

Rhodes School for the Performing Arts

District Improvement Plan

2024-2025



Rhodes School
for the **Performing Arts**

Mission Statement

To develop critical thinkers who have the character to lead.

Vision

Rhodes School for the Performing Arts will be a model of educational excellence that develops students into people of integrity, who contribute to good of society, and who are equipped to successfully compete in the global marketplace.

Value Statement

Key Educational Elements:

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Rhodes School for the Performing and Visual Arts is a Pre-K through eighth-grade open enrollment, Title 1 charter district in the Houston and Humble, Texas area. The district was organized in 2007 to expand school choice for the students in East Harris County. For 14 years, the LEA has represented a non-traditional public school option in the community. Founded on scholarship, leadership, crew, and citizenship principles, we now celebrate our 16th year in education. There are two campuses in the charter district where we cultivate the minds of our scholars. The first is in the Humble area, and the second is in the North Shore area. The demographics of the scholars served are shown in the table below.

Demographics of Students Served by the District	
Total Students	
Male	%
Female	%
African American	%
Hispanic	%
Native Hawaiian	%
Two or more races	
Economically Disadvantaged	%
At-Risk	%
Special Education	%
LEP	%
GT	%

Demographics Strengths

RSPA serves students from 12 different school districts throughout the Houston area. The LEA welcomes students from all ethnic groups and provides programs that interest families from all ethnic backgrounds. We are working to diversify our student body with marketing efforts to attract students and families from various backgrounds to increase diversity, improve academic achievement, and expand school choice. RSPA is looking forward to experiencing the shift in demographics with our marketing campaign. We will start a STEM and expand our fine arts program to continue the legacy of providing education with real results. The Rhodes School for the Performing Arts will ensure district-wide equality in course offerings and appropriate staffing. We will continue strategically employing methods to increase the diversity of our student body, staff members, and stakeholders.

RSPA works diligently to recruit and hire highly qualified staff. Our HR department works diligently to ensure that our staff currently resembles our students and future demographics. The HR department and campus principals seek to recruit and hire a diverse staff population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The LEA should reflect more diversity in the student population.

Root Cause: The LEA should increase marketing to reflect a more diversified student population.

Problem Statement 2 (Prioritized): It is perceived that the LEA should improve communication for all stakeholders.

Root Cause: The LEA will increase in styles of communications.

Problem Statement 3: It is perceived that the school is not diversified.

Root Cause: The LEA should increase marketing to reflect a more diversified student population.

Student Learning

Student Learning Summary

Under the leadership of Superintendent Mrs. Miller, RSPA will develop and deliver a plan that strategically moves the district towards excellence. RSPA will carefully create the foundation to deliver excellence in public education. It will support the whole child by teaching character education and setting high expectations for all staff members and families to ensure our students meet their full potential. The charter district will look at our students' individual learning styles and mold their education around those styles to promote academic excellence. The strategic plan will continue to keep its focus on several comprehensive goals, such as; • Student Academic Achievement • School Safety • Parent Engagement • Well-Rounded Education.

The LEA will continue to use STARR to analyze the state of our student's academic growth. Below are the achievement scores for STAAR.

Texas Education Agency						
2024 STAAR Performance						
THE RHODES SCHOOL FOR PERFORMING ARTS (101861) - HARRIS COUNTY						
STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests						
Approaches GL or Above						%
Meets GL or Above						%
Masters GL						%
Total Percentage Points						%
Component Score						

Texas Education Agency						
2022 STAAR Performance						
THE RHODES SCHOOL FOR PERFORMING ARTS (101861) - HARRIS COUNTY						

Texas Education Agency															
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	%	%	%	%	*	*	-	%	%	%	%	%	%	%	%
At Meets GL Standard or Above	%	%	%	%	*	*	-	%	%	%	%	%	%	%	%
At Masters GL Standard	%	%	%	%	*	*	-	%	%	%	%	%	%	%	%
Number of Tests															
At Approaches GL Standard or Above					*	*	-								
At Meets GL Standard or Above					*	*	-								
At Masters GL Standard					*	*	-								
Total Tests					*	*	-								
Participation															
% participation 2022-23	%	%	%	%	-	*	-	%	%	%	%	%	100%	60%	67%
% participation 2023-24	%	%	%	%	*	*	-	%	%	%	%	%	100%	100%	100%
ELA/Reading															

