

Rhodes School for the Performing Arts
Northshore
2022-2023 Campus Improvement Plan



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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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 7th 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 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-7th grade scholars. The campus is located in the East area of Houston, TX.
 - The total enrollment is 241 scholars.
 - 190 African American scholars
 - 13 White scholars
 - 33 Hispanic
 - 5- 2 or more races
 - 134 Scholars labeled At-Risk
 - Attendance 98.0%
 - Students by Grade level
 - Pre K-22
 - Kinder-32
 - First-34
 - Second-31
 - Third- 39
 - Fourth-27
 - Fifth-39
 - Sixth-17
- Gender Female 116,

- Gender Male 125,
- Special Populations
 - 29 Special Education,
 - 7 504,
 - 57 Response to Intervention (RTI),
 - 9 Limited English Proficiency LEP
 - 8 Gifted and Talented,
 - Free lunch 177 students, Reduced lunch 4 students
 - 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 33
 - 30 Black
 - 3 Hispanic
 - 8 Male
 - 25 Female
 - Class Size Average 22 scholars
 - Behavior demographics- (Spring semester was the heavy)
 - Suspensions 29
 - ISS 47

Demographics Strengths

Low number of limited english students.

Our students ethnicity and teacher ethnicity correlate so students are able to identify with the staff that look like them.

Students in second year monitoring are performing according to the data.

Our mobility rate is very low so our students enrolled stay for the entire school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 75 % of our students are labeled economically disadvantaged . **Root Cause:** targeted area were the campus is located and the demographics that we recruit.

Problem Statement 2 (Prioritized): Over 50% of our students on our campus has been indentified as at risk. **Root Cause:** poor attendance failing STAAR assessments Limited english proficiency Other exsanguinating circumstances outside our control

Problem Statement 3: The campus has low diversity in its student body due to Hispanics making up 21% Whites making up 4%, and 2 or more making up 2%. while Blacks make up 72% of the student body. **Root Cause:** Recruitment

Student Learning

Student Learning Summary

Jackson

Reading	2021 STAAR	DBA 1	DBA 2	DBA 3	STAAR Released '22	3rd Grade
						2022 STAAR
Approaches	44	66	28	70	68	58
Meets	38	20	5	25	37	34
Masters	6	0	0	13	13	16
SPED	33	50	20	20	25	50

Whitlow

Reading	2021 STAAR	DBA 1	DBA 2	DBA3	STAAR Released '22	4th Grade
						2022 STAAR
Approaches	39	64	36	74	63	64
Meets	14	27	3	37	44	44
Masters	7	12	0	0	11	28
SPED	0	67	17	33	33	50

Clark

Reading	2021 STAAR	DBA 1	DBA 2	DBA 3	STAAR Released '22	5th Grade
						2022 STAAR
Approaches	100 (5)	67	31	74	59	71
Meets	60	18	3	36	28	34
Masters	20	8	0	18	18	17
SPED	100 (1)	25	0	25	0	0

2021 STAAR**Clark****Reading (no previous DBA 1 DBA 2 DBA 3 STAAR Released '22 6th Grade****6th grade)****2022 STAAR**

Approaches	n/a	38	47	65	71	71
Meets	n/a	0	24	18	29	35
Masters	n/a	0	12	6	6	18
SPED	n/a	0	25	25	50	50

Harrison**Math 2021 STAAR DBA 1 DBA 2 DBA 3 STAAR Released '22 3rd Grade****2022 STAAR**

Approaches	69	68	59	62	53	66
Meets	31	17	28	15	16	29
Masters	6	2	8	3	8	13
SPED	33	67	60	40	25	50

Flores**Math 2021 STAAR DBA 1 DBA 2 DBA 3 STAAR Released '22 4th Grade****2022 STAAR**

Approaches	32	52	27	38	24	33
Meets	7	17	12	19	4	4
Masters	4	7	0	0	0	4
SPED	0	20	17	33	0	0

Sanders**Math 2021 STAAR DBA 1 DBA 2 DBA 3 STAAR Released '22 5th Grade****2022 STAAR**

Approaches	60 (5)	58	44	67	56	64
Meets	20	5	8	36	23	33

Sanders

Math	2021 STAAR	DBA 1	DBA 2	DBA 3	STAAR Released '22	5th Grade
						2022 STAAR
Masters	20	0	0	13	5	13
SPED	100 (1)	0	25	75	25	25

