

Rhodes School for the Performing Arts

Northshore

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Mission Statement-

To develop critical thinkers who have the character to lead.

Vision

Vision Statement

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 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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- Goal 1: IMPROVE ACADEMIC PERFORMANCE to 80% approaches and 50% meets on all District Assessments by the EOY 2021-2022. 17
- Goal 2: IMPROVE INSTRUCTIONAL EFFECTIVENESS 100% of RSPA Northshore's teachers and staff will receive targeted professional development and support to promote professional growth, resulting in teacher instructional effectiveness, improvement of campus climate, and increase in overall academic/behavior/social-emotional progress of scholars. 28
- Goal 3: IMPROVE SCHOOL CULTURE AND CLIMATE RSPA Northshore's overall attendance rate will meet or exceed the district goal of 97% during the 2021-2022 school year and Northshore will recruit, support, and retain 90% of its staff for the 2021-2023 school years. 30
- Goal 4: IMPROVE FAMILY ENGAGEMENT Parent and family engagement opportunities will increase to 50% of parents taking part in the PTC and attending family night events resulting in support for students and staff. 34
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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Rhodes School for the Performing Arts is a Fine Arts Magnet School of Distinction. We expand the educational choice of families with children Pre Kindergarten through 6th grade while providing increased academic and social opportunities for students. We were founded on the principles of Scholarship, Leadership, and Citizenship and have moved to the matra of CREW (Community, Responsibility/Relationships, Ethics, TeamWork). We employ highly-qualified teachers and fine art professionals, our instructional team challenges scholars to think critically, problem-solve, collaborate, and to be active participants in their overall success. Our goal is accomplished by incorporating fine arts into our rigorous core academic curriculum.

- Rhodes School for the Performing Arts Northshore Campus
- 13334 Wallisville Road, Houston, TX 77049
- RSPA Mission Statement: The mission of the Rhodes School for the Performing Arts is to produce critical thinkers who have the character to lead.
- RSPA Vision Statement 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.
- RSPA Northshore Vision Statement: Our vision is to empower our scholars to acquire, demonstrate, articulate, and value knowledge and skills that will support them as life-long learners, as well as to practice the core CREW values of the school: CREW (Community, Responsibility/Relationships, Ethics, teamWork).
- The Rhodes School for the Performing Arts, Northshore Campus, is a diverse Charter School campus serving PreK-6th grade scholars. The campus is located in the southeast area of Houston, TX.
 - The total enrollment is 260 scholars.
 - 220 African American scholars
 - 8 White scholars
 - 32 Hispanic
 - 131 Scholars labeled At-Risk
 - Attendance 94.04%
 - Students by Grade level
 - Pre K-19
 - Kinder-34

- First-35
- Second-38
- Third-41
- Fourth-33
- Fifth-40
- Sixth-17
- Gender Female 139,
- Gender Male 121,
- Special Populations
 - 44 Special Education,
 - 8 504,
 - 57 Response to Intervention (RTI),
 - 6 English as a Second Language ESL,
 - 6 Limited English Proficiency LEP
 - 9 Gifted and Talented,
 - 103 Free Lunch, 100% (Due to COVID, State allowed), normal years Free- 223, Reduced- 31
 - RSPA Northshore employs high-quality and talented staff. We have full and part-time instructors and paraprofessionals who reflect the student body with regard to race and ethnicity.
 - Total Staff 45
 - 36 Black
 - 4 Hispanic
 - 8 Male
 - 39 Female
 - Class Size Average 22 scholars

Demographics Strengths

- The area is made up of a growing working-class community. New home structures and job opportunities are growing rapidly. The school offers a number of performing arts courses including, but not limited to: Dance, Theater, Art, Percussion, and Keyboarding. Scholars are required to wear uniforms in an effort to promote unity and structure. The campus uses Restorative Practices, extra-curricular activities, and family engagement/involvement events to ensure students and families have ample opportunities to participate and assist in the overall growth and success of our campus. Additionally, we are able to support smaller class sizes and provide more targeted/individualized instruction and interventions.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Northshore has low enrollment and family involvement **Root Cause:** The campus has been relocated and now the Channelview and Wallisville Campus have merged. Families are attempting to find stability in a school system prior to and after Pandemic regulations. A new campus(IDEA) similar to ours opened in our area as competition. Last year, families couldn't visit schools because of covid.

Student Learning

Student Learning Summary

We are doing ok considering in 2021 we were doing virtual/hybrid learning because of Covid 19. Parents were told STAAR wouldn't count and some of our scholars didn't take the assessment. We invited the scholars to come from home and quite a few showed up. Here's how we fared with STAAR testing from the CV campus before moving to Northshore.

Reading	2019-2020	CBA 1	CBA 2	CBA3	3rd	Jackson
						3rd STAAR
						2021
Approaches	59	56	77	68	50	41
Meets	15	30	50	28	25	32
Masters	3	7	27	30	18	9
Sped	50	57	80	56	40	33

Less than 1/2 of our scholars approached in Reading. Our Sped numbers dropped from 50% to 33%. Our masters' numbers went up from 3% to 9%.

