

Rhodes School for the Performing Arts

District Improvement Plan

2021-2022

Accountability Rating: Not Rated: Declared State of Disaster



Rhodes School
for the **Performing Arts**

Mission Statement

To develop 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 good of society, and who are equipped to successfully compete in the global marketplace.

Value Statement

Key Educational Elements:

- Provide an academically sound arts-rich curriculum that allows students to develop appreciation and skill in the fine arts.
- Allow students to study a variety of genres in the performing and visual arts, including art, music, dance, and drama.
- Develop comprehensive personal achievement plans for all RSPA students.
- Offer an interdisciplinary, project-based learning approach that requires students to demonstrate mastery of a wide range of skills in multiple subject areas, including math, language arts, fine arts, geography, science, and technology.

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Comprehensive Needs Assessment

Revised/Approved: September 23, 2021

Demographics

Demographics Summary

KYDS, Inc. is the parent organization of Rhodes School for Performing Arts (RSPA). RSPA is a tuition- free open enrollment public school in operation since 2007. We deliver an arts-integrated instructional program to pk-8th students across 2 campuses and are accredited by the Texas Education Agency. Seventy percent (70%) of our students are low income; 85% are black and Hispanic, and 70% are at-risk for academic failure. RSPA was birthed in response to reverberating cries from parents and the community for increased school choice.

RSPA STUDENT GROUPS

2019-2020

African American	Hispanic	White	American Indian	Asian	SPED	LEP	GT	At-Risk	Eco Dis
81.9%	12.9%	1.5%	0.5%	0.1%	9.5%	2.9%	2.8%	29.7%	80.2%

Demographics Strengths

Partnership with Region IV Alternative Certification Program (Inspire) to recruit and retain certified teachers

Continued improvement within the documentation system for SPED/RtI/504/Dyslexia, ELL and GT

We have added RTI specialists to target all students learning gaps

RSPA has upgraded the website to actively recruit a more diverse student and staff population

Problem Statements Identifying Demographics Needs

Problem Statement 1: RSPA has a very low student and staff diversity rate. **Root Cause:** Lack of initiatives and resources to recruit a more diverse student and staff population.

Problem Statement 2: RSPA has a low percentage of state certified teachers/highly effective teachers. **Root Cause:** Lack of financial resources to offer competitive salaries, limited partnerships with universities and teacher preparation programs.

Student Learning

Student Learning Summary

District Academic Accountability Data

2017-18	2018-19	2019-20	2020-21
<i>Overall:</i>	<i>Overall: C (73)</i>	<i>Overall: C</i>	<i>Overall: C (73)</i>
Not rated: Harvey provision (73)		Not rated	
<i>Student achievement:</i> C (70) <ul style="list-style-type: none">• 35% met GL• 48% met GL in TX	<i>Student achievement:</i> D (67) <ul style="list-style-type: none">• 31% met GL• 50% met GL in TX	<i>Student achievement:</i> Not rated	<i>Student Achievement:</i> Not rated Math 19% Met GL Reading 36% Met GL

2017-18	2018-19	2019-20	2020-21
<i>School progress:</i> C (73) <ul style="list-style-type: none"> · Academic growth (73) · Relative performance (72) 	<i>School progress:</i> C (75) <ul style="list-style-type: none"> · Academic growth (59) · Relative performance (75) 	<i>School progress:</i> Not rated	Not Rated (Pandemic)
<i>Closing gaps:</i> C (72) <ul style="list-style-type: none"> · Academic status: met 33% of indicators · ELP status: not rated 	<i>Closing gaps:</i> D (68) <ul style="list-style-type: none"> · Academic status: met 31% of indicators · Did not meet ELP target 	<i>Closing gaps:</i> Not rated	Not Rated (Pandemic)

Student Learning Strengths

RSPA 8th grade Social Studies STAAR scores increased in 2019 by 16 percentage points.

RSPA has team of instructional coaches/specialists to support teachers across all content areas.

RSPA has integrated Fine Arts program.

