

Rhodes School for the Performing Arts



Humble

2025-2026 Campus Improvement Plan

Mission Statement

The mission of Rhodes School for the Performing Arts is to produce critical thinkers with 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 the good of society and who are equipped to compete in a global marketplace successfully.

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Comprehensive Needs Assessment

Demographics

Summary

The Rhodes School for the Performing Arts, is a diverse Charter School campus serving PreK-8th grade scholars. The campus is located at 13334 Wallisville RD, Houston TX 777049 in East area of Houston, TX. We are a Fine Arts Magnet school that has a goal to incorporate fine arts into our rigorous core academic curriculum.

The overall percentage of economically disadvantaged for the 2024-2025 school year is 75.32 %. The average daily attendance rate for staff is 92% and attendance rate for students was 93%..

The student population at Rhodes School for the performing Arts is

African American	349
Hispanic	41
White	11
Indian/Asian	10
Total Enrollment	394

The staff at The Rhodes School is comprised of the following: All of our teachers are highly qualified with 4-year degrees and/or teaching certifications.

RSPA Staff Demographics	
Male	11
Female	31
African American	41
Hispanic	3

Strengths

Demographics Strengths Rhodes School for the Performing Arts has many strengths. Some of the most notable demographic strengths include:

1. Our students ethnicity and teacher ethnicity correlate so students are able to identify with the staff that look like them.
2. The campus is a Pre-K through 8th-grade campus, so students and their families have developed strong relationships with the staff.

3. Increase of students that are GT and seeking advanced classes.

4. Increase in STEAM based opportunities for scholars on campus through fine arts selections and field experiences.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Attendance rates in grades Pre-Kindergarten through 8th were below the 95 % campus goal during the 2024-2025 school year	Pk-1st grade had the lowest attendance rates below 92% 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
2 ★	Campus lacks diversity in student and staff demographics	Low applicant numbers of non African American teachers Lack of marketing to Hispanic and white students.
3 ★	The enrollment has declined over the past three years and we are not retaining our goal of 90% of students from year to year.	Co-location of two campuses parent moving or choosing to attend their neighborhood school Staff training over restorative justice and customer service needs to improve Negative perception of the school

★ = Priority

Student Learning

Summary

- The 2024-2025 STAAR results for grades 3rd-8th and NWEA map testing for PK-2nd show that Rhodes School of Performing Arts had an overall growth in the areas of math and reading through all grade levels.

2024 -2025 STAAR Math			
Grade Level	Approach	Meets	Masters
3rd	49%	25%	6%
4th	74%	56%	35%
5th	64%	27%	7%
6th	69%	26%	3%
7th	70%	40%	13%
8th	88%	65%	24%

2024 -2025 STAAR Reading			
Grade Level	Approach	Meets	Masters
3rd	49%	13%	2%
4th	76%	29%	7%
5th	50%	32%	5%
6th	74%	43%	9%
7th	73%	40%	20%
8th	76%	59%	35%