Reading	2019-2020	CBA 1	CBA 2	CBA3	4th	White 4th
						STAAR 21
Approaches	78	39	35	57	48	41
Meets	43	3	18	20	4	15
Masters	17	3	9	7	0	7
Sped	43	0	33	25	33	58

4th grade went down tremendously. 78% approaches went down to only 41% approaches. The number of scholars that met and masters went down 10% or more. The number of sped scholars passing increased.

Reading	2019-2020	CBA 1	CBA 2	CBA3	5th STAAR	White
					2021	
Approaches	59	67	71	71	75	18 kids
Meets	21	39	35	41	58	
Masters	7	17	29	12	42	
Sped (5)	33	60	60	20	33	5 kids

Reading 5th grade proved to be one of our strengths. we went from 59% approaches to 75%. That is a 16% increase. The number of Meets went up by 17%. Last, the number of students mastering 5th Reading went up from 7% to 42% (=35%). Sped stayed the same.

3rd Math- Harrison

Math	2019-2020	CBA 1	CBA 2	CBA3	3rd STAAR 2021	Harrison
Approaches	74	31	71	86	53	26 kids
Meets	10	0	50	32	26	
Masters	3	0	14	4	5	
Sped	50	43	88	91	33	

3rd Math STAAR students approaching went down 21%. The number of students meeting and mastering went up. The number of Sped scholars went down from 50% to 33 %.

Willis Math CBA Scores 2020-2021- 4th grade

Math	2019-2020	CBA 1	CBA 2	CBA3	4th STAAR 2021	Willis
Approaches	42	36	28	26	33	36 kids
Meets	13	3	3	0	7	
Masters	0	0	3	0	4	
Sped	0	37	0	33	0	3 kids

The number of students approaching 4th Math went down 9%. The number of Meets went down 6% and the number of masters went up 4%. We have a lot of work to do with 4th grade Math.

Math	2019-2020	CBA 1	CBA 2	CBA3	5th STAAR 2021	Willis
Approaches	75	47	41	65	67	17 kids
Meets	21	18	0	35	25	
Masters	11	6	0	18	17	
Sped	100	0	20	60	33	5 kids

The number of scholars approaching in 5th Math went down from 75% to 67% (-12%). The number of scholars that met or mastered went up by 4% and 6%. The number passing for sped went down 66 %.

Science

	2019-2020	CBA 1	CBA 2	CBA3	5th STAAR 2021	Shanklin
Approaches	47	61	88	53	67	18 kids

	2019-2020	CBA 1	CBA 2	CBA3	5th STAAR 2021	Shanklin
Meets	9	11	29	12	25	
Masters	0	0	6	0	17	
Sped	33	20	80	20	33	5 kids

Science was a brighter spot for us as far as growth was concerned. The number of 5th graders approaching went up from 47% to 67% (+20). The number of scholars that met and mastered went up increased 16% and 17%. The number of sped scholars stayed the same.

WRITING

Writing	2019-2020	CBA 1	CBA 2	CBA3	4th STAAR 2021	White
Approaches	43	43	21	19	35	
Meets	22	11	0	0	15	
Masters	4	9	0	0	0	
Sped	0	0	33	25	50	4 kids

Writing continues to be an area where we need improvement. The number of scholars approaching went down 8%. Meet decreased by 7% and masters decreased by 4%. 50% of sped scholars approached but it was only 4 kids.

Student Learning Strengths

The campus is a 1:1 device campus. All scholars and faculty are provided with a District laptop to access all instructional materials. Scholars have been able to easily access and use all learning resources and management systems (K-2 SeeSaw, 3-5 Google Classroom/Schoology). On-Ground scholars have access to hands-on resources, which have allowed them to progress academically from CBA 1 to CBA 3/Benchmark. Scholars who are out with Covid 19 will have remote conferencing with Ms. Martin.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The overall academic success rate of our scholars are performing below the District average on District Assessments. **Root Cause:** Under experienced faculty (50% 0-1 year). Lack of adequate academic/differentiation strategies training for faculty. Lack of specific team/coaching meetings to analyze/disaggregate data. Lack of accommodations training for faculty. Lack of Data-Driven Instructional training. Scholars have extremely low reading and comprehension levels.

Problem Statement 2 (Prioritized): Teachers need more support with rigor, engagement, differentiation, lesson alignment and delivery, classroom management, and instructional effectiveness. **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, while holding teachers accountable for high expectations

School Processes & Programs

School Processes & Programs Summary

- The Northshore campus has been given the same fine arts as the Humble Campus of piano, dance, art, pe, library. percussions, and for the 1st time theatre and choir.
- The Northshore campus will add after-school tutoring to remediate our scholars with learning loss due to covid 19.
- Instructional/Curriculum Coach added August 2021, 5 days a week, support primarily ELAR/Writing/Matth- supports grades Pre K-2
- 4 Response to Intervention Aides- monitor and provide interventions for scholars identified using NWEA testing. Supports K-6, Math, and Reading.
- Alternative Learning Time (ALT)- additional remediation time (1 hour and 30 min) Supports Math, Reading, and Science for our HB4545 scholars
- Restorative Justice/CHAMPS/Growth Mindset programs to support culture and climate, as well as provide incentives for scholars and staff

Staff view RSPA as a strong family environment. Scholars and families respect faculty and have created lasting relationships. Overall retention is low due to voiced lack of instructional support and structure because of the learning loss from Covid 19.