2021 STAAR

Sanders

Math	(no previous	DBA 1	DBA 2	DBA 3	STAAR Released '22	6th Grade
	6th grade)					2022 STAAR
Approaches	n/a	56	35	71	29/87	71
Meets	n/a	6	6	12	12/27	18
Masters	n/a	0	0	6	6/7	6
SPED	n/a	25	0	75	25/100	50

2021 STAAR

Shanklin

Science		DBA 1	DBA 2	DBA 3	STAAR Released '22	5th Grade
						2022 STAAR
Approaches	80 (5)	74	82	77	74	67
Meets	40	36	39	46	44	44
Masters	0	8	13	21	10	21
SPED	100 (1)	25	25	100	25	25

Student Learning Strengths

-Individualized data meetings after every campus and district data assessment

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 4th grade math scores were 33% overall **Root Cause:** teacher was ineffective, low-level instruction

School Processes & Programs

School Processes & Programs Summary

- The Northshore campus offers Fine Arts through theatre arts, piano, dance, art, pe, choir, and percussion. We will also have a dance team this year.
- The Northshore campus will add Athletics for our 7th grade students and Intramural Sports for our 4th thru 6th graders.
- Northshore will continue to utilize the CASE grant after school tutorial programs that assist with learning loss due to Covid 19.
- We will also offer, at Northshore, Student Council for our 6th and 7th graders and Safety Patrol for our 5th graders.
- Northshore will continue to offer support to our teachers through the use of Instructional Coaches. They help with teacher planning, PLC implementation, and content expertise.
- Northshore will continue to Response to Intervention (RTI) Aides- to help monitor and provide interventions for scholars identified using NWEA testing. Supports K-7, Math, and Reading.
- Through the state mandated RSSP/TNTP program, Northshore will be using tutors to help with HB4545 small group pull-outs to work on closing gaps due to COVID-19.
- Alternative Learning Time (ALT)- additional instructional time (1 hour) supports Math, Reading, and Science for our HB4545 scholars as well as enriches students that are above grade level. On-level students receive accelerated instruction using state approved computer programs also.
- Northshore will do a book study using the Fundamental Five, which shows teachers best practices to use for daily instruction and classroom management.
- Restorative Practices and CHAMPS programs are used 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. Teacher retention remained higher than normal, due to change in leadership and systems being put into place. Staff felt campus became more organized and structured.

School Processes & Programs Strengths

Building teacher capacity-New teacher program/mentor/weekly PLC's/instructional coaching

Professional development-campus/district

Teacher attendance-90%

District works with campuses to keep curriculum aligned

HQIM

Instructional strategies and best practices are used in daily instruction

Interventions (Small-group/RTI)

Assessment alignment (district/campus)

District support (PEIMS, Finance, Facilities, C&I, communications, etc)

Open communication with all stakeholders

Network maintains campus/district infrastructure

Hardware is sufficient and up to date

Software is aligned to state, district, and campus instruction

Cybersecurity in place

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We need to increase teacher retainment to 90% each year. We lose about 50%-75% of our teaching staff annually. **Root Cause:** -low salaries - student population -culture and climate -poor communication (district/campus)

Problem Statement 2 (Prioritized): 75% of teaching staff have low performing assessment data, due to low rigorous high quality instruction, low differentiation, and lack of positive learning environments. **Root Cause:** -inconsistent teacher training -high teacher turnover -teacher buy-in

Perceptions

Perceptions Summary

As we embark upon our 15th year of educating scholars, The Rhodes School for the Performing Arts remains a Fine Arts Magnet School of Distinction. We expand the educational choice of families with children from Pre- Kindergarten through 7th grade while providing well rounded academic and culturally enriched 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. Annually the Rhodes School district fine arts department, presents a grand production each year in December for our parents to see their scholar in action. We have a long history of producing scholars that take their art to another level and as alumni they return to encourage the new scholars to do the same.

Perceptions Strengths

Provide families with needed resources

Teachers on our campus go above and beyond even with the students that have discipline issues

Most of our teachers are willing to help and participate in activities outside the classroom.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: During the 2021-2022 School Year Attendance was below 97% and 30% of students had to attend summer school due to excessive absences and tardies. **Root Cause:** Prior administration did not emphasize tardies or absences Parents bring students late daily Parents are not aware of the tardy policy

Problem Statement 2: This year the school had 76 discipline referrals with students that resulted in OSS or ISS. **Root Cause:** Most students were in 2nd grade below and the state mandates that students below 2nd could not have OSS. Teachers need training in Classroom management Teachers, parents, and students need to be aware of the behavior matrix for discipline issues on campus No PBIS program to promote positive behavior

Problem Statement 3: Stakeholders expressed concerns regarding inconsistency in communication and lack of clear expectations of campus systems. **Root Cause:** Lack of follow through with campus expectations for parent communication. Many stakeholders/parents stated they do not receive campus communications (monthly bulletin, district website, Remind 101, weekly emails, Pow Wow with the principal).