2024 -2025 STAAR Science			
Grade Level	Approach	Meets	Masters

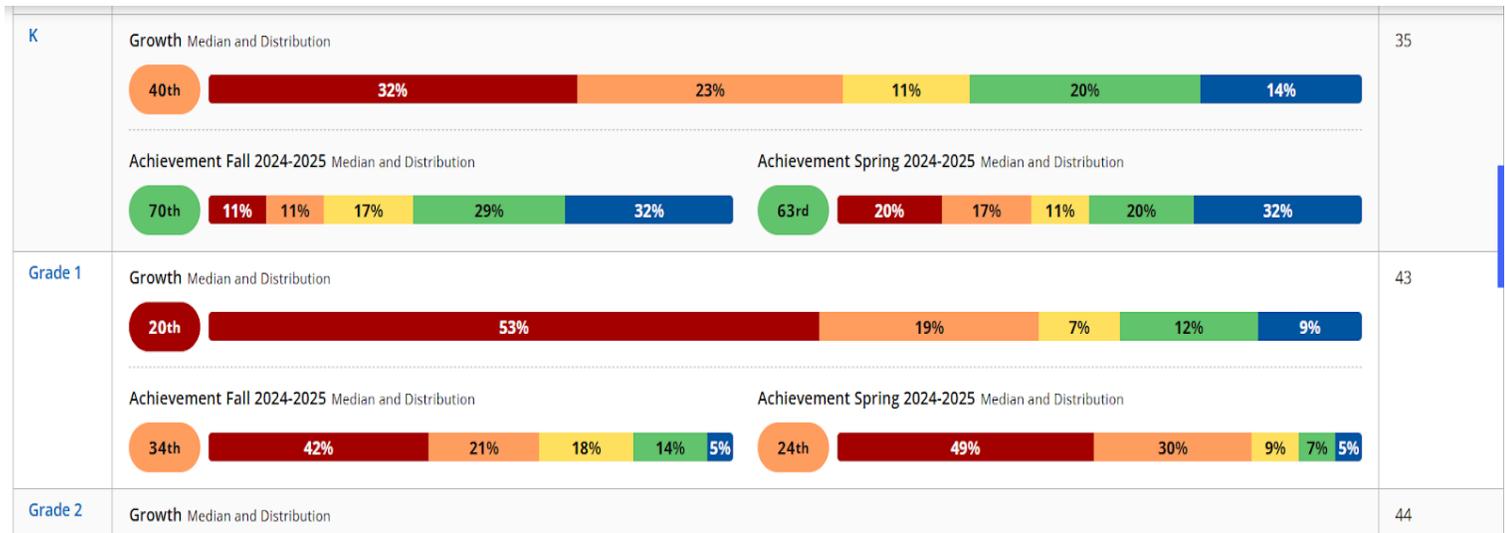
5th	45%	0%	0%
8th	76%	53%	18%

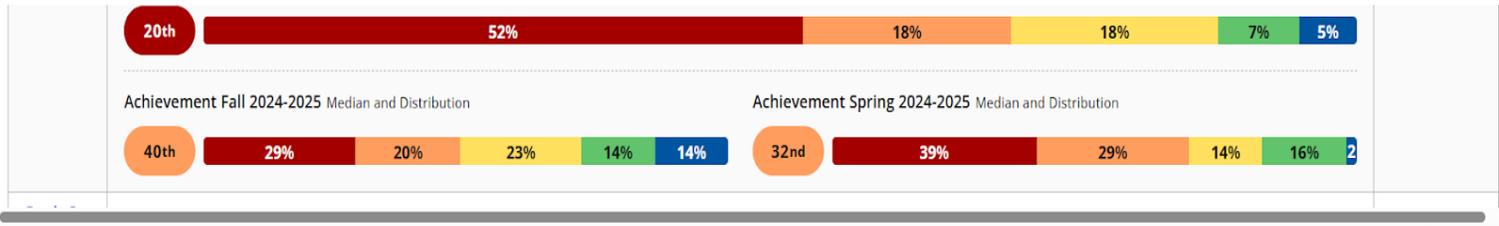
2024 -2025 STAAR Social Studies			
Grade Level	Approach	Meets	Masters
8th	59%	18%	6%

Prek-2nd Growth chart for Reading and Math, 1st and 3rd grade science

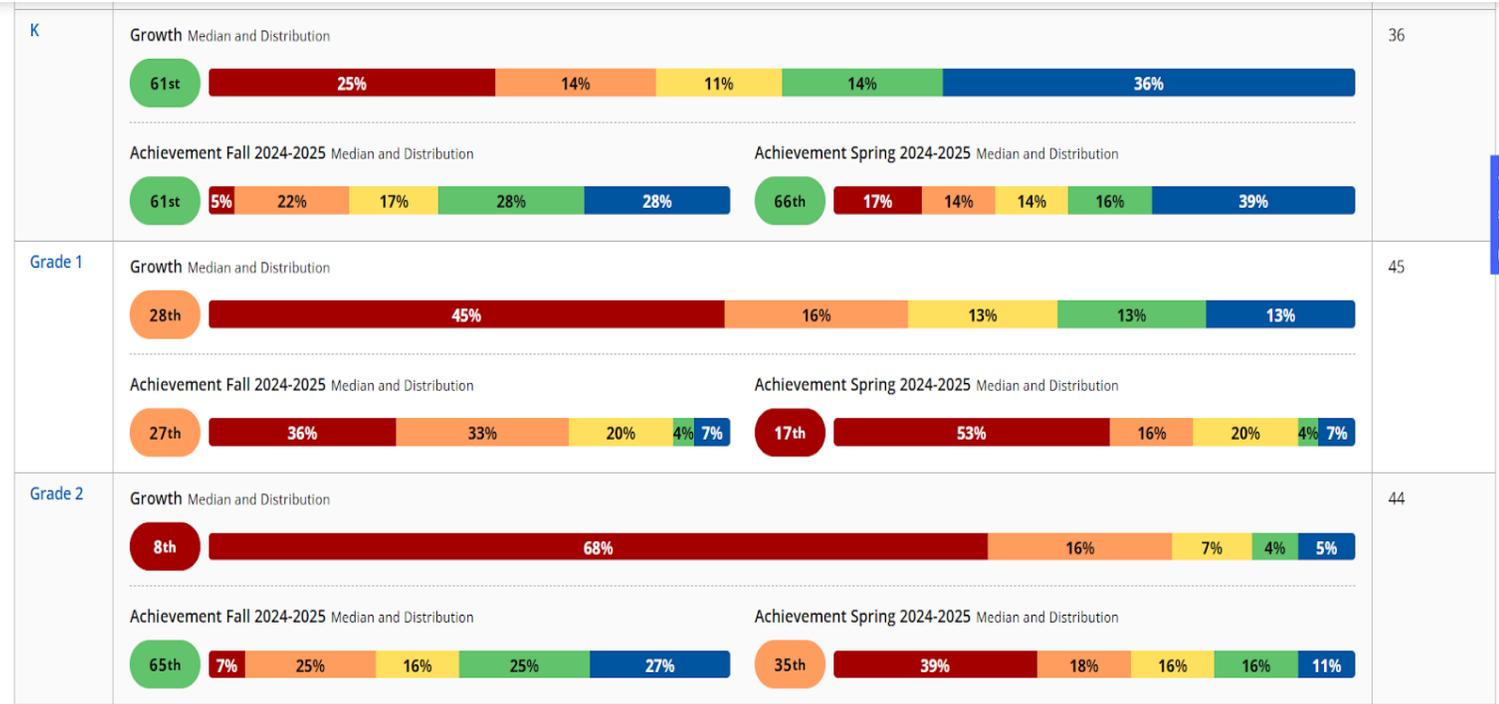
Grade level	Overall
Kindergarten Math	66%
Kindergarten Reading	75%
1st grade Reading	51%
1st Grade Math	41%
2nd grade math	41%
2nd grade Reading	30%
3rd grade Science	42%
3rd Grade Science	79%

