

Rhodes School for the Performing Arts
Northshore
2024-2025 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 5th 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.

- The Rhodes School for the Performing Arts, Northshore Elementary Campus, is a diverse Charter School campus serving PreK-5th grade scholars. The campus is located in the East area of Houston, TX.

The student population at Rhodes School for the performing Arts is

African American	150
Hispanic	24
White	14
Indian/Two or more races	6
Total Enrollment	194

The overall percentage of economically disadvantaged for the 2023-2024 school year is 72.68 %. The average daily attendance rate for staff is 94% and attendance rate for students was 93%.. Rhodes School North Shore had a total of 55 disciplines referrals this year.

STAFF Breakdown:

Male: 8

Female:20
African American:24
White:0
Hispanic: 4

Demographics Strengths

Rhodes School for the Performing Arts - Northshore Elementary has many strengths. Some of the most notable demographic strengths include:

1. Interest in the district and campus has increased resulting in a waitlist for the 2024-2025 school year.
2. Our students' ethnicity and teacher ethnicity correlate so students are able to identify with the staff that look like them.
3. Increase in class sections for each grade level due to the Co-location of our elementary students.
4. Increase the amount of students that are not on free and reduced lunch.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rates in grades Pre-Kindergarten through 5th were below the 95 % campus goal during the 2024-2025 school year

Root Cause: Need to implement attendance conferences with parents of students with excessive absences and tardies. Parents lack understanding of how absenteeism affects students' learning. Students in lower grades become ill more frequently.

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

Root Cause: poor attendance, failing STAAR assessments, limited English proficiency, other exasperating circumstances outside our control.

Student Learning

Student Learning Summary

The 2023-2024 STAAR results show that Rhodes School of performing Arts Northshore Elementary campus had a an overall increase of 15% for average math scores for approaching for 3rd-6th grade STAAR math.

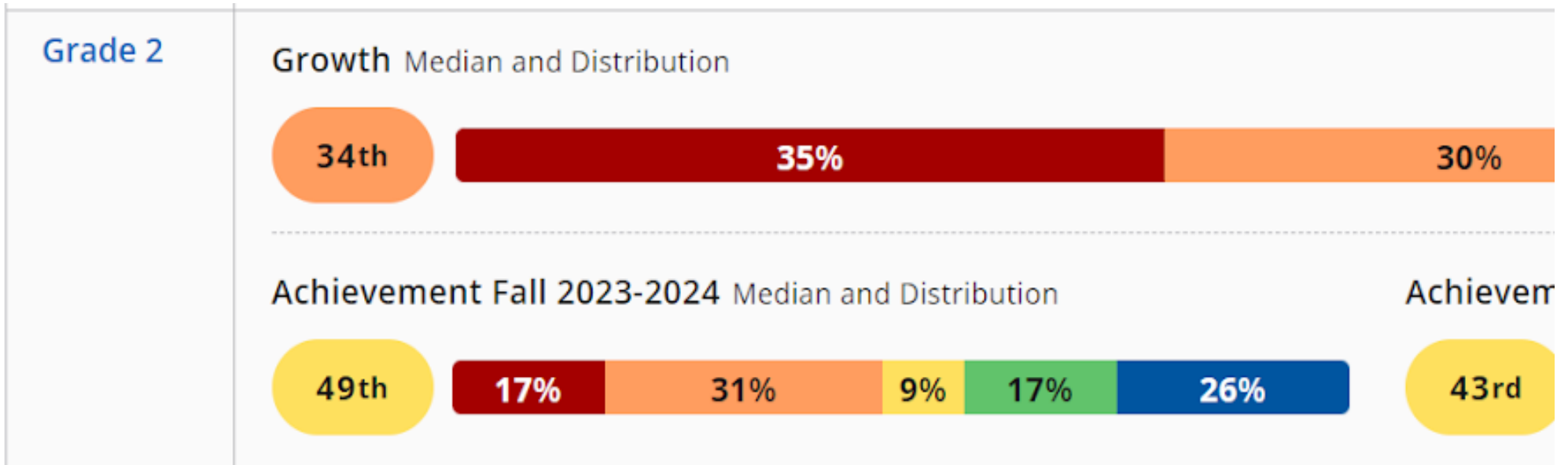
2023-2024 STAAR MATH			
Grade level	Approach	Meets	Masters
3rd Grade	78%	60%	30%
4th Grade	59%	32%	0%
5th Grade	50%	18%	0%
6th Grade	73%	23%	8%