School Processes & Programs Strengths

The campus is a 1:1 device campus. All scholars and faculty are provided with a District laptop to access all instructional materials. Scholars have been able to easily access and use all learning resources and management systems (K-2 SeeSaw, 3-5 Google Classroom/Schoology). On-Ground scholars have access to hands-on resources, which have allowed them to progress academically from CBA 1 to CBA 3/Benchmark.

The strengths of the perceptions are based on scholar, family, and employee reviews. Families enjoy the "Family oriented" environment, the "traditional style" of instruction, and the "diverse performing arts" options available to scholars. With very few schools offering Fine Arts programming, the Rhodes School for the Performing Arts is unique in its ability to offer such a variety and include the arts in its curriculum. Employees enjoy the "Family environment" and "team-building and overall positive attitude" of the campus. Faculty and staff note their needs have been met by campus administrators in a timely and effective manner. The health and safety of all staff and scholars is the primary concern of campus administration. Communication is getting better and more timely. Faculty and staff feel supported and heard when making campus administration aware of concerns.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of highly qualified faculty and staff. High turnover rate for administration, faculty, and staff **Root Cause:** Low level support, recruitment, and targeted professional development.

Problem Statement 2 (Prioritized): Low level understanding and usage of technology platforms and integration **Root Cause:** Lack of PD related to systems and platforms offered and expected to use (textbook/LMSs)

Perceptions

Perceptions Summary

The Rhodes School for the Performing Arts is a Fine Arts Magnet School of Distinction. We expand the educational choice of families with children from Pre- Kindergarten through 6th grade while providing increased academic and social opportunities for students. We were founded on the principles of Scholarship, Leadership, and Citizenship and have moved to the mantra of CREW (Community, Responsibility/Relationships, Ethics, TeamWork). We employ highly qualified teachers and fine art professionals, our instructional team challenges scholars to think critically, problem-solve, collaborate, and be active participants in their overall success. Our goal is accomplished by incorporating fine arts into our rigorous core academic curriculum.

Staff view RSPA as a strong family environment. Scholars and families respect faculty and have created lasting relationships. The school is expected to have a grand production each year in December. The quality of instructional staff is perceived low due to a high number of uncertified faculty members. However, we added a counselor and assistant principal for the Northshore campus.

Perceptions Strengths

The overall culture and climate of our campus is positive and engaged. RSPA Northshore participated in monthly staff motivation/restorative meetings with the District CREW Coordinator. Every month four teachers were selected to receive traveling trophies. All grade level teachers on our staff taught CREW Lessons from 7:45-8:00am. Overall our campus body has a clear understanding of all procedures, roles, and responsibilities related to academic and behavioral expectations and standards. We support and strive to grow the whole-child: academically, behaviorally, and social-emotionally.

The strengths of the perceptions are based on scholar, family, and employee reviews. Families enjoy the "Family oriented" environment, the "traditional style" of instruction, and the "diverse performing arts" options available to scholars. With very few schools offering Fine Arts programming, the Rhodes School for the Performing Arts is unique in its ability to offer such a variety and include the arts in its curriculum. Employees enjoy the "Family environment" and "team building and overall positive attitude" of the campus. Faculty and staff note their needs have been met by campus administrators in a timely and effective manner. The health and safety of all staff and scholars is the primary concern of campus administration. Communication is getting better and more timely with a new campus administrator. Faculty and staff feel supported and heard when making campus administration aware of concerns.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Due to Covid 19, there are high concerns regarding health, safety, and an orderly climate. **Root Cause:** Frequently changing protocols for health and safety from CDC/RSPA.

Problem Statement 2 (Prioritized): High teacher and administration turnover rate **Root Cause:** Lack of support, instructional/pedagogical coaching, actionable feedback, and effective modeling of strategies.

Problem Statement 3 (Prioritized): Low family and community involvement **Root Cause:** No structure of Parent/Teacher Crew (PTC). Lack of regular meetings at times that are conducive to family work/life schedules. Lack of effective and timely communication regarding RSPA changes, events, instructional plan

Priority Problem Statements

Problem Statement 9: Northshore has low enrollment and family involvement

Root Cause 9: The campus has been relocated and now the Channelview and Wallisville Campus have merged. Families are attempting to find stability in a school system prior to and after Pandemic regulations. A new campus(IDEA) similar to ours opened in our area as competition. Last year, families couldn't visit schools because of covid.

Problem Statement 9 Areas: Demographics

Problem Statement 1: The overall academic success rate of our scholars are performing below the District average on District Assessments.

Root Cause 1: Under experienced faculty (50% 0-1 year). Lack of adequate academic/differentiation strategies training for faculty. Lack of specific team/coaching meetings to analyze/disaggregate data. Lack of accommodations training for faculty. Lack of Data-Driven Instructional training. Scholars have extremely low reading and comprehension levels.