Growth from Fall 24- Spring 25 for NWEA MATH assessment K-2nd





Growth from Fall 24- Spring 25 for NWEA MATH assessment K-2nd



Grade level	Overall
Kindergarten Math	66%
Kindergarten Reading	75%
First Grade Reading	51%
First Grade Math	41%
Second Grade Math	41%
Second Grade Reading	30%
Second Grade Science	42%
Grade Science	79%

Strengths

Our Strengths in student learning is

- 4th grade math and reading STAAR increased in approaches, meets, and masters.
- 6th-8th grade math STAAR had 40% or more of their students reach meets
- 6th-8th grade in all content areas had an increased in STAAR scores
- Implementing data meetings and student data conferences improved our overall performance in most grade levels.
- Increase growth in the Kinder NWEA reading scores.
- Using student data to provide professional development and support to teachers.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Student achievement declined in 3rd grade Math and Reading, and 5th grade ELA and Science, with decreased growth in K-2 Math and Reading, indicating a need for stronger foundational instruction and targeted support.	increasing number of students in special education and lack of motivation of students lack of checks for understanding. Students lack understanding of foundational skills Teachers did not maximize Tier 1 instruction.
2 ★	The high number of students in special education performing below the state and district average	The high number of special education students require more support to the teacher
3 ★	The number of students referred to the behavior Specialist due to misbehavior needs to decrease.	Increasing student absences and minimal parent involvement affect students' learning, creating constant classroom misbehavior.

★ = Priority

School Processes & Programs

Summary

At the Rhodes School for Performing Arts, we offer fine arts magnet school with an emphasis of integrating STEM and rigorous curriculum. Our campus has customized our classroom schedules to maximize instructional and intervention time according to the district's expectations. Our campus goals are aligned to the district goals for continuity. Teachers and staff have an opportunity to attend professional development to grow in areas of deficiency and enhance areas of strength. We have programs such as Dyslexia, RTI, SPED pull outs/in class support, tutoring, literacy intervention to provide services our scholars need to be successful. Scholars have an opportunity to participate in extra-curricular activities to help them grow and develop not just academically but socially as well. Furthermore the campus has increased in technology integration and we are a 1 to 1 district for students and teacher devices.

Strengths

School Processes & Programs Strengths

- Building teacher capacity-New teacher program/mentor/weekly PLC's/instructional coaching
- Professional development-campus/district
- Implementation of Data meeting and Data protocols
- District works with campuses to keep curriculum aligned
- 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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>Current data shows that teachers need professional development in delivery of Tier 1 and lesson internalization of the HQIM .</p>	<p>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. Most K-2 classes not meeting growth expectations</p>
<p>2 ★</p> <p>Current data teachers need more time for effective planning with coaches in grades 3-8</p>	<p>low STAAR and NWEA scores in 3rd grade teachers needing additional assistance with Delivery of Tier one instruction</p>

★ = Priority

Perceptions

Summary

The Rhodes School for Performing Arts is built on strong partnerships with families, providing them with resources to support student success. Teachers consistently go above and beyond—both in addressing student needs and participating in activities beyond the classroom. Our Fine Arts Program and rich school history contribute to a vibrant campus culture. The majority of parents are satisfied with our academic programs, feel connected and involved, and proudly recommend our campus to others. We maintain open communication with families through our school website, remind 101, and parent bulletins.