Texas Education Agency															
Percent of Tests															
At Approaches GL Standard or Above	%	%	%	*	*	*	-	%	%	%	%	%	43%	71%	63%
At Meets GL Standard or Above	%	%	%	*	*	*	-	%	%	%	%	%	14%	45%	32%
At Masters GL Standard	%	%	%	*	*	*	-	%	%	%	%	%	14%	24%	13%
Number of Tests															
At Approaches GL Standard or Above				*	*	*	-						3	150	69
At Meets GL Standard or Above				*	*	*	-						1	94	35
At Masters GL Standard				*	*	*	-						1	50	14
Total Tests				*	*	*	-						7	210	109
Participation															
% participation 2022-23	%	%	%	%	-	*	-	%	%	%	%	%	*	61%	63%
% participation 2023-24	%	%	%	*	*	*	-	%	%	%	%	%	100%	100%	100%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	%	%	%	*	*	*	-	%	%	%	%	%	43%	67%	61%

Texas Education Agency															
At Meets GL Standard or Above	%	%	%	*	*	*	-	%	%	%	%	%	14%	31%	30%
At Masters GL Standard	%	%	%	*	*	*	-	%	%	%	%	%	14%	11%	7%
Number of Tests															
At Approaches GL Standard or Above				*	*	*	-						3	141	66
At Meets GL Standard or Above				*	*	*	-						1	66	32
At Masters GL Standard				*	*	*	-						1	23	8
Total Tests				*	*	*	-						7	210	108
Participation															
% participation 2020-21	%	%	%	%	-	*	-	%	%	%	%	%	*	60%	63%
% participation 2021-22	%	%	%	*	*	*	-	%	%	%	%	%	100%	100%	100%
Science															
Percent of Tests															
At Approaches GL Standard or Above	%	%	%	*	-	-	-	*	%	*	*	%	*	67%	67%
At Meets GL Standard or Above	%	%	%	*	-	-	-	*	%	*	*	%	*	39%	40%
At Masters GL Standard	%	%	%	*	-	-	-	*	%	*	*	%	*	15%	10%

Texas Education Agency															
Number of Tests															
At Approaches GL Standard or Above				*	-	-	-	*		*	*		*	45	20
At Meets GL Standard or Above				*	-	-	-	*		*	*		*	26	12
At Masters GL Standard				*	-	-	-	*		*	*		*	10	3
Total Tests				*	-	-	-	*		*	*		*	67	30
Participation															
% participation 2020-21	%	%	%	*	-	-	-	*	%	*	*	%	*	56%	78%
% participation 2021-22	%	%	%	*	-	-	-	*	%	*	*	%	*	100%	100%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	%	%	*	-	-	-	-	*	%	-	-	*	-	70%	67%
At Meets GL Standard or Above	%	%	*	-	-	-	-	*	%	-	-	*	-	20%	33%
At Masters GL Standard	%	%	*	-	-	-	-	*	%	-	-	*	-	5%	11%
Number of Tests															
At Approaches GL Standard or Above			*	-	-	-	-	*		-	-	*	-	14	6

Texas Education Agency															
At Meets GL Standard or Above			*	-	-	-	-	*		-	-	*	-	4	3
At Masters GL Standard			*	-	-	-	-	*		-	-	*	-	1	1
Total Tests			*	-	-	-	-	*		-	-	*	-	20	9
Participation															
% participation 2020-21	%	%	*	-	-	-	-	-	%	*	*	*	*	38%	*
% participation 2021-22	%	%	*	-	-	-	-	*	%	-	-	*	-	100%	100%

Student Learning Strengths

Our scholars are working diligently to close education gaps. Although STARR scores have declined, RSPA is following many of the State's initiatives to help close academic gaps that were enhanced by the COVID-19 pandemic. RSPA has adopted a new curriculum that will allow teachers to focus on how to teach, rather than what to teach. This strategy is expected to have a significant impact on student achievement but will take more time. The LEA will also continue to work with a third-party vendor to tutor our students and help move the LEA toward academic excellence.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): RSPA must close academic gaps

Root Cause: The LEA needs more intensive small group instruction to close academic gaps.

Problem Statement 2 (Prioritized): The LEA must hire and retain teachers.

Root Cause: The State of Texas has a teacher shortage.

Problem Statement 3 (Prioritized): The LEA must work to increase parent engagement.

Root Cause: Due to the COVID pandemic, parent engagement decreased.