Problem Statement 1 Areas: Student Learning

Problem Statement 6: Lack of highly qualified faculty and staff. High turnover rate for administration, faculty, and staff

Root Cause 6: Low level support, recruitment, and targeted professional development.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 5: Due to Covid 19, there are high concerns regarding health, safety, and an orderly climate.

Root Cause 5: Frequently changing protocols for health and safety from CDC/RSPA.

Problem Statement 5 Areas: Perceptions

Problem Statement 2: Teachers need more support with rigor, engagement, differentiation, lesson alignment and delivery, classroom management, and instructional effectiveness.

Root Cause 2: 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, while holding teachers accountable for high expectations

Problem Statement 2 Areas: Student Learning

Problem Statement 8: Low level understanding and usage of technology platforms and integration

Root Cause 8: Lack of PD related to systems and platforms offered and expected to use (textbook/LMSs)

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 4: High teacher and administration turnover rate

Root Cause 4: Lack of support, instructional/pedagogical coaching, actionable feedback, and effective modeling of strategies.

Problem Statement 4 Areas: Perceptions

Problem Statement 7: Low family and community involvement

Root Cause 7: No structure of Parent/Teacher Crew (PTC). Lack of regular meetings at times that are conducive to family work/life schedules. Lack of effective and timely communication regarding RSPA changes, events, instructional plan

Problem Statement 7 Areas: Perceptions

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
- Performance Objectives with summative review (prior year)
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- 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 rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

- Study of best practices
- Other additional data

Goals

Goal 1: IMPROVE ACADEMIC PERFORMANCE to 80% approaches and 50% meets on all District Assessments by the EOY 2021-2022.

Performance Objective 1: MATH





Use evidence-based instructional programs and strategies to increase achievement in math computation, problem-solving, and math fluency.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Common Assessments, Instructional Rounds, Instructional Leadership Classroom Observations, Student Data tracking, NWEA/MAP Data, Math Quick Facts Tracking, Progress Reports, and Report Cards, STAAR Data (3-5)

Strategy 1 Details	Reviews			
<p>Strategy 1: MATH</p> <p>A. Increased daily practice of math facts and vocabulary for all students.</p> <p>B. Implementation of problem-solving strategies for all students.</p> <p>C. Continued use of Lead4ward, Mentoring Minds, Prodigy, grades for all students.</p> <p>D. Use of interventions, small group instruction, ALT time, and RTI processes to meet the needs of struggling students.</p> <p>E. Use of Map and Higher-order thinking questioning</p> <p>F. C&I Weekly Meetings to Unpack the TEKS, practice using "At Bats", discuss best practices, and using Data tracking to drive instruction</p> <p>G. Skip counting and Math Fact at lunch with Fine Arts Team</p> <p>H. Common assessments to CFU of upcoming tested TEKS.</p> <p>Strategy's Expected Result/Impact: Math scores will increase on common assessments and district CBA's and STAAR. Scholars math fluency and vocabulary will improve. Teachers will better understand how to teach the TEKS.</p> <p>Staff Responsible for Monitoring: Principal, AP, C &I Coaches, New Teacher Coach, RTI Coordinator</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The overall academic success rate of our scholars are performing below the District average on District Assessments. **Root Cause:** Under experienced faculty (50% 0-1 year). Lack of adequate academic/differentiation strategies training for faculty. Lack of specific team/coaching meetings to analyze/disaggregate data. Lack of accommodations training for faculty. Lack of Data-Driven Instructional training. Scholars have extremely low reading and comprehension levels.

Problem Statement 2: Teachers need more support with rigor, engagement, differentiation, lesson alignment and delivery, classroom management, and instructional effectiveness. **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, while holding teachers accountable for high expectations

School Processes & Programs

Problem Statement 2: Low level understanding and usage of technology platforms and integration **Root Cause:** Lack of PD related to systems and platforms offered and expected to use (textbook/LMSs)

Perceptions

Problem Statement 2: High teacher and administration turnover rate **Root Cause:** Lack of support, instructional/pedagogical coaching, actionable feedback, and effective modeling of strategies.

Goal 1: IMPROVE ACADEMIC PERFORMANCE to 80% approaches and 50% meets on all District Assessments by the EOY 2021-2022.

Performance Objective 2: READING





Use evidenced-based instructional programs and strategies to close the literacy gaps and produce achievement necessary for our scholars to improve their reading ability and/or read on grade level by the end of the school year.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Common Assessments, Instructional Rounds, Instructional Leadership Classroom Observations, Student Data tracking, NWEA/MAP Testing, Progress Reports, Report Cards, CBA's/Benchmarks, STAAR, Portfolios, Running Records data, STAAR data (3-5)