RSPA has a partnership with Houston A Plus to provide leadership/instructional coaching to principals.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: RSPA student performance targets on state assessments are below the state average across all demographics, including all students. **Root Cause:** There is a lack of a multi-tiered systematic support for the preparation and delivery of rigorous and differentiated instruction to meet the needs of all students.

Problem Statement 2: RSPA has a need to increase the number of qualified teachers who hold a state teaching certificate. **Root Cause:** The district face challenges finding certified staff during recruitment season.

Problem Statement 3: RSPA teachers need more instructional supports to increase rigor, student engagement, differentiation, lesson alignment and classroom management. **Root Cause:** Lack of strategically identifying and implementing key systems and accountability for targeted professional development. Lack of instructional coaching with consistent and reliable instructional-actionable feedback.

District Processes & Programs

District Processes & Programs Summary

RSPA Curriculum and Instruction Department is responsible for the resources needed by teachers on each campus in order to deliver a quality curriculum. The C & I department has added numerous staff positions since 2017 at the campus level in order to support and enhance teacher ability to teach effectively. Campus-based instructional coaches and specialists work daily with classroom teachers to refine and enhance instructional delivery. RSPA has employed a high number of novice teachers with less than 5 years of experience. Many new teachers to the district are also new to teaching. Therefore, RSPA has developed a nurturing mentor program for any new teacher that meets the criteria. RSPA also is revising the salary structure so that the salaries are competitive to the market comparisons. Offering stipends in hard to find teacher shortage areas is a priority. RSPA retained most of the administrative staff, added a new campus assistant principal, school counselor, interventionists, instructional coaches, Director of Development, and a Science/RTI Coordinator. Professional Development is continuous for the administrative team and staff, while continuing to implement PLC's with an emphasis in rigor and growth mindset.

District Processes & Programs Strengths

RSPA has a stable and knowledgeable administrative team.

RSPA has made continuous improvements in Human Resources.

RSPA has a professional leadership retreat every year for the purpose of planning, professional development and team building.

RSPA leaders and staff are utilizing available data more effectively to enhance student learning.

RSPA has established a system for planning and monitoring professional development district wide.

RSPA has implemented several new technology initiatives.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: There is a need to focus on vertical and horizontal alignment K-8 during PLC's and data meetings. **Root Cause:** Teachers are non-certified and require more training and development in this area.

Problem Statement 2: Students in special programs are performing below the state's expectations academically. **Root Cause:** Lack of specialized instructional supports and implementation of evidence-based strategies in the classroom.

Perceptions

Perceptions Summary

School Climate

The school community has a common goal; to maintain an environment where all stakeholders are welcomed, supported, and feel safe in our schools. The school community has a shared vision and plan for promoting, enhancing and sustaining a positive school culture and climate. Based on the needs assessment and parental involvement surveys and social media responses, there has been an increase in positive school climate feedback. To further enhance involvement, the district has increased our level of communication to all stakeholders are informed. School Safety is a priority and student discipline referrals indicate that there is a no indication of guns being brought to the campuses as indicated in PEIMS and Gun Free Schools report. Student discipline referrals are analyzed on a regular basis to identify patterns of behavior that need to be addressed. School counselors will train staff to recognize and deal with bullying/harassment and also for suicide awareness/prevention. We will also partner with an external counseling agency to assist us in crisis situations and wrap around services. Non-violent Crisis Intervention, CPI is available for staff and regular trainings will be provided to a core team. Positive Behavior Intervention Support(PBIS) is being incorporated at the campuses. Campuses have asked to send staff to “CHAMPS” , “Restorative Discipline and "Capturing Kids’ Hearts,” classroom management trainings. Additional security cameras will be installed to monitor safety at all campuses and security will be provided at each campus. Safety audits are completed annually to gauge current safety on all district properties.

Perceptions Strengths

Attendance rates are commensurate with the state's average.

Minimal student discipline referrals.

Continuous implementation of daily character education lessons.

Distinguished Fine Arts Program

We have expanded our customer service responses to include both internal and external participation.

On-going professional development to improve perception (5 P's),(Be Our Guest)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: RSPA lacks a fully developed, differentiated system that communicates to parents the importance of the partnership between parents and the schools regarding the education of their children. **Root Cause:** Lack of parental and community engagement.