Survey results show that parents view RSPA as a safe, welcoming environment, and parents express trust in the staff and feel connected to the school community. In support of continued growth, teachers have recognized the need for campus systems to further enhance student success.

Strengths

Perception 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.
- Fine Arts Program
- School History
- Majority of parents are satisfied with the campus academic programs
- Parents feel connected and involved in the campus.
- Parents will recommend our campus to friends and Family

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Parent communication is inconsistent across stakeholders, highlighting the need for a streamlined, unified platform to ensure clarity and alignment.	Inconsistent school communication is causing confusion and low parent engagement, requiring more timely and clear outreach..
2 ★	Parents were not pleased with the visibility of the our PTC (parent, teacher, crew)	Inconsistency of the PTC officers and no clear communication of events/meetings during the 2nd semester.
3 ★	Lack of volunteer opportunities for parents in the classroom	Parents may be unsure of what roles they can take on or what is expected when volunteering.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Attendance rates in grades Pre-Kindergarten through 8th were below the 95 % campus goal during the 2024-2025 school year

Pk-1st grade had the lowest attendance rates below 92% 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

2
★

Campus lacks diversity in student and staff demographics

Low applicant numbers of non African American teachers Lack of marketing to Hispanic and white students.

3
★

The enrollment has declined over the past three years and we are not retaining our goal of 90% of students from year to year.

Co-location of two campuses parent moving or choosing to attend their neighborhood school Staff training over restorative justice and customer service needs to improve Negative perception of the school

4
★

Student achievement declined in 3rd grade Math and Reading, and 5th grade ELA and Science, with decreased growth in K-2 Math and Reading, indicating a need for stronger foundational instruction and targeted support.

increasing number of students in special education and lack of motivation of students lack of checks for understanding. Students lack understanding of foundational skills Teachers did not maximize Tier 1 instruction.

5
★

The high number of students in special education performing below the state and district average

The high number of special education students require more support to the teacher

6
★

The number of students referred to the behavior Specialist due to misbehavior needs to decrease.

Increasing student absences and minimal parent involvement affect students' learning, creating constant classroom misbehavior.

7
★

Current data shows that teachers need professional development in delivery of Tier 1 and lesson internalization of the HQIM .

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. Most K-2 classes not meeting growth expectations

8
★

Current data teachers need more time for effective planning with coaches in grades 3-8

low STAAR and NWEA scores in 3rd grade teachers needing additional assistance with Delivery of Tier one instruction

9
★

Parent communication is inconsistent across stakeholders, highlighting the need for a streamlined, unified platform to ensure clarity and alignment.

Inconsistent school communication is causing confusion and low parent engagement, requiring more timely and clear outreach..

10
★

Parents were not pleased with the visibility of the our PTC (parent, teacher, crew)

Inconsistency of the PTC officers and no clear communication of events/meetings during the 2nd semester.

11
★

Lack of volunteer opportunities for parents in the classroom

Parents may be unsure of what roles they can take on or what is expected when volunteering.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data



Goals

Goal 1

ACADEMIC ACHIEVEMENT: Increase student achievement and academic growth in all content areas by 25% on Circle, NWEA, and STAAR assessments by the end of the 2025-2026 school year.

Performance Objective 1 High Priority

By the end of the 2025-2026 school year, increase the percentage of students academic performance by 15% to 25% at each performance level on the STAAR Reading, Math, Science, and Social Studies assessments.

Evaluation Data Source: CBA, DBA, quizzes, Interim Assessments, exit tickets

Strategy 1 Targeted Support Strategy Results Driven Accountability

Purchase research based instructional materials for all content intervention and instructional district approved resources.

Strategy's Expected Result/Impact: multiple resources for teacher for instruction, intervention, and reinforcement of TEKS being assessed resulting in student growth.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November

January

March

June

Strategy 2

All math and science teachers will attend targeted professional develop to increase their level understanding in student engagement, instructional strategies, and content knowledge to improve Tier 1 instruction for all subgroups.