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) A. Continue to use an intervention plan for identified students in at-risk situations. Teach the 5 Big Areas in Beginning Reading (Phonemic Awareness, Alphabetic Principle, Fluency with Text, Vocabulary, and Comprehension) B. Use evidence-based programs to implement RTI strategies including The Fundamental 5 process and Guided Reading for all students. C. Use evidence-based programs such as NWEA/MAP, Reading A-Z, and Lead4ward for all students. D. Use evidence-based programs such as GT, Higher Level Thinking Skills, and Motivational Reading for enrichment. E. Use Evidence-based programs such as Pearson Phonics and Comprehension, Bloom's questioning for all students to address all students. F. Continue the use of the TEKS Resource System, Guided Reading across all grade levels, small group instruction to address the needs of all students, and Sheltered Instruction to address the needs of ELL students. G. Utilize Instructional Specialists to monitor and assist with instructional strategies to support and assist all students. H. Increase the frequency of walkthroughs, PowerWalks, providing effective feedback, and coaching to teachers concerning best practices. I. Conduct regular data meetings and PLCs to monitor student progress in academics, behavior, and attendance. J. Certified teachers hired to consult as mentors/ tutors to assist at-risk and struggling students in reading K. Increase rigor in the classroom</p> <p>Strategy's Expected Result/Impact: Increased vocabulary, fluency, and comprehension for all scholars. Reading levels will increase toward grade level and beyond. By the 2nd CBA scholars' reading levels will increase by 2 or more letters.</p> <p>Staff Responsible for Monitoring: Administrative Team, ELAR C & I coaches, New Teacher Specialist, RTI District Specialist, Intervention and RTI Teachers, Sped Teachers and aides</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: The overall academic success rate of our scholars are performing below the District average on District Assessments. **Root Cause:** Under experienced faculty (50% 0-1 year). Lack of adequate academic/differentiation strategies training for faculty. Lack of specific team/coaching meetings to analyze/disaggregate data. Lack of accommodations training for faculty. Lack of Data-Driven Instructional training. Scholars have extremely low reading and comprehension levels.

Problem Statement 2: Teachers need more support with rigor, engagement, differentiation, lesson alignment and delivery, classroom management, and instructional effectiveness. **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, while holding teachers accountable for high expectations

School Processes & Programs

Problem Statement 1: Lack of highly qualified faculty and staff. High turnover rate for administration, faculty, and staff **Root Cause:** Low level support, recruitment, and targeted professional development.

Goal 1: IMPROVE ACADEMIC PERFORMANCE to 80% approaches and 50% meets on all District Assessments by the EOY 2021-2022.

Performance Objective 3: WRITING

Use evidenced-based instructional programs and strategies to close the literacy gaps and produce achievement necessary to master writing skills on grade level by the end of the 2021-2022 school year.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Common Assessments, Instructional Rounds, Instructional Leadership Classroom Observations, Student Data tracking, MAP Testing, Progress Reports, Report Cards, CBA's/Benchmarks, STAAR, Portfolios, Frequent review of Writing Samples, STAAR Data (4th)

Strategy 1 Details	Reviews			
<p>Strategy 1: WRITING</p> <p>1.)</p> <p>A. Continue to use an intervention plan for identified students in at-risk situations. (RTI)</p> <p>B. Use evidence Based programs to implement RTI strategies.</p> <p>C. Use evidence-based programs such as Mentoring Minds, Kagan Strategies, Blooms Questioning, Writing Workshop, Writing Academy, STAAR Masters for all students.</p> <p>D. Use evidence-based programs such as GT and Higher Level Thinking Skills for enrichment.</p> <p>2)</p> <p>A. Continue the use of TEKS Resource System, Lead4ward, to address the needs of all students, and Sheltered Instruction to address the needs of ELL students.</p> <p>B. Utilize Instruction Specialists to monitor and assist with instructional strategies that support and assist all students.</p> <p>C. Increase the frequency of walkthroughs and PowerWalks, providing effective feedback and coaching to teachers concerning best practices.</p> <p>D. Conduct regular data meetings and PLCs to monitor student progress in academics, behavior, and attendance.</p> <p>E. Certified teachers hired to consult as mentors/tutors to assist at-risk and struggling students in writing and</p> <p>F. Students will be provided opportunities to write in all subject areas and at all grade levels, including PreK.</p> <p>G. Teachers will keep portfolios and turn in monthly writing samples.</p> <p>H. Students will learn to form the letters correctly and have weekly spelling Test</p> <p>Strategy's Expected Result/Impact: Increased assessment scores in Writing Increased Supports for teachers and scholars Students will become better writers and be able to write a composition Students will know their mechanics and be excellent spellers Scores will improve on progress reports and report cards Writing scores mwill increase on CBA's</p> <p>Staff Responsible for Monitoring: Principal, AP, C & I Coaches, New Teacher specialist, RTI Coordinator</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June

No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: Teachers need more support with rigor, engagement, differentiation, lesson alignment and delivery, classroom management, and instructional effectiveness.</p> <p>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, while holding teachers accountable for high expectations</p>

School Processes & Programs

Problem Statement 2: Low level understanding and usage of technology platforms and integration **Root Cause:** Lack of PD related to systems and platforms offered and expected to use (textbook/LMSs)

Goal 1: IMPROVE ACADEMIC PERFORMANCE to 80% approaches and 50% meets on all District Assessments by the EOY 2021-2022.