District Processes & Programs

District Processes & Programs Summary

Title 1

The Rhodes School for the Performing Arts North Shore and Humble locations are Title 1 campuses. The LEA supports the school-wide program by providing an academic instructional coach at each campus. The coaches and RTI specialists are responsible for monitoring struggling students' academic performance. RTI specialists give direct instructions to students performing low academically. Coaches provide support to the teachers by providing best teaching practices, which promotes equity. The LEA has an SSO that oversees the LEA's federal programs. The SSO works with the Title 1 campuses to help develop the campus improvement plan, program evaluations, and campus needs assessments, and monitors the plans.

Curriculum & Instruction Department

RSPA has a very strong Curriculum and Instruction Department. The Curriculum & Instruction Department at Rhodes School for the Performing Arts ensures that our students are being taught the same skills as their home public-school peers. The department provides identifiable measurable results based on objectives to help determine student progress and academic achievement; keeps our students competitive when compared to others across the state; and ensures that our students can be successful in any educational setting, public or private.

Human Resources/Personnel

RSPA has contracted with a dynamic vendor to oversee the recruitment of highly qualified and certified staff members. The vendor brings a wealth of knowledge to help support our leadership staff to grow in leadership. The firm specializes in; Talent Management, Attraction, and Development, Recruitment Strategies, Assessments, Job Description & Analysis, Organizational Branding, and Employee Orientation.

Special Education

The Rhodes School for the Performing Arts Special Education Departments seeks to ensure that all students on every campus, in every classroom, every day, engage in rigorous, aligned, and active learning. We will embrace the abilities of all students, empowering them to succeed and lead as productive citizens.

Administrative

Our board members are experts in their fields and passionate about educational equity. Each Board of Directors is elected to represent the commitment to a strong educational program for our scholars.

Charles Russel M. Ed. serves as the President, Michelle Harris M. Ed, Brittany Hill, Chrishelle Palay, and Derrick Sherrard serve as members.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): The LEA must work towards increasing school safety.

Root Cause: The LEA must secure more funds to provide more safety measures.

Problem Statement 2 (Prioritized): The LEA must work to increase parent engagement.

Root Cause: Due to the COVID pandemic, parent engagement decreased.

Perceptions

Perceptions Summary

School Climate

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

Perceptions Strengths

Minimal student discipline referrals.

Continuous implementation of daily character education lessons.

Distinguished Fine Arts Program

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

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: It is perceived that the school is not diversified.

Root Cause: The LEA should increase marketing to reflect a more diversified student population.

Problem Statement 2 (Prioritized): It is perceived that the LEA should improve communication for all stakeholders.

Root Cause: The LEA will increase in styles of communications.

Problem Statement 3: The LEA should reflect more diversity in the student population.

Root Cause: The LEA should increase marketing to reflect a more diversified student population.

Priority Problem Statements

Problem Statement 1: RSPA must close academic gaps

Root Cause 1: The LEA needs more intensive small group instruction to close academic gaps.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The LEA must hire and retain teachers.

Root Cause 2: The State of Texas has a teacher shortage.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The LEA must work to increase parent engagement.

Root Cause 3: Due to the COVID pandemic, parent engagement decreased.

Problem Statement 3 Areas: Student Learning - District Processes & Programs

Problem Statement 4: The LEA must work towards increasing school safety.

Root Cause 4: The LEA must secure more funds to provide more safety measures.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: It is perceived that the LEA should improve communication for all stakeholders.

Root Cause 5: The LEA will increase in styles of communications.

Problem Statement 5 Areas: Demographics - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Academic Improvement:

The LEA will increase performance scores on STAAR by June 2025.

Performance Objective 1: The LEA will improve the performance of SPED students by 10%. The students receiving special education services will increase their performance by 10% on STAAR assessments by June 2025.

Current SPED Scores:

3rd ELA - %, Math- %

4th ELA- %, Math- %

5th ELA- %, Math- %, SCI - %

7th ELA-%, Math- %

8th ELA -%, Math %,





SCI-%

Soc.St.-%

HB3 Goal

Evaluation Data Sources: DBAs, Mock STAAR, and 2025 STAAR

Strategy 1 Details	Reviews			
Strategy 1: The LEA will incorporate HQIM in all subject areas. Strategy's Expected Result/Impact: The HQIM will help close learning gaps and accelerate instruction. Staff Responsible for Monitoring: C&I Department, At-Risk Coordinator, Instructional Specialist, Principals, Teachers Funding Sources: 279- TCLAS (ESSER III) - 279 - TCLAS (ESSER III)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Special Education training will be provided to teachers at the beginning of the year. Strategy's Expected Result/Impact: Teachers will be better equipped and more aware of the students' needs and how to address their needs. Staff Responsible for Monitoring: Special Education Director	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: The LEA will encourage and provide means for staff to work with students in small groups. RTI specialists conduct small group sessions with students to help close academic gaps. Strategy's Expected Result/Impact: Academic gaps will be closed. Staff Responsible for Monitoring: Special Education Director, At-Risk Coordinator, Teachers, Principals	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Academic Improvement:

The LEA will increase performance scores on STAAR by June 2025.