2023-2024 STAAR READING			
Grade level	Approach	Meets	Masters
3rd Grade	57%	17%	4%
4th Grade	68%	9%	5%
5th Grade	54%	32%	7%
6th Grade	58%	46%	15%

2023-2024 STAAR SCIENCE

Grade level	Approach	Meets	Masters
5th Grade	33%		

Growth from Fall 23- Spring 24 for NWEA math assessment K-2



Growth from Fall 23- Spring 24 for NWEA Reading assessment K-2nd

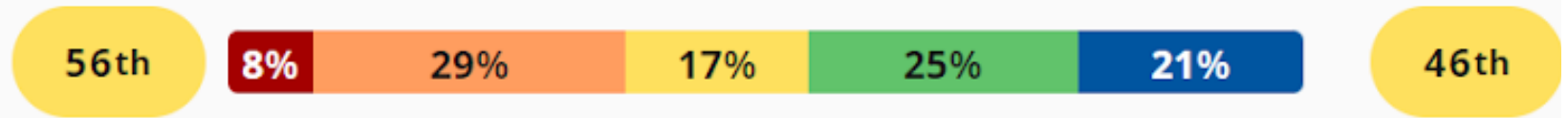
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Growth Median and Distribution



Achievement Fall 2023-2024 Median and Distribution

Achievem



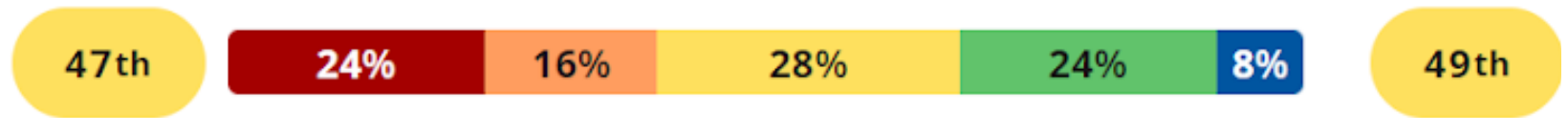
Grade 1

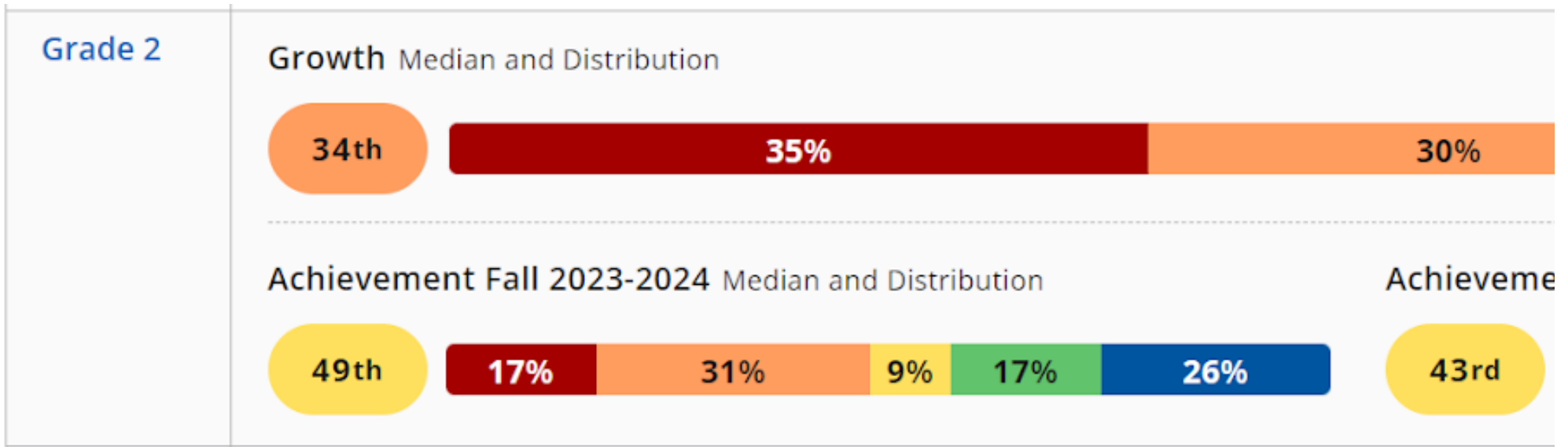
Growth Median and Distribution



Achievement Fall 2023-2024 Median and Distribution

Achievem





Student Learning Strengths

Our Strengths in student learning is

- 3rd grade math STAAR increased in approaches, meets, and masters.
- 4th grade reading STAAR increased in approaches
- Implementing data meeting and student data conferences improved our overall performance in all grade levels.
- Increase growth in the K-1 NWEA reading scores.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student achievement decreased in ELAR in 3rd, 5th, and 6th grade.