Performance Objective 4: SCIENCE





Use evidence-based instructional programs and strategies to increase achievement in Science so scholars will be on grade level by the end of the 2021-2022 school year.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Common Assessments, Instructional Rounds, Instructional Leadership Classroom Observations, Student Data tracking, Portfolios, Progress Reports, Report Cards, CBA's/Benchmarks, STAAR data (5th)

Strategy 1 Details	Reviews			
<p>Strategy 1: A. Continue to use an intervention plan for identified students in at-risk situations. (RTI) B. Pull students during ALT time for Science interventions. C. Use evidence-based programs such as Mentoring Minds, Blooms Questioning, STAAR Masters for all students. D. Use evidence-based programs such as GT and Higher Level Thinking Skills for enrichment. 2) A. Continue the use of TEKS Resource System, Lead4ward, to address the needs of all students, and Sheltered Instruction to address the needs of ELL students. B. Utilize Instruction Specialists to monitor and assist with instructional strategies that support and assist all students. C. Increase the frequency of walkthroughs and PowerWalks, providing effective feedback and coaching to teachers concerning best practices. D. Conduct regular data meetings and PLCs to monitor student progress in academics. E. Certified teachers hired to consult as mentors/tutors to assist at-risk and struggling students F. Teachers will be provided with time to teach Science effectively in all grade levels, including PreK. G. Teachers will keep portfolios with student experiments in them. H. Students will have weekly Science vocabulary quizzes G. C & I Meetings to Unpack the Teks and use tools and manipulatives for Hands On Experiments</p> <p>Strategy's Expected Result/Impact: Strategy's Expected Result/Impact Increased CBA Assessment scores in Science Increased Supports for teachers and scholars Students will understand the vocabulary and science concepts Scores will improve on progress reports and report cards 80% of 5th grade scholars will pass the EOY and STAAR Test and at least 50% will Meet grade level standards</p> <p>Staff Responsible for Monitoring: Principal, AP, C & nI coaches, District Science Specialist</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: The overall academic success rate of our scholars are performing below the District average on District Assessments. Root Cause: Under experienced faculty (50% 0-1 year). Lack of adequate academic/differentiation strategies training for faculty. Lack of specific team/coaching meetings to analyze/disaggregate data. Lack of accommodations training for faculty. Lack of Data-Driven Instructional training. Scholars have extremely low reading and comprehension levels.</p> <p>Problem Statement 2: Teachers need more support with rigor, engagement, differentiation, lesson alignment and delivery, classroom management, and instructional effectiveness. 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, while holding teachers accountable for high expectations</p>

Perceptions

Problem Statement 2: High teacher and administration turnover rate **Root Cause:** Lack of support, instructional/pedagogical coaching, actionable feedback, and effective modeling of strategies.

Goal 1: IMPROVE ACADEMIC PERFORMANCE to 80% approaches and 50% meets on all District Assessments by the EOY 2021-2022.





Performance Objective 5: Improve Sped

Use evidenced-based instructional programs and strategies to close the literacy gaps and produce achievement necessary for 60% of our Sped Scholars to approach grade level in reading and math scores by the EOY CBA.

Targeted or ESF High Priority

Evaluation Data Sources: Common Assessments, Instructional Rounds, Instructional Leadership Classroom Observations, Student Data tracking, MAP Testing, Progress Reports, Report Cards, CBA's/Benchmarks, STAAR, Portfolios, Frequent review of Writing Samples, STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: A. Ensure the sped program is implemented with fidelity. B. Provide professional development on progress monitoring, accommodations, modifications, classroom management, data, and how to use supplemental aides. C. Provide rigor, differentiation, and engagement for sped scholars. D. Provide time for Sped teachers to plan and analyze data with the classroom teachers. E. Use incentives for sped scholars who have shown academic and behavioral growth.</p> <p>Strategy's Expected Result/Impact: Teachers will have a better understanding of what they are doing to raise achievement for their sped scholars. Student achievement will increase in reading and math on assessments. More sped scholars will approach grade level. Scholars' behavior will improve.</p> <p>Staff Responsible for Monitoring: Principal, AP, Sped Teachers, Sped aides, District Coordinators</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 1: The overall academic success rate of our scholars are performing below the District average on District Assessments. Root Cause: Under experienced faculty (50% 0-1 year). Lack of adequate academic/differentiation strategies training for faculty. Lack of specific team/coaching meetings to analyze/disaggregate data. Lack of accommodations training for faculty. Lack of Data-Driven Instructional training. Scholars have extremely low reading and comprehension levels.</p> <p>Problem Statement 2: Teachers need more support with rigor, engagement, differentiation, lesson alignment and delivery, classroom management, and instructional effectiveness. 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, while holding teachers accountable for high expectations</p>

School Processes & Programs

Problem Statement 1: Lack of highly qualified faculty and staff. High turnover rate for administration, faculty, and staff **Root Cause:** Low level support, recruitment, and targeted professional development.

Problem Statement 2: Low level understanding and usage of technology platforms and integration **Root Cause:** Lack of PD related to systems and platforms offered and expected to use (textbook/LMSs)


Goal 2: IMPROVE INSTRUCTIONAL EFFECTIVENESS


100% of RSPA Northshore's teachers and staff will receive targeted professional development and support to promote professional growth, resulting in teacher instructional effectiveness, improvement of campus climate, and increase in overall academic/behavior/social-emotional progress of scholars.