Performance Objective 2: The LEA will increase performance scores by 10% on the following STAAR assessments for all students by June 2025.

Current Scores:

3rd ELA %, Math %

4th ELA %, Math %

5th ELA %, Math %, SCI %

6th ELA %, Math %








7th ELA %, Math %

8th ELA %, Math %, SCI %, SS %

HB3 Goal

Evaluation Data Sources: DBAs, Mock STAAR, and 2025 STAAR

Strategy 1 Details	Reviews			
Strategy 1: The LEA will provide good Tier 1 sound teaching. Strategy's Expected Result/Impact: Academic gaps will be identified and closed by the classroom teacher. Staff Responsible for Monitoring: Teachers, C&I Campus Staff, At-Risk Coordinator, Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will take NWEA B.O.Y. to identify academic challenges. To pair with prior year STAAR data to identify students at risk for academic failure. Identified students will be served by an RTI Specialist beginning the first six weeks of school. Strategy's Expected Result/Impact: Students previously identified as at-risk, scores will improve by M.O.Y. Staff Responsible for Monitoring: Teachers, RTI Specialists, C and I Dept. Heads, & Principle	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: C&I Coaches will tutor at-risk students beginning in Spring 2024 and work with the teacher in the Fall of 2023 Strategy's Expected Result/Impact: Coaches will help with learning lost in the spring and will train teachers by modeling how create and to analyze assessment data in order to differentiate learning for each student. Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: The LEA will promote the teaching and repetition of math facts. Math facts will be visible throughout the campuses. Strategy's Expected Result/Impact: Students will increase score in Math. Staff Responsible for Monitoring: Teachers, Principals, LEA/Campus-based C&I.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: The LEA will promote attendance incentives and announce competition winners of the attendance awards.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Recruit and Retain Teachers: The LEA will attract and retain highly qualified and talented employees who will advance and promote academic and character education for all students. Strategy's Expected Result/Impact: The LEA will hire more highly qualified teachers which will have an impact on equity and quality of instruction for all students. Staff Responsible for Monitoring: Superintendent, HR Funding Sources: Contracted HR services - 255 - Title II, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: The LEA will provide small class sizes to increase academic achievement. Strategy's Expected Result/Impact: Increase academic scores. Staff Responsible for Monitoring: Superintendent Funding Sources: - 420- State Comp Ed (Direct Services 55%)	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 No Progress	 No Progress	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Academic Improvement:

The LEA will increase performance scores on STAAR by June 2025.

Performance Objective 3: The LEA will increase performance scores by 10% on the following STAAR assessments for ESL students by June 2025.

HB3 Goal

Evaluation Data Sources: Student Performance on STAAR Scores in all subject areas tested.

Strategy 1 Details	Reviews			
Strategy 1: The LEA will ensure that bilingual dictionaries are available to all ESL students. Strategy's Expected Result/Impact: Student will be able to translate vocabulary which will help increase comprehension. Staff Responsible for Monitoring: ESL Teacher, Teacher, C&I Campus-based	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The LEA will encourage teachers to obtain content and language training to better understand best practices for teaching ESL students. Strategy's Expected Result/Impact: Teachers will gain understanding of how to incorporate strategies in their lessons to help ESL students to increase comprehension. Staff Responsible for Monitoring: ESL Teachers, C&I staff, Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The LEA will provide professional development with the following vendors: Region 4 and surrounding Educational Centers throughout Texas District C & I District level Special Populations STAAR Training Lead4Ward P-Tess/T-Tess Harris County Department of Education and (others) Strategy's Expected Result/Impact: District level staff will provide teachers and staff with current professional development to remain relevant in their area of expertise. Staff Responsible for Monitoring: C&I, Principals	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Well-Rounded Education:

The LEA will provide a well-rounded education for scholars and families.

Performance Objective 1: The LEA will increase the awareness for families to utilize the LEA's Counselor/ Social Worker to provide wrap-around services. These services will help students and families get help and assistance needed post-pandemic.