Problem Statement 2: RSPA does not have meaningful partnerships to engage and collaborate across the communities we serve. **Root Cause:** More marketing and development supports are needed.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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 Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted support Identification data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data

Goals

Goal 1: RSPA will provide a student-centered educational environment in which 80% of students are expected to meet or exceed state standards in all areas for the 21-22 school year.

Performance Objective 1: Student scores will meet or exceed state standards on all STAAR subject areas to achieve a minimum increase of 8% for MEETS and 5% for MASTERS by May 2022 test administration.





Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: DISTRICT ASSESSMENTS, STAAR

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Create a district curriculum and coursework to ensure vertical and horizontal alignment of the TEKS. Strategy's Expected Result/Impact: Improved Academic Performance Staff Responsible for Monitoring: Superintendent, School Support Officer, C&! Director, Campus Administrators, Instructional Specialists/Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - Results Driven Accountability - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campuses will offer professional development opportunities for all teachers and paraprofessionals on implementing TEKS at the level of rigor needed for to meet and exceed standards on the state assessment. Strategy's Expected Result/Impact: Improved Academic Performance Staff Responsible for Monitoring: Superintendent, School Support Officer, C&! Director, Campus Administrators, Instructional Specialists/Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - Results Driven Accountability - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: RTI Interventionists and Instructional specialists will provide intervention and accelerated instruction to students who have been identified as needing TIER 2 and TIER 3 support by utilizing research based level reading and math resources. Strategy's Expected Result/Impact: Improved Academic Achievement Reading/Math Intervention instruction provided for all at-risk students. Intervention instruction and/or tutoring provided for identified at-risk students for STAAR success in all tested subject areas. Staff Responsible for Monitoring: Superintendent, School Support Officer, C&! Director, Campus Administrators, Instructional Specialists/Coaches, RTI Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - Results Driven Accountability - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: RSPA will offer intervention activities, such as extended/accelerated learning opportunities, for students labeled at-risk due to scores on state assessment and/or local assessment. Strategy's Expected Result/Impact: Improved Academic Performance on district and state assessments Staff Responsible for Monitoring: Superintendent, School Support Officer, C&! Director, Director of Special Education, Campus Administrators, Instructional Specialists/Coaches, RTI Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - Results Driven Accountability - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 1: RSPA will provide a student-centered educational environment in which 80% of students are expected to meet or exceed state standards in all areas for the 21-22 school year.

Performance Objective 2: RSPA will provide rigorous, innovative, engaging, and relevant learning opportunities to ensure every student achieves growth.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: District and State Assessments

Strategy 1 Details	Reviews			
Strategy 1: RSPA teachers and instructional support staff will implement effective instructional strategies and interventions to ensure student progress in reading and math, including at-risk learners. Strategy's Expected Result/Impact: Improved Academic Performance Staff Development provided for teachers for evidence-based instructional strategies to ensure student academic progress in all content areas. Staff Development provided to all reading teachers and administrators (Reading Academies) Provide push-in or pull-out support for English Learners and students identified with Dyslexia Staff Responsible for Monitoring: Superintendent, Campus Administrators, Curriculum and Instruction Director, Instructional Specialists and Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - Results Driven Accountability - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: RSPA will administer assessments aligned to state and national standards with the appropriate level of rigor. Strategy's Expected Result/Impact: Regularly administered district assessments, at least 4 times per year, that may be cumulative in nature. Curriculum Based Assessments designed with the intent to be delivered across all grade level/content classrooms. Assessments are aligned to the standards with the same prioritization and rigor as the top-line assessment (STAAR) in alignment with the scope and sequence. Staff Responsible for Monitoring: Superintendent, Campus Administrators, Curriculum and Instruction Director, Instructional Specialists and Teachers Results Driven Accountability - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide instructional support and strategies through purposeful planning for all learners and all content areas. Strategy's Expected Result/Impact: Lesson strategies include content and language objectives, opening/closing activities, pacing, instructional activities (with differentiation), and formative assessments. Strategies are curriculum-driven and aligned to the scope and sequence, daily objective is aligned to the standard and written as a measurable student learning outcomes Data-driven discussion strategies are by student data, includes frequent checks for understanding aligned to the objective Purposeful planning meeting agendas are developed utilizing a common protocol Purposeful planning meetings include discussion of formative and interim student data, technology integration and effective instructional strategies, and possible adjustments to instructional delivery. Purposeful planning meetings/pull-outs includes unpacking the standard into knowledge and skills Staff Responsible for Monitoring: Superintendent, Campus Administrators, Curriculum and Instruction Director, Instructional Specialists and Teachers Results Driven Accountability - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide instructional materials that support and meet the individual needs of all learners. Strategy's Expected Result/Impact: Instructional materials with key ideas, essential questions, recommended materials, and content rich texts (when applicable) are provided for each content area, including priority math and science concepts. Instructional materials and technology tools are implemented with fidelity in all classrooms. Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English learners. Staff Responsible for Monitoring: Superintendent, Campus Administrators, Curriculum and Instruction Director, Instructional Specialists and Teachers Results Driven Accountability - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide opportunities for professional development for all teachers in utilizing differentiated instructional strategies to address at-risk, English learners, Special Education, 504, and dyslexic students. Strategy's Expected Result/Impact: Improved Academic Performance for students in special programs Staff Responsible for Monitoring: Superintendent, Campus Administrators, Curriculum and Instruction Director, Director of Special Education, Instructional Specialists and Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - Results Driven Accountability - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: RSPA will recruit and retain highly qualified certified teachers in all academic areas.