Strategy's Expected Result/Impact: increase teachers knowledge of high yield strategies resulting effective tier 1 instruction and students growth in all content areas.
grow students numeracy skills and conceptual understanding of math
Teacher utilize the HQIM with Fidelity.
increase in students performance all campus, district, and state assessments
Increase teachers understanding on how to differentiate instruction to all subgroups
increase the performance of our special education students
increase the performance of all students on state and district assessments

Staff Responsible for Monitoring: Principal
Associate Principal
Instructional Coaches
Teachers

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2

Title I:

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

Formative Reviews

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June

Strategy 3

All reading and social studies teachers will attend targeted professional develop to increase their level understanding in student engagement, instructional strategies, and content knowledge to improve Tier 1 instruction for all subgroups.

Strategy's Expected Result/Impact: grow students phonemic awareness, reading skills, and reading levels.
increase teachers knowledge of high yield strategies resulting effective tier 1 instruction and students growth in all content areas.
Teacher utilize the HQIM with Fidelity.
increase in students performance all campus, district, and state assessments
Increase teachers understanding on how to differentiate instruction to all subgroups
increase the performance of our special education students
increase the performance of all students on state and district assessments

Staff Responsible for Monitoring: Principal
Associate Principal
Instructional Coaches
Teachers

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 4

Implement ongoing professional development and instructional coaching to strengthen Tier 1 instruction, ensuring it is rigorous, data-driven, and responsive to the needs of all student subgroups.

Strategy's Expected Result/Impact: increase students understanding of concepts being taught
Increase student growth in all content areas
improve teachers tier one instruction

Staff Responsible for Monitoring: Instructional coaches
Principal
Associate Principal
Teachers
District C and I

Problem Statements: Student Learning 2 - School Processes & Programs 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

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

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Student achievement declined in 3rd grade Math and Reading, and 5th grade ELA and Science, with decreased growth in K-2 Math and Reading, indicating a need for stronger foundational instruction and targeted support.	increasing number of students in special education and lack of motivation of students lack of checks for understanding. Students lack understanding of foundational skills Teachers did not maximize Tier 1 instruction.
2 The high number of students in special education performing below the state and district average	The high number of special education students require more support to the teacher

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Current data shows that teachers need professional development in delivery of Tier 1 and lesson internalization of the HQIM .	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. Most K-2 classes not meeting growth expectations
2 Current data teachers need more time for effective planning with coaches in grades 3-8	low STAAR and NWEA scores in 3rd grade teachers needing additional assistance with Delivery of Tier one instruction

Performance Objective 2 High Priority HB3 Goal

Increase the number of students K-2nd on NWEA that meet or exceed their RIT Score on the math and reading NWEA by 25% from an average of 46% to an average of 61% by May 2026

Evaluation Data Source: Campus Walkthrough

NWEA assessments

CBA and DBA data

Classroom observations of small groups

mclass data

Strategy 1

Implementation and utilization of small group instruction using guide math and guided reading to grow numeracy/Literacy and mathematical /reading foundation skills for K-2.

Strategy's Expected Result/Impact: growth in students math and reading NWEA scores
Improve students reading levels and reading comprehension on running record assessments.
Teacher implement guided reading and math in small groups with fidelity

Staff Responsible for Monitoring: Teachers
Reading instructional coach
Principal
Assistant Principal

Problem Statements: Student Learning 1, 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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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
improvement in Mclass Data
Improvement in Growth on NWEA

Staff Responsible for Monitoring: Associate principal
Reading instructional coach.

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause	
1	Student achievement declined in 3rd grade Math and Reading, and 5th grade ELA and Science, with decreased growth in K-2 Math and Reading, indicating a need for stronger foundational instruction and targeted support.	increasing number of students in special education and lack of motivation of students lack of checks for understanding. Students lack understanding of foundational skills Teachers did not maximize Tier 1 instruction.
2	The high number of students in special education performing below the state and district average	The high number of special education students require more support to the teacher

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause	
1	Current data shows that teachers need professional development in delivery of Tier 1 and lesson internalization of the HQIM .	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. Most K-2 classes not meeting growth expectations

Performance Objective 3 High Priority

By the end of the 2025-2026 school year, improve writing proficiency in grades PK-8 across all content areas by implementing a campus-wide writing initiative that includes daily writing opportunities, integration of writing into all subject areas, and regular student writing assessments.

Evaluation Data Source: CBA, DBA, State Assessments
 Writing Portfolios
 Growth in Extended Constructive Responses

Strategy 1

Teachers will attend training on the implementation of effective writing strategies in all content areas.

Strategy's Expected Result/Impact: improve students ability to write in complete sentences, sentence structure, and write stories aligned the TEKS.

Staff Responsible for Monitoring: Reading Instructional Coach
 Teachers

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

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Strategy 2

Reading teachers grade 2-8 will host a writing camp using the strategy RACE to help students improve their writing skills and ability to write a literary essay.

