

Rhodes School for the Performing Arts

Northshore

2023-2024 Goals/Performance Objectives/Strategies



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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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 2023-2024.

Performance Objective 1: Increase 3rd-6th grade STAAR math scores by 15% by May 2024.

- 3rd grade from 67% to 82%
- 4th grade from 36% to 51%
- 5th grade from 68% 83%
- 6th grade from 57% to 72%

Evaluation Data Sources: T-TESS
 Campus Walk throughs
 Planning Process
 Student Growth/scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire an interventionist and a special education teacher with strong mathematical skills to supports students in math response to intervention (RTI) and special education.</p> <p>Strategy's Expected Result/Impact: decrease learning gaps in students at are in RTI and special education.</p> <p>Staff Responsible for Monitoring: Admin C & I District SPED specialist</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>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase research based instructional materials for math intervention and instructional district approved resources.</p> <p>Strategy's Expected Result/Impact: multiple resources for teacher for instruction, intervention, and reinforcement of TEKS being assessed resulting in student growth.</p> <p>Staff Responsible for Monitoring: Associate Principal Math Instructional coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Math teachers will attend professional development to increase their level understanding in student engagement and mathematical processes</p> <p>Strategy's Expected Result/Impact: increase teachers knowledge of high yield strategies resulting effective tier 1 instruction and students growth in math.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Math Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 70% of our teachers had low assessment data due to teaching multiple grade levels and lack of differentiation to meet students academic needs. Root Cause : Low enrollment Recruitment student population teacher training on differentiation</p>
<p>Problem Statement 2: Student achievement needs to increase in all content areas and grade levels. Root Cause: increasing number of students in special education lack of motivation of students HQIM materials being used lack of checks for understanding</p>

School Processes & Programs

Problem Statement 2: Current data shows that teachers need professional development in delivery of Tier 1 instruction to reach all subgroups: at risk, SPED, and LEP students.
Root Cause: Admin and Curriculum coaches did not effectively monitor implementation of tier 1 instruction. Planning did not focus on how the curriculum is taught and at bats were not consistently implemented.

Goal 1: ACADEMIC ACHIEVEMENT :

Increase student scores to 85% approaches and 45% meets, 25% masters on all State and District Assessments by the EOY 2023-2024.





Performance Objective 2: Increase the number of students K-6th on NWEA that meet or exceed their project RIT score by 30%, from an average of 16% to an average of 46% by May 2024.

Evaluation Data Sources: T-TESS

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation and utilization of BOY, MOY, and EOY data from NWEA and running records in K-2.</p> <p>Strategy's Expected Result/Impact: growth in students reading</p> <p>Staff Responsible for Monitoring: Teachers Reading instructional coach</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
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a DEAR/SSR time in all reading classes to increase reading fluency and comprehension for all students by the end of the school year.</p> <p>Strategy's Expected Result/Impact: increase reading fluency and student comprehension</p> <p>Staff Responsible for Monitoring: teachers Reading Instructional coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Reading teachers will attend professional development to increase their level understanding in student engagement, phonemic awareness, and writing.</p> <p>Strategy's Expected Result/Impact: grow students phonemic awareness, reading skills, and reading levels. Improve teachers level of understanding of how to deliver high quality tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Reading Coach Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
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Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: 70% of our teachers had low assessment data due to teaching multiple grade levels and lack of differentiation to meet students academic needs. Root Cause : Low enrollment Recruitment student population teacher training on differentiation</p>
<p>Problem Statement 2: Student achievement needs to increase in all content areas and grade levels. Root Cause: increasing number of students in special education lack of motivation of students HQIM materials being used lack of checks for understanding</p>
School Processes & Programs
<p>Problem Statement 2: Current data shows that teachers need professional development in delivery of Tier 1 instruction to reach all subgroups: at risk, SPED, and LEP students. Root Cause: Admin and Curriculum coaches did not effectively monitor implementation of tier 1 instruction. Planning did not focus on how the curriculum is taught and at bats were not consistently implemented.</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 2023-2024.

Performance Objective 3: Increase 5th grade science STAAR scores by 15%, from 62% to 77% by May 2024.

Evaluation Data Sources: T-TESS

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

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: increase student understanding of science and increase science scores.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Instructional Coach Science teacher</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use research based programs and HQIM materials to increase hands on real world opportunities for students to connect with science.</p> <p>Strategy's Expected Result/Impact: increase students science scores</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Instructional coach Teacher</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Purchasing Think it up and other supplemental resources to enhance instruction and increase hands on learning in science.</p> <p>Strategy's Expected Result/Impact: increase student science scores</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teacher Instructional coach</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: K-6th grade students will utilize the STEM Lab twice monthly to increase opportunities for hands on learning by 30% by EOY 2023-2024.</p> <p>Strategy's Expected Result/Impact: Increase science achievement in all grade levels Increase students opportunity for hands on learning.</p> <p>Staff Responsible for Monitoring: Science teachers Associate Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: 70% of our teachers had low assessment data due to teaching multiple grade levels and lack of differentiation to meet students academic needs. Root Cause : Low enrollment Recruitment student population teacher training on differentiation</p>
<p>Problem Statement 2: Student achievement needs to increase in all content areas and grade levels. Root Cause: increasing number of students in special education lack of motivation of students HQIM materials being used lack of checks for understanding</p>

School Processes & Programs

Problem Statement 2: Current data shows that teachers need professional development in delivery of Tier 1 instruction to reach all subgroups: at risk, SPED, and LEP students.
Root Cause: Admin and Curriculum coaches did not effectively monitor implementation of tier 1 instruction. Planning did not focus on how the curriculum is taught and at bats were not consistently implemented.