Performance Objective 1: Recruit, develop, support, and retain certified teaching staff.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Employee Surveys, Recruitment and Retention Reports

Strategy 1 Details	Reviews			
Strategy 1: Campus and district administrators will participate in the recruitment of high quality diverse and certified teachers through job fairs, university partnerships and media outlets. Strategy's Expected Result/Impact: Increase Diversity and Recruit Certified Teachers Staff Responsible for Monitoring: Superintendent, Human Resources, Department Directors, and Campus Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - Results Driven Accountability - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: RSPA will implement a formal mentoring program for the development of beginning teachers. Strategy's Expected Result/Impact: New Teacher Support Improved Teacher Performance Increase Retention Rate Staff Responsible for Monitoring: Superintendent, Human Resources, C&I Director, New Teacher Mentor and Campus Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - Results Driven Accountability - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase retention of certified staff through a climate of collaboration and the actions of supportive leadership. Strategy's Expected Result/Impact: Decrease teacher and staff turnover rate Staff Responsible for Monitoring: Superintendent, Human Resources, Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: District recruitment initiatives and marketing information will be updated in order to compete with larger districts during recruiting fairs. Strategy's Expected Result/Impact: Increased attraction to RSPA at career fairs.	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Superintendent, HR Director, Department Directors and Campus Administrators Equity Plan				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				





Goal 3: RSPA will promote and develop opportunities to increase parental and community involvement, foster a strong home-school partnership resulting in increased student achievement.

Performance Objective 1: Throughout the 2021-2022 school year, opportunities for parent, family, and community involvement will be offered monthly and made accessible through various methods of communication.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Sign In Sheets, Agendas, Note-taking Guides, Surveys

Strategy 1 Details	Reviews			
Strategy 1: Provide communication with district parents and community through website, campus newsletters, teacher websites, surveys services, Remind 101, and/or other media. District Facebook page will be utilized on a regular basis. RSPA district translation policy is in place and oversees all district translation so information is available to parents in their language as needed. Strategy's Expected Result/Impact: Increased parent, family and community involvement Staff Responsible for Monitoring: Superintendent, Campus Administrators, Communications Coordinator, School Counselors, and Director of Development Title I Schoolwide Elements: 2.6, 3.1, 3.2 - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Build capacity for parents and family members to be involved in their students' education through campus events such as literacy nights, math and science night technology nights, etc. Strategy's Expected Result/Impact: Increase involvement by parents and families of students served by Title I, Part A program to increase students' academic success. Staff Responsible for Monitoring: Campus Administrators, School Counselors, Director of C&I and Instructional Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - Results Driven Accountability - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: RSPA will provide a safe learning and working environment for students, employees and parents, while continuing the implementation of district initiatives for health/wellness and security.