Evaluation Data Sources: Surveys

Strategy 1 Details	Reviews			
Strategy 1: RSPA will provide McKinney-Vento and Title I related services to students who have been identified as homeless. Strategy's Expected Result/Impact: Students' needs will be met and students will be able to focus on their academics. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Prevention of over-use of discipline: The LEA will train Principals on steps to take when discipline is needed for students with special needs. The LEA will promote restorative discipline practices and character education. Strategy's Expected Result/Impact: The training and practices will prevent the overuse of discipline and keep students in the classroom to continue instruction. Staff Responsible for Monitoring: Special Education Director, Principals, Teachers (Character Education), Counselor.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The LEA will supplement field experience costs. Strategy's Expected Result/Impact: Students will have more real-world exposure and be able to connect those experiences to classroom experiences. Staff Responsible for Monitoring: Principals, teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: The Counselor/Social Worker will work with 8th-grade students to develop a transition plan for 9th-grade. Field trips to the high school will be planned to help students with future career and secondary academic plans. Strategy's Expected Result/Impact: The students will be ready to transition to high school and be on the right academic path for their future career choice. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue





Goal 2: Well-Rounded Education:

The LEA will provide a well-rounded education for scholars and families.

Performance Objective 2: The LEA will promote Parent, Family & Community Engagement.

Evaluation Data Sources: Surveys

Strategy 1 Details		Reviews			
Strategy 1: The LEA will partner with community services to provide opportunities and necessities to all students (Prioritizing homeless and struggling families); Free immunizations to the community Host a Thanksgiving luncheon for families Give free turkeys for Thanksgiving Free uniforms Food from the local food bank Shopping sprees Provide ways for families to help with community service events. Provide information on resources for the holidays. Send out information via newsletters on resources available to the community throughout the year. Provide surveys to ensure we are meeting the parents' needs: by asking questions like: "What are we not doing that you want to see?" Provide an opportunity for the students/parents to meet with the Principals /Superintendent to ask what they want to see. Strategy's Expected Result/Impact: These actions will provide more community engagement for the LEA. Staff Responsible for Monitoring: School Support Officer, Title 1 Coordinator, Principals, Communication Specialist		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: The LEA will provide more parent engagement opportunities for families and the community such as: District Block Party SLEDs Fine Arts Programs Health and Fitness Community Events Cultural Events Strategy's Expected Result/Impact: The more caregivers are involved with the scholars' learning, the more student success is expected. Staff Responsible for Monitoring: Superintendent, School Support Officer, Principals, and Fine Arts Director		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: The LEA will promote Parent & Family Engagement by providing: Homework help night; Family newsletters on how to help at home ; Offering bi-monthly meetings for parents after school with free babysitting services and snacks served; Classes to help parents with resume writing and health awareness by exercising via dancing; The Parent & Family Engagement Policy; Universal parent contact log; Rhodes Parents University; Face-to-face lunch and learn (30 minutes of academic/ 30 minutes of social interaction of lessons with Counselor/ Superintendent/Principal) ; Painting with the twist; Take your parents to school day. PFE Training Strategy's Expected Result/Impact: These actions will provide more parent & family engagement for the LEA. Staff Responsible for Monitoring: School Support Officer, Principals	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Well-Rounded Education:
The LEA will provide a well-rounded education for scholars and families.

Performance Objective 3: The LEA will provide a well-rounded program of instruction to meet hte academic needs of all students (i.e. fina arts and S.T.E.A.M.).

Evaluation Data Sources: Science Fair, Annual Theater Production, and Spring Recitals





Strategy 1 Details	Reviews			
Strategy 1: All students will participate in Science fair and Spring Recitals. Students grades 2 -8 will participate in the annual Winter Production. Strategy's Expected Result/Impact: Improved school attendance; Student survey shows at least 80% satisfaction with RSPA Staff Responsible for Monitoring: Fine arts teachers and Dept. Head, and principal	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

Goal 3: Safety:

The LEA will establish and implement a safety plan to maintain safe and secure schools throughout the district.

Performance Objective 1: The LEA will have a written plan of action that staff can easily read in case of an emergency.

Evaluation Data Sources: Easy to read flow charts/plans of actions.