Goal 1: ACADEMIC ACHIEVEMENT :

Increase student scores to 85% approaches and 45% meets, 25% masters on all State and District Assessments by the EOY 2023-2024.

Performance Objective 4: Implementation of campus wide data tracking system of student assessment performance with 100%.





Evaluation Data Sources: Benchmarks (CBA and DBA)

Interim Assessment

PLC Sign in sheets

Student data folders

Strategy 1 Details	Reviews			
<p>Strategy 1: During PLCs, checkpoint/benchmark data will be analyzed to monitor the progress of student growth in all targeted subgroups. Timely interventions will be provided to address students' identified needs.</p> <p>Strategy's Expected Result/Impact: increase student growth in all content areas Teachers and students will understand how to improve</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
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Performance Objective 4 Problem Statements:





Student Learning
<p>Problem Statement 2: Student achievement needs to increase in all content areas and grade levels. Root Cause: increasing number of students in special education lack of motivation of students HQIM materials being used lack of checks for understanding</p>
School Processes & Programs
<p>Problem Statement 2: Current data shows that teachers need professional development in delivery of Tier 1 instruction to reach all subgroups: at risk, SPED, and LEP students. Root Cause: Admin and Curriculum coaches did not effectively monitor implementation of tier 1 instruction. Planning did not focus on how the curriculum is taught and at bats were not consistently implemented.</p>

Goal 2: CAMPUS CULTURE and CLIMATE:

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

Performance Objective 1: Increase parent and family engagement activities, to at least 80% involvement by the end of the school year.

Evaluation Data Sources: Sign in sheets from parent involvement events on campus such as Sleds, Academic nights, science fair, STAAR night, parent lunch and learns, Principal connection.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase opportunities for parents to engage with the campus through various events during the school year.</p> <p>Strategy's Expected Result/Impact: increase parent attendance at events and allow parents to feel connected to the campus</p> <p>Staff Responsible for Monitoring: Principal Counselor Associate Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
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Performance Objective 1 Problem Statements:





Perceptions
<p>Problem Statement 1: About 45% Parents do not feel connected to the campus and feel the campus communication is ineffective. Root Cause: lack of monitoring teacher weekly emails to parents low attendance to The principal connection meeting Parents stating not receiving (weekly emails, remind 101s) low participation in PTC</p>

Goal 2: CAMPUS CULTURE and CLIMATE:

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

Performance Objective 2: Implement campus committees to increase buy in, to 100% of the staff, by the end of the school year.

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: increase campus morale and teacher retention</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</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, redesign library, improve classrooms, and STEAM Lab</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 Associate Principal Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 3: WELL-ROUNDED:

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

Performance Objective 1: RSPA Northshore will educate students and families regarding the importance of regular school attendance and its impact on student achievement.

Evaluation Data Sources: Student attendance percentages each nine weeks.

Strategy 1 Details	Reviews			
<p>Strategy 1: Attendance: Provide attendance incentives to individual students with perfect attendance at the end of each grading period and the entire school year, and grade levels with the highest weekly and monthly attendance.</p> <p>Strategy's Expected Result/Impact: Recognition of perfect attendance and will increase daily average attendance by 4%</p> <p>Staff Responsible for Monitoring: Attendance clerk Associate Principal Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Have conferences with parents each nine weeks of all students that have attendance concerns.</p> <p>Strategy's Expected Result/Impact: Increase attendance by 4% and reduce the number of students having to attend summer school due to have 18or more unexcused absences.</p> <p>Staff Responsible for Monitoring: Principal Associate principal Attendance Clerk</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Attendance rates in grades Pre-Kindergarten through 6th were below the 98% campus goal during the 2022-2023 school year **Root Cause:** Need to implement attendance conferences with parents of students with excessive absences and tardies Parents lack understanding of how absenteeism effects students learning students in lower grades become ill more frequently





Goal 3: WELL-ROUNDED:

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

Performance Objective 2: During the 2023-2024 school year, we will build capacity in our teachers, teacher leaders, and school leadership team by ensuring that 100% of them participate in learning opportunities at the local and state levels.