Performance Objective 1: RSPA administrative team will develop an emergency operations plan and health and safety plan. The comprehensive plans will be made available to the public.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: PEIMS, Safety Reports/Inspections, Documentation of Emergency Drills

Strategy 1 Details	Reviews			
Strategy 1: Each campus will have readily available a copy of the district's Emergency Operations Manual and Return to school safe plan to reference. Strategy's Expected Result/Impact: 100% Safety Compliance and a Injury free learning and work environment Staff Responsible for Monitoring: Superintendent, Director of Operations, Campus Administrators Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: RSPA will provide a safe learning and working environment for students, employees and parents, while continuing the implementation of district initiatives for health/wellness and security.

Performance Objective 2: RSPA will ensure all facilities are properly maintained to provide a safe, secure learning and working environment.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Campus Safety Inspections/Reports, Staff and Parent Surveys

Strategy 1 Details	Reviews			
Strategy 1: RSPA will ensure that all facilities are well maintained safe and orderly Schedule safety walk-through to determine areas of need Establish measures to provide routine maintenance program Strategy's Expected Result/Impact: Safety Reports, Injury free learning and work environments, and surveys Staff Responsible for Monitoring: Superintendent, Director of Operations, Campus Administrators Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: RSPA will provide a safe learning and working environment for students, employees and parents, while continuing the implementation of district initiatives for health/wellness and security.

Performance Objective 3: RSPA will increase awareness of health/wellness and social emotional needs during the COVID-19 Pandemic.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Training documentation, Surveys, COVID- 19 Tracking, Threat Assessment Team Data,

Strategy 1 Details	Reviews			
Strategy 1: RSPA Counselors will coordinate character education, conflict management, social emotional learning and violence prevention programs. Strategy's Expected Result/Impact: Promote a safe learning and work environment. Reduce the number of discipline referrals Staff Responsible for Monitoring: School Counselors, Campus Administrators, PEIMS Data Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide parent education of social and emotional needs through parent information sessions on the campus and district level. Strategy's Expected Result/Impact: Increased mental health awareness and create positive learning and work environments Staff Responsible for Monitoring: School counselors, campus administrators Title I Schoolwide Elements: 2.6, 3.2 - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: RSPA will implement a comprehensive program to train teachers, counselors and administrators on the social and emotional health needs of the students and staff. Strategy's Expected Result/Impact: Positive Behavior and Social Emotional well-being Staff Responsible for Monitoring: Director of Special Education, School Support Officer, and Campus Administrators, School Nurse Title I Schoolwide Elements: 2.6 - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: RSPA will provide McKinney-Vento and Title I related services to students who have been identified as homeless. Staff Responsible for Monitoring: Counselors, PEIMS Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 5: RSPA will provide a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1: RSPA will build and promote an authentic identity that reflects the district's beliefs, vision and mission

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Surveys, Positive Student, Parent, Staff and Community Feedback and Academic Outcomes

Strategy 1 Details	Reviews			
Strategy 1: Attract positive media coverage that highlights students and staff. Strategy's Expected Result/Impact: Increase Enrollment, Recruit Effective Teachers and Staff, Foster Positive Relationships with all stakeholders Staff Responsible for Monitoring: Superintendent, Communications Specialist, Development Director, Campus Administrators Title I Schoolwide Elements: 2.6 - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Maximize communication through various forms of technology, digital platforms and video. Strategy's Expected Result/Impact: Highlighting the district to attract and recruit a more diverse student and staff population. Transparency Staff Responsible for Monitoring: Superintendent, Communications Specialist, Development Director, Campus Administrators Title I Schoolwide Elements: 2.6 - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Formalize a plan to expand business and community partnership opportunities. Strategy's Expected Result/Impact: Build relationships with potential donors to support and fund various programs at RSPA. Recruit more volunteers and enhance district marketing efforts. Staff Responsible for Monitoring: Superintendent, Communications Specialist, Development Director, Campus Administrators Title I Schoolwide Elements: 2.6 - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Addendums