Strategy 1 Details	Reviews			
Strategy 1: Each campus will develop a customized chart /plan of action for emergencies. Strategy's Expected Result/Impact: Assist/direct/prepare staff on what to do if a crisis should arise. Staff Responsible for Monitoring: Principals, Counselors, Teachers, Paras, Nurse, Peims	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The LEA will provide fencing, lighting, a buzzer system, cameras, Remind 101 (a mass communication system)/(Constant Contact) for the campuses. Strategy's Expected Result/Impact: Schools will be safer from outside threats. Staff Responsible for Monitoring: Safe Schools Manager, Maintenance Department, Principals, IT Director	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: School Culture-Team Building

The LEA will promote healthy school culture and conduct team-building experiences for staff members.

Performance Objective 1: The LEA will host annual events to promote culture and team-building events. EX:

Leadership Retreat

Staff Retreat





Staff Orientation

Back to School Rally

Attend PDs to keep the staff up to date with policies concerning Charter Schools.

Evaluation Data Sources: Remind, Surveys





Strategy 1 Details	Reviews			
Strategy 1: The LEA will contract with a 3rd party vendor to train leaders on how to work with staff conflicts and how to become better leaders. Strategy's Expected Result/Impact: The LEA will be able to retain staff members. Staff Responsible for Monitoring: HR, Superintendent, School Support Officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The LEA will continue to be transparent and accurate in communication. The LEA will use the following methods to communicate with families: Communication Specialist Website Monthly Bulletin Remind School Mint Social Media Chalk Talk Strategy's Expected Result/Impact: All stakeholders will be informed of the activities of the LEA. Staff Responsible for Monitoring: Communication Specialist	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The LEA will continue to provide a new teacher mentor program that will help provide educational equity. The mentor will work with new and tenured educators that struggle in certain areas.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to learn about their roles and expectations as a teacher at The Rhodes School for the Performing Arts. Tenured teachers will be able to learn best practices and evolve in their craft.</p> <p>Staff Responsible for Monitoring: New teacher mentor</p> <p>Funding Sources: New Teacher Mentor - 282-ESSER III</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 4: School Culture-Team Building
 The LEA will promote healthy school culture and conduct team-building experiences for staff members.

Performance Objective 2: The LEA will plan for new teachers who join RSPA mid-year by training them before they enter the classroom.

Evaluation Data Sources: Survey

Strategy 1 Details	Reviews			
Strategy 1: C&I Department and the campus Principals will be responsible for training the new teachers a week prior to entering the classroom; The Principal will provide a checklist for new employees; The Principal will provide a mentor; C&I Coaches will train on curriculum; The Lead Teacher will train on Web-smart Grade-book Strategy's Expected Result/Impact: New teachers will be prepared to work efficiently prior to entering the classroom. Staff Responsible for Monitoring: C&I, Principals, Mentor, Coaches, Lead Teacher	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 4: School Culture-Team Building

The LEA will promote healthy school culture and conduct team-building experiences for staff members.

Performance Objective 3: The LEA will promote effective communication and various modes of communication to reach all stakeholders.

Evaluation Data Sources: Surveys

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District 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					\$429,854.00
+/- Difference					\$429,854.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6	Contracted HR services		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$28,241.00
+/- Difference					\$28,241.00
279 - TCLAS (ESSER III)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	279- TCLAS (ESSER III)		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$677,379.00
+/- Difference					\$677,379.00
282-ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	New Teacher Mentor		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$430,519.00
+/- Difference					\$430,519.00
420- State Comp Ed (Direct Services 55%)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7			\$0.00
Sub-Total					\$0.00

420- State Comp Ed (Direct Services 55%)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$440,346.00
+/- Difference					\$440,346.00
281- ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
289 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$21,733.00
+/- Difference					\$21,733.00
199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
224 - IDEA-B Formula					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$100,063.00
+/- Difference					\$100,063.00
420 - Special Education (Direct Services 55%)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

420 - Special Education (Direct Services 55%)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$291,458.75
+/- Difference					\$291,458.75
225 - IDEA-B Preschool					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,573.00
+/- Difference					\$3,573.00
429 - TCLAS (General Revenue)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$39,582.00
+/- Difference					\$39,582.00
410 - EMAT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$15,188.00
+/- Difference					\$15,188.00
420 - Bilingual Education (Direct Services 55%)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$8,036.05
+/- Difference					\$8,036.05
420 - Gifted & Talented (Direct Services 100%)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

420 - Gifted & Talented (Direct Services 100%)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$3,812.00
+/- Difference					\$3,812.00
280 - ARP Homeless II Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$23,596.00
+/- Difference					\$23,596.00
Grand Total Budgeted					\$2,513,380.80
Grand Total Spent					\$0.00
+/- Difference					\$2,513,380.80