Priority Problem Statements

Problem Statement 1: 75 % of our students are labeled economically disadvantaged .

Root Cause 1: targeted area were the campus is located and the demographics that we recruit.

Problem Statement 1 Areas: Demographics

Problem Statement 3: We need to increase teacher retainment to 90% each year. We lose about 50%-75% of our teaching staff annually.

Root Cause 3: -low salaries -student population -culture and climate -poor communication (district/campus)

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 2: Over 50% of our students on our campus has been indentified as at risk.

Root Cause 2: poor attendance failing STAAR assessments Limited english proficiency Other exsanguinating circumstances outside our control

Problem Statement 2 Areas: Demographics

Problem Statement 4: 75% of teaching staff have low performing assessment data, due to low rigorous high quality instruction, low differentiation, and lack of positive learning environments.

Root Cause 4: -inconsistent teacher training -high teacher turnover -teacher buy-in

Problem Statement 4 Areas: School Processes & Programs

Goals

Goal 1: ACADEMIC ACHIEVEMENT :

Increase student scores to 85% approaches and 45% meets, 25% masters on all State and District Assessments by the EOY 2022-2023.

Performance Objective 1: Increase reading by 30% , by implementing a balanced literacy program, in all grades K-6, by the end of the school year.

High Priority

Evaluation Data Sources: T-TESS





Campus Walk throughs

Planning Process

Student Growth/scores

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement HQIM, increase academic vocabulary in all grade levels, and utilize high-yield instructional strategies</p> <p>Strategy's Expected Result/Impact: Improve student growth</p> <p>Staff Responsible for Monitoring: Teachers Principal and AP C & I</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: HQIM - 279 - TCLAS (ESSER III)</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure Teacher development opportunities, highly qualified teachers, Strategy's Expected Result/Impact: Teacher retention and student growth Staff Responsible for Monitoring: Principal and AP C & I</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: PD - 255 - Title II, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Full implementation and utilization of BOY, MOY, and EOY data from NWEA and running records in K-2. Strategy's Expected Result/Impact: Full years growth in reading Staff Responsible for Monitoring: Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Over 50% of our students on our campus has been indentied as at risk. Root Cause: poor attendance failing STAAR assessments Limited english profiency Other exsanguinating circumstances outside our control</p>

Goal 1: ACADEMIC ACHIEVEMENT :

Increase student scores to 85% approaches and 45% meets, 25% masters on all State and District Assessments by the EOY 2022-2023.





Performance Objective 2: Increase math scores in 3rd and 4th grade, by 20%, by STAAR testing, in May.

High Priority

Evaluation Data Sources: T-TESS

- Campus Walk throughs
- Planning Process
- Student Growth/scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement new HQIM and utilize with fidelity.</p> <p>Strategy's Expected Result/Impact: Show growth on CBA's and DBA's</p> <p>Staff Responsible for Monitoring: Teacher Principal AP</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Close instructional gaps through use of interventionist and tutors for at-risk , SPED, and LEP students.</p> <p>Strategy's Expected Result/Impact: Increased numeracy and problem-solving skills</p> <p>Staff Responsible for Monitoring: Teachers Interventionist Principal AP</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Increase teacher efficacy and utilize best practices during instruction. High-yield strategies implementation.</p> <p>Strategy's Expected Result/Impact: students will be able to independently problem-solve and obtain meets and above on all campus, district, and state assessments</p> <p>Staff Responsible for Monitoring: Teachers Principal AP</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
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



Goal 1: ACADEMIC ACHIEVEMENT :

Increase student scores to 85% approaches and 45% meets, 25% masters on all State and District Assessments by the EOY 2022-2023.

Performance Objective 3: Implement a campus wide book study , using The Fundamental 5, by December.

High Priority

Evaluation Data Sources: Book Study


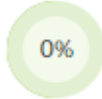




Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Wide implementation and initiative for highly effective instructional practices</p> <p>Strategy's Expected Result/Impact: Systemic approach to instruction</p> <p>Staff Responsible for Monitoring: Teachers C&I Principal AP</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: ACADEMIC ACHIEVEMENT :

Increase student scores to 85% approaches and 45% meets, 25% masters on all State and District Assessments by the EOY 2022-2023.

