math, Science, and Writing as demonstrated on the May Campus-Based Assessment Data.

Performance Objective 1: MATH and READING

Use evidenced-based instructional programs and strategies to close the literacy gaps and produce academic achievement necessary for 75% of our scholars to read and perform mathematical skills on grade level by the end of the school year.

Targeted or ESF High Priority

Evaluation Data Sources: Campus-Based Assessments, PowerWalks Data, Running Record Data, DRA, Guided Reading Levels, NWEA-MAP, Progress Reports and Report Cards

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: A. Continue to use an intervention plan for identified students in at-risk situations. (RTI) Teach the 5 Big Areas in Beginning Reading (Phonemic Awareness, Alphabetic Principle, Fluency with Text, Vocabulary, and Comprehension)</p> <p>Strategy's Expected Result/Impact: Increased vocabulary, fluency, and comprehension for all scholars; Reading levels and math computations skills will increase toward grade level and beyond.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Use evidence-based programs such as NWEA/MAP, Reading A-Z, and Lead4ward for all students.</p> <p>Strategy's Expected Result/Impact: The scholars' reading levels will have increased by 2 letters, ex. from an A level to a C level; and math levels will have increased evidenced by at least 10 points on CBA.</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

Staff Responsible for Monitoring: C&I staff and RTI Specialist

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levels:**
Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Th academic growth score for all grades tested in both subjects is 62 for the campus, and 69 for the state. ELA was 58 for the campus and 68 for the state, and mathematics was 65 for the campus and 70 for the state. **Root Cause:** Teachers need more PDs and support with rigor, engagement, differentiation, lesson alignment and delivery, classroom management, and instructional effectiveness.

Goal 2: DEMOGRAPHICS





After analysis of the 2020-2021 Campus-Based Benchmark, RSPA Humble had 41.86% of all Sped Scholars Approached grade level in math and 54.35% to approach grade level in reading. Humble's goal is 70% of all SPED scholars will earn the 'approaches grade level' standard on all STAAR exams and EOY CBAs.

Performance Objective 1: 50% of all Sped scholars will earn approaches grade-level standards on the 2nd CBA.

Targeted or ESF High Priority

Evaluation Data Sources: 2nd CBA Data

IEP Goals, Pull out intervention logs, Accommodations, Modifications, Common Assessments, PowerWalks, Observations, Student Data, MAP, Progress Reports, Report Cards, CBA's/Benchmarks, STAAR, Portfolios, Monthly Writing Samples, Reading Levels, Progress Monitoring Meeting

| Strategy 1 Details | Reviews | | | |
|--|--|-----|-----|-----------|
| <p>Strategy 1: 1. Ensure teachers receive scholars' accommodations at the beginning of the year and training on how to implement them. 2. Ensure teachers are trained on the use of effective differentiated instruction. 3. Teachers will utilize a variety of differentiated strategies in the classrooms</p> <p>Strategy's Expected Result/Impact: Lesson Plans and observations will reflect implementation of accommodations, for individual scholars. Lesson plans and weekly use of a variety of differentiated instructional strategies.</p> <p>Staff Responsible for Monitoring: Principal C&I Sped Teachers Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Goal 3: SCHOOL CULTURE AND CLIMATE

The RSPA Humble Campus will obtain and maintain an "Excited About Learning" environment by continuing to implementing a growth mindset throughout the entire campus, starting with the administrators, including the instructional leader, down to and including the students, parents, and other stakeholders.

Performance Objective 1: Implement growth mindset theory by having all staff to participate in "Mindset The New Psychology of Success" by Carol S. Dweck book study. Staff will then utilize growth mindset strategies to bring about and maintain an "excited about learning" culture throughout the campus.

Targeted or ESF High Priority

Evaluation Data Sources: Staff Surveys





Students Surveys

Parent Surveys

General Feedback

PTC Meeting/Talks

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Continue with growth mindset theory by having all staff participate in "Mindset The New Psychology of Success" by Carol S. Dweck book study. Staff will then utilize growth mindset strategies to bring about and maintain an "excited about learning" culture throughout the campus.</p> <p>Book Study Growth Mindset School-wide Activities Growth Mindset Classroom Activities Growth Mindset Posters posted throughout campus</p> <p>Strategy's Expected Result/Impact: Staff and students will be excited about taking on new challenges and learning new material.</p> <p>Staff Responsible for Monitoring: Administrators, leadership team and teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p> <p>Funding Sources: Mindset The New Psychology of Success by Carol S. Dweck - 255-Title II, Part A - \$200</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 1: Th academic growth score for all grades tested in both subjects is 62 for the campus, and 69 for the state. ELA was 58 for the campus and 68 for the state, and mathematics was 65 for the campus and 70 for the state. Root Cause: Teachers need more PDs and support with rigor, engagement, differentiation, lesson alignment and delivery, classroom management, and instructional effectiveness.</p> |

School Processes & Programs

Problem Statement 2: The overall passing percentages for the campus were 46.45% passing math and 61.35% passing reading. In the SSI grade-levels the following percentages applied, 52% of 5th Grade students passed the end of year CBA with the average score being 55. 45% of 8th Grade students passed the end of year CBA with an average score of 45. **Root Cause:** More effective professional development is needed so that teachers can understand how to teach scholars number concepts, facts, and problem solving. Resources and manipulatives are not used effectively, teachers do not have a clear understanding of the TEKS and how to effectively implement them, teachers need to raise the level of rigor, teachers need more coaching and support.

Campus Funding Summary

| 211- Title I, Part A | | | | | |
|------------------------------------|-----------|----------|---|--------------|---------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$155,101.00 |
| +/- Difference | | | | | \$155,101.00 |
| 255-Title II, Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 1 | 1 | Mindset The New Psychology of Success by Carol S. Dweck | | \$200.00 |
| Sub-Total | | | | | \$200.00 |
| Budgeted Fund Source Amount | | | | | \$22,691.00 |
| +/- Difference | | | | | \$22,491.00 |
| 282-ESSER III | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$258,679.00 |
| +/- Difference | | | | | \$258,679.00 |
| 420- State Comp Ed | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$336,484.00 |
| +/- Difference | | | | | \$336,484.00 |
| 281- ESSER II | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |

| 281- ESSER II | | | | | |
|------------------------------------|-----------|----------|------------------|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| Budgeted Fund Source Amount | | | | | \$590,425.00 |
| +/- Difference | | | | | \$590,425.00 |
| 289 - Title IV | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$9,375.00 |
| +/- Difference | | | | | \$9,375.00 |
| Grand Total | | | | | \$200.00 |

Addendums