Root Cause: increasing number of students in special education lack of motivation of students lack of checks for understanding

Problem Statement 2 (Prioritized): 5th grade science STAAR scores are 33%

Root Cause: teacher left at 2nd semester increase in number of special education students Instructional coach was inconsistent with working with scholars

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-6th, 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): 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.

Problem Statement 2 (Prioritized): Teachers need to implement effective small groups instructions.

Root Cause: -inconsistent teacher training -teacher buy-in -teacher professional development

Problem Statement 3 (Prioritized): Communication between teachers and parents is about 65% effective

Root Cause: Some teachers are not contacting parents before the problem escalate with students Some parents not reaching out because of language barriers Teachers need to send out weekly emails Campus needs to send out reminds consistently

Perceptions

Perceptions Summary

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 8th 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 (Prioritized): During the 2023-2024 School Year Attendance was below 97% and 20% of students had to attend summer school due to excessive absences and tardies.

Root Cause: Parents bring students late daily Parents are not aware of the tardy policy

Problem Statement 2 (Prioritized): This year the school had 56 discipline referrals with students that resulted in OSS or ISS.

Root Cause: 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 (Prioritized): Lack of parent/teacher involvement in our PTC (parent teacher crew) organization.

Root Cause: ineffective communication from PTC meeting were virtual Teachers not aware of events on campus

Priority Problem Statements

Problem Statement 1: During the 2023-2024 School Year Attendance was below 97% and 20% of students had to attend summer school due to excessive absences and tardies.

Root Cause 1: Parents bring students late daily Parents are not aware of the tardy policy

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Student achievement decreased in ELAR in 3rd, 5th, and 6th grade.

Root Cause 2: increasing number of students in special education lack of motivation of students lack of checks for understanding

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 5th grade science STAAR scores are 33%

Root Cause 3: teacher left at 2nd semester increase in number of special education students Instructional coach was inconsistent with working with scholars

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers need to implement effective small groups instructions.

Root Cause 4: -inconsistent teacher training -teacher buy-in -teacher professional development

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: This year the school had 56 discipline referrals with students that resulted in OSS or ISS.

Root Cause 5: 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 5 Areas: Perceptions

Problem Statement 6: Communication between teachers and parents is about 65% effective

Root Cause 6: Some teachers are not contacting parents before the problem escalate with students Some parents not reaching out because of language barriers Teachers need to send out weekly emails Campus needs to send out reminds consistently

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Lack of parent/teacher involvement in our PTC (parent teacher crew) organization.

Root Cause 7: ineffective communication from PTC meeting were virtual Teachers not aware of events on campus

Problem Statement 7 Areas: Perceptions

Problem Statement 8: 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 8: 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.

Problem Statement 8 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- RDA data

Parent/Community Data

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

Goals

Goal 1: ACADEMIC ACHIEVEMENT :





The percentage of students performing at or above grade level on all State and District Assessments by Meets Grade level standard by 10% by the end of the 2024-2025 school year.

Performance Objective 1: Increase growth of 3rd-4th grade students performance on STAAR Math and Reading by the end of 2025.

High Priority

Evaluation Data Sources: CBA, DBA, quizzes, Interim Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase research based instructional materials for math/reading 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: 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: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 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>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1, 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</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, 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>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: 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>
<p>Problem Statement 2: Teachers need to implement effective small groups instructions. Root Cause: -inconsistent teacher training -teacher buy-in -teacher professional development</p>





Goal 1: ACADEMIC ACHIEVEMENT :

The percentage of students performing at or above grade level on all State and District Assessments by Meets Grade level standard by 10% by the end of the 2024-2025 school year.

Performance Objective 2: Increase the number of students K-2nd on NWEA that performing average and above on the math and reading NWEA by 25% from an average of 21% to an average of 46% by May 2025

Evaluation Data Sources: TTESS
 Campus Walkthrough
 Data Meeting
 Classroom observations of small groups

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation and utilization of guide math to grow numeracy and mathematical foundation skills for K-2. Strategy's Expected Result/Impact: growth in students math NWEA scores Staff Responsible for Monitoring: Teachers Reading instructional coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize the HQIM program benchmark phonics to increase students in grades K-3 phonological awareness Strategy's Expected Result/Impact: increase in reading levels for all students in grade K-3 increase student comprehension and student reading fluency increase the number of scholars reading on grade level Staff Responsible for Monitoring: Associate principal Reading instructional coach.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Reading teachers will attend professional development to increase their level understanding in student engagement, phonemic awareness, and writing.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: 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> <p>Problem Statement 2: Teachers need to implement effective small groups instructions. Root Cause: -inconsistent teacher training -teacher buy-in -teacher professional development</p>

Goal 1: ACADEMIC ACHIEVEMENT :

The percentage of students performing at or above grade level on all State and District Assessments by Meets Grade level standard by 10% by the end of the 2024-2025 school year.