Strategy's Expected Result/Impact: increase students ability to write a complete essay
increase students scores on the extended constructive response on STAAR
develop students ability to write effectively

Staff Responsible for Monitoring: Reading Teachers

Reading Coach
Principal
Assistant Principal
District C&I

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause	
1	Student achievement declined in 3rd grade Math and Reading, and 5th grade ELA and Science, with decreased growth in K-2 Math and Reading, indicating a need for stronger foundational instruction and targeted support.	increasing number of students in special education and lack of motivation of students lack of checks for understanding. Students lack understanding of foundational skills Teachers did not maximize Tier 1 instruction.
2	The high number of students in special education performing below the state and district average	The high number of special education students require more support to the teacher

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause	
1	Current data shows that teachers need professional development in delivery of Tier 1 and lesson internalization of the HQIM .	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. Most K-2 classes not meeting growth expectations

Performance Objective 4 **High Priority** **HB3 Goal**

By the end of the 2025-2026 school year, 95% of Pre-Kindergarten students will be on track in Phonological Awareness, Math, and Rapid Vocabulary domains on the CIRCLE Assessment, ensuring they are kindergarten ready.

Evaluation Data Source: BOY, MOY, and EOY assessment checkpoints
 Teacher anecdotal notes
 BOY, MOY, and EOY circle assessment data

Strategy 1

Utilize the HQIM program CLI Engage to increase students phonological awareness, rapid, vocabulary, and math skills.

Strategy's Expected Result/Impact: Increase number of students that are kinder ready build a strong foundation in a prek program

Staff Responsible for Monitoring: Prek- Teacher
 Prek-2nd Instructional Coach
 Associate Principal

Problem Statements: Demographics 1 - Student Learning 1

Title I:

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

All PreK teachers will attend targeted professional develop to increase their level understanding in student engagement, instructional strategies, and content knowledge.

Strategy's Expected Result/Impact: Increase teacher knowledge and improve tier 1 instruction
Increase number of students that are kinder ready
build a strong foundation in a Pre-k program

Staff Responsible for Monitoring: Prek- Teacher
Prek-2nd Instructional Coach
Associate Principal

Problem Statements: School Processes & Programs 1

Title I:

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Attendance rates in grades Pre-Kindergarten through 8th were below the 95 % campus goal during the 2024-2025 school year	Pk-1st grade had the lowest attendance rates below 92% 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

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Student achievement declined in 3rd grade Math and Reading, and 5th grade ELA and Science, with decreased growth in K-2 Math and Reading, indicating a need for stronger foundational instruction and targeted support.	increasing number of students in special education and lack of motivation of students lack of checks for understanding. Students lack understanding of foundational skills Teachers did not maximize Tier 1 instruction.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Current data shows that teachers need professional development in delivery of Tier 1 and lesson internalization of the HQIM .	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. Most K-2 classes not meeting growth expectations

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 Source: 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

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.

Staff Responsible for Monitoring: Counselor
District Community engagement specialist

Problem Statements: Perceptions 1, 2, 3

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

To strengthen home-school partnerships and enhance campus culture by increasing parent volunteer opportunities and participation during the 2025-2026 school year

Strategy's Expected Result/Impact: increase engagement with our parents and families
Improve our home to school partnership
increase student retention by 10% each school year

Staff Responsible for Monitoring: Counselor
Front office
Secretary
Teachers

Problem Statements: Demographics 1, 3 - Perceptions 1, 3

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Strategy 3

Revitalize PTC with Staff Leadership and Family Partnership Focus

Strategy's Expected Result/Impact: increase engagement with our parents and families
Improve our home to school partnership
increase student retention by 10% each school year

Staff Responsible for Monitoring: Counselor
Principal
Associate Principal
SCG Team

Problem Statements: Demographics 1 - Perceptions 1, 2, 3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Attendance rates in grades Pre-Kindergarten through 8th were below the 95 % campus goal during the 2024-2025 school year	Pk-1st grade had the lowest attendance rates below 92% 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
3	The enrollment has declined over the past three years and we are not retaining our goal of 90% of students from year to year.	Co-location of two campuses parent moving or choosing to attend their neighborhood school Staff training over restorative justice and customer service needs to improve Negative perception of the school

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parent communication is inconsistent across stakeholders, highlighting the need for a streamlined, unified platform to ensure clarity and alignment.	Inconsistent school communication is causing confusion and low parent engagement, requiring more timely and clear outreach..
2	Parents were not pleased with the visibility of the our PTC (parent, teacher, crew)	Inconsistency of the PTC officers and no clear communication of events/meetings during the 2nd semester.
3	Lack of volunteer opportunities for parents in the classroom	Parents may be unsure of what roles they can take on or what is expected when volunteering.