Evaluation Data Sources: Implementation of strategies
 Sign in sheets
 Certification of completion for professional development

Strategy 1 Details	Reviews			
<p>Strategy 1: We will build the capacity of our teachers, teacher leaders, and campus leadership by receiving professional learning to improve schoolwide systems and instruction.</p> <p>Strategy's Expected Result/Impact: Development of campus leadership to provide admin the tools necessary for effective implementation of campus wide systems. Teachers implement effective instructional strategies to increase student learning.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: 70% of our teachers had low assessment data due to teaching multiple grade levels and lack of differentiation to meet students academic needs. Root Cause : Low enrollment Recruitment student population teacher training on differentiation</p>
<p>Problem Statement 2: Student achievement needs to increase in all content areas and grade levels. Root Cause: increasing number of students in special education lack of motivation of students HQIM materials being used lack of checks for understanding</p>
School Processes & Programs
<p>Problem Statement 2: Current data shows that teachers need professional development in delivery of Tier 1 instruction to reach all subgroups: at risk, SPED, and LEP students. Root Cause: Admin and Curriculum coaches did not effectively monitor implementation of tier 1 instruction. Planning did not focus on how the curriculum is taught and at bats were not consistently implemented.</p>





Goal 3: WELL-ROUNDED:

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

Performance Objective 3: Recognize teachers and students for their successes throughout the campus each nine weeks.

- Evaluation Data Sources:** CBA and DBA Data
 Classroom walkthroughs
 Grades
 Attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide incentives to teachers and students to promote improvement in academic achievement on CBAs, DBAs, and weekly Quizzes. Provide incentives to individual students with A/AB honor roll at the end of each grading period and the entire school year.</p> <p>Strategy's Expected Result/Impact: increase student motivation and academic achievement Increased number of students demonstrating academic achievement on campus-based assessments.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:





Demographics
<p>Problem Statement 1: Attendance rates in grades Pre-Kindergarten through 6th were below the 98% campus goal during the 2022-2023 school year Root Cause: Need to implement attendance conferences with parents of students with excessive absences and tardies Parents lack understanding of how absenteeism effects students learning students in lower grades become ill more frequently</p>
Student Learning
<p>Problem Statement 2: Student achievement needs to increase in all content areas and grade levels. Root Cause: increasing number of students in special education lack of motivation of students HQIM materials being used lack of checks for understanding</p>

Goal 3: WELL-ROUNDED:

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

Performance Objective 4: Increase awareness for students and parents to understand the importance of post secondary readiness and real world connections to student learning.

Evaluation Data Sources: students and parents understanding of post secondary readiness
 Surveys
 Field experiences





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for students to visit local colleges and a career day to expose students to different career choices.</p> <p>Strategy's Expected Result/Impact: Increase awareness of preparation to attend college and various career choices.</p> <p>Staff Responsible for Monitoring: Counselor Associate Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide students real world and hands on connections to the curriculums through district created PBELLS and field experiences.</p> <p>Strategy's Expected Result/Impact: increase students understanding of all content curriculum and increase CBA, DBA, and STAAR scores.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 4: SAFETY

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

Performance Objective 1: During the 2023-2024 SY all stakeholders will practice and understand all safety protocols to 100%

Evaluation Data Sources: All stakeholders understanding of safety protocols on campus

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will complete monthly fire drills and safety drills such as lockdown, lockout, shelter in place, and reverse evacuation drills each semester.</p> <p>Strategy's Expected Result/Impact: All staff and students will have an understanding of safety procedures during a crisis or bad weather situation.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Crisis Management Team</p>	Formative			Summative
	Nov	Jan	Mar	June
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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.

Evaluation Data Sources: decrease in student behaviors and students in ISS.

Strategy 1 Details	Reviews			
<p>Strategy 1: Use Getter better faster and TALC strategies in the classroom and throughout the campus. Strategy's Expected Result/Impact: decrease in student behavior and students being assigned ISS multiple times. students will follow campus and classroom protocols. Staff Responsible for Monitoring: Teachers Principal Associate Principal ISS teacher</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation of restorative discipline Strategy's Expected Result/Impact: increase student awareness on how to handle difficult situations. Staff Responsible for Monitoring: Counselor Principal Associate Principal</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Create a sensory room to help reduce behavior issues and meet students emotional needs</p> <p>Strategy's Expected Result/Impact: Decrease student behavior and increase social awareness</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Students need to learn to respond appropriately to a variety of situations. Root Cause: lack of coping skills and social awareness lack effective communication skills on how to talk through situations.</p>





Goal 4: SAFETY

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

Performance Objective 3: Implement a schoolwide behavior system, this school year, for 100% of the students and staff to use.

Evaluation Data Sources: decrease in office referrals
observation of student behaviors around the campus

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase PBIS Rewards and have teachers and counselor implement</p> <p>Strategy's Expected Result/Impact: Decrease student behaviors and increase student motivation in the classroom</p> <p>Staff Responsible for Monitoring: Counselor Teachers/Staff Principal Associate 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
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish and create campus wide expectations for student behavior in various areas of campus such as cafeteria, hallway, restroom and classroom (tiger ten)</p> <p>Strategy's Expected Result/Impact: Decrease in student misbehaviors</p> <p>Staff Responsible for Monitoring: Principal AP Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a Admin treasure chest to recognize students that have outstanding or improvement in behavior through out the campus.</p> <p>Strategy's Expected Result/Impact: Decrease discipline issues. Allow students to fell more connected to campus.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teacher Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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