Performance Objective 3: Increase 5th grade science STAAR scores by 27%, from 33% to 60% by May 2025.

High Priority

Evaluation Data Sources: TTESS





Campus Walkthrough

Data Meeting

Classroom observations of small groups

Student Data Conferences

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 2 - School Processes & Programs 1, 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 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: K-6th grade students will utilize the STEM Lab/STEM bins twice monthly to increase opportunities for hands on learning by 30% by EOY 2024-2025	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 3 Problem Statements:





Student Learning
Problem Statement 2: 5th grade science STAAR scores are 33% Root Cause: teacher left at 2nd semester increase in number of special education students Instructional coach was inconsistent with working with scholars
School Processes & Programs
Problem Statement 1: 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. Problem Statement 2: Teachers need to implement effective small groups instructions. Root Cause: -inconsistent teacher training -teacher buy-in -teacher professional development

Goal 1: ACADEMIC ACHIEVEMENT :

The percentage of students performing at or above grade level on all State and District Assessments by Meets Grade level standard by 10% by the end of the 2024-2025 school year.

Performance Objective 4: 100% of the teachers utilize small group instruction during class time and ALT time

- Evaluation Data Sources:** Small Group observations
 Benchmarks (CBA and DBA)
 Interim Assessment
 PLC Sign in sheets
 Student data folders





Strategy 1 Details	Reviews			
Strategy 1: Purchase instruction material that will be utilized for small group lessons and reteach materials. Strategy's Expected Result/Impact: increase in student growth	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 1: Increase parent and family engagement activities, to at least 60% 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			
Strategy 1: Increase opportunities for parents to engage with the campus through various events during the school year. Strategy's Expected Result/Impact: Increase retention of families for the upcoming SY. Increase parent attendance at events and allow parents to feel connected to the campus.	Formative			Summative
	Nov	Jan	Mar	June
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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: Sign in sheets

Events on Campus

Surveys





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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement Campus Beautification projects, such as install a covering for the playground, add school signage, improve classrooms, landscaping, 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>	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 2: CAMPUS CULTURE and CLIMATE:

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

Performance Objective 3: Implement the House System with 100% of the staff and grade levels 3rd-8th that will include a PBIS system to encourage positive students behavior by the end of the school year.

Evaluation Data Sources: Reduced Discipline Referrals
 Teacher and students buy in
 Observation of house meetings

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers professional development on implementing house systems and building positive relationships with students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Purchase house decor from Ron Clark Academy to increase students engagement with house systems.	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 4: Increase positive interactions by having all stakeholders have 10 positive interactions with parents by face to face or via phone each week.

Evaluation Data Sources: Surveys
STAFF communication with parents
Communication logs

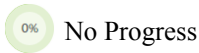
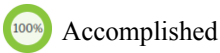
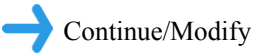

Goal 3: WELL-ROUNDED:

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

Performance Objective 1: 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>	Formative			Summative
	Nov	Jan	Mar	June










Goal 3: WELL-ROUNDED:

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

Performance Objective 2: 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>	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>	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: During the 2024-2025 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.

High Priority





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

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, this school year, for 100% of the students and staff to use.

Evaluation Data Sources: Tiger Ten
 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>	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>	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 feel more connected to campus</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Teacher Counselor</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 4: SAFETY

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

Performance Objective 2: During the 2024-2025 SY all stakeholders will practice and understand all safety protocols to 100%. Improve the campus infrastructure to improve overall safety of all stakeholders.





Evaluation Data Sources: Safety Drills

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
<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 4: SAFETY

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

Performance Objective 3: Increase training for STAFF with various professional development to ensure safety of all stakeholders.

Strategy 1 Details	Reviews			
Strategy 1: Professional development on safety drills, social emotional needs with the behavior specialist. Strategy's Expected Result/Impact: improve campus safety for all stakeholders create a safe place for students physically, socially, and emotionally	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>				