Performance Objective 2

Obtain an employee satisfaction rate of 80% or higher in regard to employee relations services

Evaluation Data Source: Sign in sheets
 Events on Campus
 Surveys

Strategy 1

Recognize staff accomplishments, birthdays, and provide staff with the opportunity to participate in some of the decision-making processes through staff surveys and committee membership

Strategy's Expected Result/Impact: increase campus morale and teacher retention
improve communication through out the campus
Staff will have a rating of at least 80% on the campus needs assessment regarding employee relations services.

Staff Responsible for Monitoring: Chair person of Committee
Principal
Front office Staff
Associate Principal
Campus Secretary
Counselor

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Strategy 2

Implement Campus Beautification projects, such as install a covering for the playground, add school signage, improve classrooms, landscaping, and STEAM Lab.

Strategy's Expected Result/Impact: improve climate and culture of students and staff by making the campus look nice
Increase students and staff retention
Increase enrollment and diversity at the campus

Staff Responsible for Monitoring: Principal
Associate Principal.
Campus Secretary

Problem Statements: Demographics 1, 2, 3

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p>1 Attendance rates in grades Pre-Kindergarten through 8th were below the 95 % campus goal during the 2024-2025 school year</p>	<p>Pk-1st grade had the lowest attendance rates below 92% 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</p>
<p>2 Campus lacks diversity in student and staff demographics</p>	<p>Low applicant numbers of non African American teachers Lack of marketing to Hispanic and white students.</p>
<p>3 The enrollment has declined over the past three years and we are not retaining our goal of 90% of students from year to year.</p>	<p>Co-location of two campuses parent moving or choosing to attend their neighborhood school Staff training over restorative justice and customer service needs to improve Negative perception of the school</p>

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 Source: Reduced Discipline Referrals
 Teacher and students buy in
 Observation of house meetings

Strategy 1

Provide teachers professional development on implementing house systems and building positive relationships with students.

Strategy's Expected Result/Impact: improve climate culture on the campus
 increase staff retention
 improve the positive interactions with scholars.

Staff Responsible for Monitoring: Principal
 Associate Principal
 Counselor
 SCG Team
 Team leads

Problem Statements: Student Learning 3

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Purchase house decor from Ron Clark Academy to increase students engagement with house systems.

Strategy's Expected Result/Impact: Decrease level 1 and 2 discipline issues with Scholars improve the climate and culture on the campus

Staff Responsible for Monitoring: Principal
Associate Principal
Counselor
SCG Team
Team Leads

Problem Statements: Student Learning 3

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

The number of students referred to the behavior Specialist due to misbehavior needs to decrease.

Increasing student absences and minimal parent involvement affect students' learning, creating constant classroom misbehavior.

Performance Objective 4

Increase positive interactions by having all stakeholders have positive interactions with all stakeholders by face to face or via phone each week.

Evaluation Data Source: parents Surveys
 Staff Surveys
 STAFF communication with parents
 Communication logs
 Weekly communication with staff

Strategy 1

Implement parent square to improve communication with parents, teachers, and students.

Strategy's Expected Result/Impact: Improvement communication with all stakeholders
 increase retention of staff and students
 improvement the perception of inconsistent communication
 improve in communication on surveys.

Staff Responsible for Monitoring: Principal
 Associate Principal

Problem Statements: Demographics 3 - Perceptions 1

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

The enrollment has declined over the past three years and we are not retaining our goal of 90% of students from year to year.

Co-location of two campuses parent moving or choosing to attend their neighborhood school Staff training over restorative justice and customer service needs to improve Negative perception of the school

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Parent communication is inconsistent across stakeholders, highlighting the need for a streamlined, unified platform to ensure clarity and alignment.

Inconsistent school communication is causing confusion and low parent engagement, requiring more timely and clear outreach..

Goal 3

WELL-ROUNDED:

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

Performance Objective 1

By the end of each nine-week grading period during the 2025-2026 school year, the campus will recognize 100% of eligible students for their successes in academics, attendance, and behavior.

Evaluation Data Source: CBA and DBA Data

Grades

Attendance

amount of house points each house receives.

behavior Referral form

OSS/ISS data

Strategy 1

Provide incentives to teachers and students to promote improvement in academic achievement on CBAs, DBAs, Provide incentives to individual students with A/AB honor roll at the end of each grading period and the entire school year.

Strategy's Expected Result/Impact: increase student motivation and academic achievement
Increased number of students demonstrating academic achievement on campus-based assessments.

Staff Responsible for Monitoring: Principal
Associate Principal

Problem Statements: Student Learning 3

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Recognize teachers for the academic and non academic success each nine weeks.

Strategy's Expected Result/Impact: Improvement campus climate and culture
increase staff retention
increase in academic success of students.