Performance Objective 4: Implement STEM/STEAM lab for all students to utilize and to help increase academic performance in Science.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a STEM/STEAM lab, using robotics, 3D printing, STEM curriculum, and new resources, materials, and furniture.</p> <p>Strategy's Expected Result/Impact: Increase Science scores for all students</p> <p>Staff Responsible for Monitoring: Teacher AP Instructional Coach Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 0%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional Development to build teacher capacity with STEM curriculum and materials</p> <p>Strategy's Expected Result/Impact: Teachers can teach the curriculum and lead students.</p> <p>Staff Responsible for Monitoring: Principal AP Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 0%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: ACADEMIC ACHIEVEMENT :

Increase student scores to 85% approaches and 45% meets, 25% masters on all State and District Assessments by the EOY 2022-2023.

Performance Objective 5: Increase Science scores by 30% in 5th grade, by STAAR testing in May

High Priority

Evaluation Data Sources: students show growth on CBA's, DBA's, campus evaluations





Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher capacity by sending instructor to Professional Development centered around best practices and instructional strategies to enhance lesson and build student comprehension.</p> <p>Strategy's Expected Result/Impact: Increased science scores on all assessments</p> <p>Staff Responsible for Monitoring: Teacher AP Principal Instructional Coach</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	0%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchasing supplemental resources to enhance instruction and allow for engaging, hands-on Science labs (STEM Scopes and Mentoring Minds)</p> <p>Strategy's Expected Result/Impact: increased science scores</p> <p>Staff Responsible for Monitoring: Teacher AP Principal Instructional Coach</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	0%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: CAMPUS CULTURE and CLIMATE:

To create an environment conducive to learning that is healthy for all stakeholders.

Performance Objective 1: Implement campus committees to increase buy in, to 100% of the staff, by October.

Evaluation Data Sources: T-TESS

Strategy 1 Details	Reviews			
<p>Strategy 1: Sunshine committee, Black History committee, Hispanic heritage, decoration committee, culture and climate committee, birthday committee</p> <p>Strategy's Expected Result/Impact: to get staff buy in</p> <p>Staff Responsible for Monitoring: principal AP</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement Campus Beautification projects, such as install a flag pole, add school signage, improve teachers lounge and teachers work room, redesign library and student STEM/MEDIA center, improve classrooms</p> <p>Strategy's Expected Result/Impact: Beautify campus, build a school climate inviting and exciting for students, staff, and the community</p> <p>Staff Responsible for Monitoring: Principal Staff Students</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</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 2: CAMPUS CULTURE and CLIMATE:

To create an environment conducive to learning that is healthy for all stakeholders.

Performance Objective 2: Increase parent and family engagement activities, to at least 75% involvement by the end of the school year.

Evaluation Data Sources: STAAR night

- Literacy Night
- SLEDS
- Meet the teacher
- Parent Orientation
- District Block Party
- Science Fair
- Parent Lunch & Learn





Strategy 1 Details	Reviews			
<p>Strategy 1: have more campus events that allow for parents and the community to be involved</p> <p>Strategy's Expected Result/Impact: show students there is no disconnect between school and home</p> <p>Staff Responsible for Monitoring: principal AP counselor teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: CAMPUS CULTURE and CLIMATE:

To create an environment conducive to learning that is healthy for all stakeholders.

Performance Objective 3: Restore STEAM/Media center (Library) to be an interactive space for technology and research, to be utilized by all students this school year. .

Evaluation Data Sources: increased science scores for all students

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize STEM materials provided by Lakeshore learning and purchase new materials and furniture compatible to a flex space for learning</p> <p>Strategy's Expected Result/Impact: enrichment for GT students, increased science scores,</p> <p>Staff Responsible for Monitoring: Principal AP Science Coordinator Science teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 3: WELL-ROUNDED:

Students and stakeholders will receive a well-rounded education from the campus administrators and staff.

Performance Objective 1: This school year, 3rd-4th grade students will be able to participate in student council, athletics, and dance teams. All students will receive counseling and/or wrap around services, if needed, this year.

High Priority

Evaluation Data Sources: increased overall wellness in students and community

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement/start a dance team, athletics, and student advisory</p> <p>Strategy's Expected Result/Impact: help with students SEL</p> <p>Staff Responsible for Monitoring: staff Principal AP</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Wrap-around services for students in need</p> <p>Strategy's Expected Result/Impact: Help students and families with SEL and school support for non-academic needs</p> <p>Staff Responsible for Monitoring: Wrap-around specialist Counselor Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: WELL-ROUNDED:





Students and stakeholders will receive a well-rounded education from the campus administrators and staff.