Performance Objective 1: Professional Development will be provided to meet the individual and overall needs of scholars and staff/faculty at RSPA Northshore.


Evaluation Data Sources: Submission of PD certificates, Instructional Leadership Observations, Training sign-in sheets, TTESS Goals/Evidence, TTESS Evaluations, Teacher and scholar retention, Increased student achievement

Strategy 1 Details	Reviews			
<p>Strategy 1: A. All Faculty/Instructional Staff are trained in the evaluation system used by RSPA- TTESS and TPESS. Faculty will be formally observed at minimum twice a semester by campus Principal/AP. Weekly walk throughs will be conducted by campus instructional team-Principal, AP, Coaches.</p> <p>B. Walkthroughs, Instructional Leadership Classroom Observations, Actionable Feedback in Emails & Eduphoria Appropriate, Timely, and Frequent Communication and Documentation, Individual Instructional/Pedagogical Coaching Data</p> <p>C Evaluations, Accountability & Opportunities to Grow Effective monitoring and feedback will be consistent with all staff, resulting in increased student progress.</p> <p>D. Highly Qualified Faculty/Instructional Staff- District and campus partnerships with certification programs (Texas Teachers/Region 4: Inspire) to promote and assist with gaining teaching certifications for all instructional staff.</p> <p>E. Staff will go to 2 PD's associated with their goals to improve their teaching and student achievement.</p> <p>Strategy's Expected Result/Impact: Instructional staff will be able to created and meet professional goals as it relates to student achievement and personal growth. All Instructional staff will be held accountable for meeting expected instructional standards. Student achievement will increase based on the maintenance of high instructional expectations and standards of faculty. Teachers will recieve their certification.</p> <p>Staff Responsible for Monitoring: Principal/AP, ICs, Teachers, District Admin</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The overall academic success rate of our scholars are performing below the District average on District Assessments. **Root Cause:** Under experienced faculty (50% 0-1 year). Lack of adequate academic/differentiation strategies training for faculty. Lack of specific team/coaching meetings to analyze/disaggregate data. Lack of accommodations training for faculty. Lack of Data-Driven Instructional training. Scholars have extremely low reading and comprehension levels.

Problem Statement 2: Teachers need more support with rigor, engagement, differentiation, lesson alignment and delivery, classroom management, and instructional effectiveness. **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, while holding teachers accountable for high expectations

School Processes & Programs

Problem Statement 2: Low level understanding and usage of technology platforms and integration **Root Cause:** Lack of PD related to systems and platforms offered and expected to use (textbook/LMSs)

Perceptions

Problem Statement 2: High teacher and administration turnover rate **Root Cause:** Lack of support, instructional/pedagogical coaching, actionable feedback, and effective modeling of strategies.





Goal 3: IMPROVE SCHOOL CULTURE AND CLIMATE

RSPA Northshore's overall attendance rate will meet or exceed the district goal of 97% during the 2021-2022 school year and Northshore will recruit, support, and retain 90% of its staff for the 2021-2023 school years.

Performance Objective 1: Scholars will receive attendance incentives and good attendance will be celebrated.

Evaluation Data Sources: Student Attendance, Grade Level Attendance, Class Attendance Campus Attendance, Communication Logs, Enrollment data

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) ATTENDANCE A. Students with perfect attendance each week will be recognized during a classroom celebration. Classrooms with 100% perfect attendance will be recognized by the principal. B. Classes that meet or exceed the attendance goal of 97% will be recognized during an Attendance Celebration. C. Teachers will incorporate attendance incentives in the classroom and across the grade level. D. Perfect attendance for the 2020-2021 school year will be recognized and awarded at the end-of-year awards ceremonies with a medal and trophy. E. Consistent communication will take place with families of students with chronic attendance problems. Office staff will call when students are absent to find the reason. G. A drawing will be held each grading period for one boy and one girl per grade level for a big prize. F. Teachers will post their attendance outside of their door. F. Attendance Incentives will be given each 9 weeks for a drawing of a teacher with perfect attendance.</p> <p>Strategy's Expected Result/Impact: The Northshore campus will meet or exceed the 97% district attendance goal.</p> <p>Staff Responsible for Monitoring: Administrators, front office staff, teachers, aides</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Northshore has low enrollment and family involvement Root Cause: The campus has been relocated and now the Channelview and Wallisville Campus have merged. Families are attempting to find stability in a school system prior to and after Pandemic regulations. A new campus(IDEA) similar to ours opened in our area as competition. Last year, families couldn't visit schools because of covid.</p>

Perceptions

Problem Statement 1: Due to Covid 19, there are high concerns regarding health, safety, and an orderly climate. **Root Cause:** Frequently changing protocols for health and safety from CDC/RSPA.





Goal 3: IMPROVE SCHOOL CULTURE AND CLIMATE

RSPA Northshore's overall attendance rate will meet or exceed the district goal of 97% during the 2021-2022 school year and Northshore will recruit, support, and retain 90% of its staff for the 2021-2023 school years.

Performance Objective 2: Northshore will recruit, support, and retain 90 % of its staff for the 2021-2023 school year.

Evaluation Data Sources: EOY data that shows staff retention

Strategy 1 Details	Reviews			
<p>Strategy 1: A. Teachers will receive training to be successful in their subject & grade level. B. Teachers will feel appreciated and awarded every month throughout the school year. C. Teachers will feel respected and heard by the administration. D. Teachers will be given the resources and tools they need to be successful. E. Teachers will receive help becoming certified. F. Teachers will receive help to complete their reading academy. G. Teachers will be rewarded for attendance, getting to work on time, and going above and beyond. H. Teachers will be highlighted for Crew Member of the Month. I. Teachers will receive rewards and incentives for hard work. J. Teachers will receive help from C & I with lesson planning, grade book, and testing. K. Teachers will feel supported with student discipline from the administration.</p> <p>Strategy's Expected Result/Impact: Teachers will enjoy working in a supported, family, and crew environment. Teachers will remain at the Northshore Campus of RSPA.</p> <p>Staff Responsible for Monitoring: Principal, AP, C & I, Counselor, District Specialist, Lead Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Northshore has low enrollment and family involvement Root Cause: The campus has been relocated and now the Channelview and Wallisville Campus have merged. Families are attempting to find stability in a school system prior to and after Pandemic regulations. A new campus(IDEA) similar to ours opened in our area as competition. Last year, families couldn't visit schools because of covid.</p>

School Processes & Programs

Problem Statement 1: Lack of highly qualified faculty and staff. High turnover rate for administration, faculty, and staff **Root Cause:** Low level support, recruitment, and targeted professional development.

Perceptions

Problem Statement 1: Due to Covid 19, there are high concerns regarding health, safety, and an orderly climate. **Root Cause:** Frequently changing protocols for health and safety from CDC/RSPA.

Problem Statement 2: High teacher and administration turnover rate **Root Cause:** Lack of support, instructional/pedagogical coaching, actionable feedback, and effective modeling of strategies.

Goal 4: IMPROVE FAMILY ENGAGEMENT

Parent and family engagement opportunities will increase to 50% of parents taking part in the PTC and attending family night events resulting in support for students and staff.

Performance Objective 1: Increase Campus and Virtual involvement opportunities for family and community engagement that promotes high standards for all stakeholders.

Evaluation Data Sources: Sign-in sheets for open house meetings, classroom teacher meetings, PTC meetings, and meetings both virtual and on-campus with campus leadership (Administration, Instructional Coach, Counselor), On-going monitoring, Increased attendance in family workshops to build capacity and increase parent understanding of campus goals through attendance at school functions

Strategy 1 Details	Reviews			
Strategy 1: 1 Parent and Community Involvement A. PTC meeting will happen virtually and in-person when applicable B. Publicize events on the campus website, marquee, and letters sent home.	Formative			Summative
	Nov	Jan	Mar	June

C. Parent/grandparent special events.
 D. Parent informational events will be posted each month.
 E. Monthly calendar of events posted on the campus website.
 F. Consistency in parental communication concerning academics, behavior, and other information.
 G. All information is publicized in both English and Spanish.
 H. CNA/CIP will be available and widely displayed in the following locations in both English and Spanish:
 District website
 Front Office
 District office
 I. Meet with campus Parent & Family Engagement Team to review campus Parent & Family Engagement Policy for all parents in the following locations:
 District website
 Front office
 District office
 J. Monthly meeting with my PTC President and the PTC officers so parent voices can be heard
 K. Surveys will be given to parents so their voices can be heard
 L. Parent appreciation luncheon in May to show appreciation to our parents.
 M. Have a parent corner in my monthly newsletter.
 N. Provide professional development for parents on how to help their scholars educationally.

Strategy's Expected Result/Impact: Parent Involvement will increase which will result in student achievement increasing as well. A stronger bond will be built between the home and the school.

Staff Responsible for Monitoring: Principal, AP, attendance clerk, teachers, parents

Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Demographics 1 - Perceptions 3

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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Northshore has low enrollment and family involvement Root Cause: The campus has been relocated and now the Channelview and Wallisville Campus have merged. Families are attempting to find stability in a school system prior to and after Pandemic regulations. A new campus(IDEA) similar to ours opened in our area as competition. Last year, families couldn't visit schools because of covid.</p>

Perceptions

Problem Statement 3: Low family and community involvement **Root Cause:** No structure of Parent/Teacher Crew (PTC). Lack of regular meetings at times that are conducive to family work/life schedules. Lack of effective and timely communication regarding RSPA changes, events, instructional plan

Campus Advisory Team

Committee Role	Name	Position
Administrator	Sonya Akers	Associate Principal
Classroom Teacher	Renita Johnson	Kinder Teacher
Classroom Teacher	Elizabeth Bell	2nd ELA Teacher
Classroom Teacher	Kamira Harrison	3rd Math Teacher
Classroom Teacher	Ryan Shanklin	5/6 Grade Science Teacher
District-level Professional	Cassie Roberson	C & I Specialist
District-level Professional	Iesha Demas	C & I specialist
Parent	Liza Gilbert	PTCO President/Parent
Community Representative	Sharita Fiest	Community Liaison/ PTC
Administrator	Lakesha Winslow	Principal

Addendums