Performance Objective 2: All stakeholders have opportunities to see and participate in the academic and social emotional well being of their child, this entire school year.

High Priority

Evaluation Data Sources: Academic Nights
SLEDs
Honor roll and perfect attendance ceremonies
field experiences

Strategy 1 Details	Reviews			
<p>Strategy 1: Academic Events (literacy night, math night, STAAR night, Science Fair) Strategy's Expected Result/Impact: Increase PFE and build school-home relationships Staff Responsible for Monitoring: Principal AP C & I Staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: SLEDs Strategy's Expected Result/Impact: Parents will gain an understanding of student academic performance, led by their student and facilitated by the teacher. Staff Responsible for Monitoring: Teachers Principal AP</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Honor roll and perfect Attendance programs</p> <p>Strategy's Expected Result/Impact: Maintain high academic achievers and increase perfect attendance</p> <p>Staff Responsible for Monitoring: Counselor Principal AP Staff</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Field Experiences</p> <p>Strategy's Expected Result/Impact: Increase student knowledge of experiences outside of the classroom</p> <p>Staff Responsible for Monitoring: Teachers Principal AP C&I</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</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>				

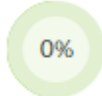




Goal 3: WELL-ROUNDED:

Students and stakeholders will receive a well-rounded education from the campus administrators and staff.

Performance Objective 3: Improve Library Science for all students, to include a maker space.

High Priority

Evaluation Data Sources: Students will learn how to conduct research and enhance writing skills, cross-curricular learning

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Development for the library aide, to gain skills for library science and makerspace.</p> <p>Strategy's Expected Result/Impact: students gain research skills and enhance reading skills</p> <p>Staff Responsible for Monitoring: Library aide Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 4: SAFETY:

The campus will establish an environment that is safe for all learners, staff and stakeholders.

Performance Objective 1: Implement a schoolwide behavior system (PBIS), this school year, for 100% of the students and staff to use.

High Priority

Evaluation Data Sources: low to none, incidents to property and staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase a PBIS program and have teachers and counselor implement</p> <p>Strategy's Expected Result/Impact: Decrease in severe student behaviors</p> <p>Staff Responsible for Monitoring: Counselor Staff Principal AP</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Restorative Discipline Implementation</p> <p>Strategy's Expected Result/Impact: Lower ISS and OSS placement and decrease office referrals</p> <p>Staff Responsible for Monitoring: Staff Principal AP Counselor</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: SAFETY:






The campus will establish an environment that is safe for all learners, staff and stakeholders.

Performance Objective 2: Implement classroom management systems that allow for all instructional staff to actively and effectively manage/monitor students the entire year.

High Priority

Evaluation Data Sources: low to none, behavior incident reports in PEIMS





Strategy 1 Details	Reviews			
Strategy 1: CHAMPS Strategy's Expected Result/Impact: low to no, discipline referrals. Staff Responsible for Monitoring: Principal AP counselor staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement TLAC and Get Better Faster techniques Strategy's Expected Result/Impact: Classroom safety and teacher effectiveness to manage students Staff Responsible for Monitoring: Staff TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Restorative Practices training for all staff</p> <p>Strategy's Expected Result/Impact: Reduce Behavior concerns and improve student/teacher relationships</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: SAFETY:

The campus will establish an environment that is safe for all learners, staff and stakeholders.

Performance Objective 3: In August, the ISS Teacher will be NCI Trained, to become a TOT, for selected staff.

Strategy 1 Details	Reviews			
Strategy 1: NCI Trainer of Trainers Strategy's Expected Result/Impact: Decrease schoolwide severe discipline through use of research based techniques Staff Responsible for Monitoring: NCI Trained staff Principal AP ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress  Accomplished  Continue/Modify  Discontinue</p>				

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					\$124,992.00
+/- Difference					\$124,992.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	PD		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$12,359.00
+/- Difference					\$12,359.00
279 - TCLAS (ESSER III)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	HQIM		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1.00
+/- Difference					\$1.00
420- State Comp Ed (Direct Services 55%)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$118,964.00
+/- Difference					\$118,964.00
289 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$8,693.00

289 - Title IV						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	\$8,693.00
224 - IDEA-B Formula						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$39,976.00
					+/- Difference	\$39,976.00
					Grand Total Budgeted	\$304,985.00
					Grand Total Spent	\$0.00
					+/- Difference	\$304,985.00