Staff Responsible for Monitoring: Principal
Associate Principal

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Use house rallies each nine weeks to recognize students growth in academics, behavior and attendance.

Strategy's Expected Result/Impact: increase student academics
increase students retention
decrease level 1 and 2 behavior offenses
increase students attendance
improve climate and culture among students.

Staff Responsible for Monitoring: Principal
Counselor
Associate Principal
SCG Team

Problem Statements: Demographics 1, 3 - Student Learning 1, 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause	
1	Attendance rates in grades Pre-Kindergarten through 8th were below the 95 % campus goal during the 2024-2025 school year	Pk-1st grade had the lowest attendance rates below 92% 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
3	The enrollment has declined over the past three years and we are not retaining our goal of 90% of students from year to year.	Co-location of two campuses parent moving or choosing to attend their neighborhood school Staff training over restorative justice and customer service needs to improve Negative perception of the school

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause	
1	Student achievement declined in 3rd grade Math and Reading, and 5th grade ELA and Science, with decreased growth in K-2 Math and Reading, indicating a need for stronger foundational instruction and targeted support.	increasing number of students in special education and lack of motivation of students lack of checks for understanding. Students lack understanding of foundational skills Teachers did not maximize Tier 1 instruction.
3	The number of students referred to the behavior Specialist due to misbehavior needs to decrease.	Increasing student absences and minimal parent involvement affect students' learning, creating constant classroom misbehavior.

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 Source: students and parents understanding of post secondary readiness
 Surveys
 Field experiences

Strategy 1

Provide opportunities for students to visit local colleges and a career day to expose students to different career choice

Strategy's Expected Result/Impact: Increase awareness of preparation to attend college and various career choices.

Staff Responsible for Monitoring: Counselor
Associate Principal

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Strategy 2

Provide students real world and hands on connections to the curriculums through district created PBELLS and field experiences.

Strategy's Expected Result/Impact: increase students understanding of all content curriculum and increase CBA, DBA, and STAAR scores.

Staff Responsible for Monitoring: Teachers
Administration

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Strategy 3

Host a high school information night to prepare our 8th grade students about high school endorsements and high school course selection

Strategy's Expected Result/Impact: increase parent and students understanding of high school requirements

Staff Responsible for Monitoring: Counselor
Administration

ESF Levers: Lever 3: Positive School Culture

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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.

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

Strategy 1

Build employee instructional capacity through coaching, professional development, and collaboration sessions. Provide new teacher and second year teachers support through our campus lead mentor and teacher mentors.

Strategy's Expected Result/Impact: Instructional coaches will be in compliance with coaching documentation.
Teachers will submit professional development evidence as part of their EOY summative evaluation.
Increase staff retention by 5%

Staff Responsible for Monitoring: Instructional Coaches
Principal
Associate Principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

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Performance Objective 4 High Priority

Increase overall student attendance by 3%, moving from 92% to 95%, by May 2026.

Evaluation Data Source: Attendance Reports
Excessive Absence Reports

Strategy 1

Conference with parents of students that have more than 4 absences or 12 tardies each nine weeks.

Strategy's Expected Result/Impact: decrease students absences
decrease students tardies

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Peims Dept
SCG Team

Problem Statements: Demographics 1, 3

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Counselor will track attendance of our students that are identified as homeless, foster care, or military and provide any resources needed to improve the attendance.

Strategy's Expected Result/Impact: Improve students attendance
improve student academics because they are at school

Staff Responsible for Monitoring: Counselor
Assistant Principal

Problem Statements: Demographics 1, 3

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

implementation of Quarterly attendance incentives and competitions to increase overall students attendance.

Strategy's Expected Result/Impact: Increase student attendance
Improve climate and culture for students.

Staff Responsible for Monitoring: Counselor
SCG Team
Assistant Principal

Problem Statements: Demographics 1, 3

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p>1</p> <p>Attendance rates in grades Pre-Kindergarten through 8th were below the 95 % campus goal during the 2024-2025 school year</p>	<p>Pk-1st grade had the lowest attendance rates below 92% 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</p>
<p>3</p> <p>The enrollment has declined over the past three years and we are not retaining our goal of 90% of students from year to year.</p>	<p>Co-location of two campuses parent moving or choosing to attend their neighborhood school Staff training over restorative justice and customer service needs to improve Negative perception of the school</p>

Goal 4

SAFETY

The campus will establish and 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 Source: Crew Essentials

decrease in office referrals

observation of student behaviors around the campus

Behavior Google Form

Strategy 1

Purchase Ron Clark House system app for PBIS and have teachers and counselor implement

Strategy's Expected Result/Impact: Decrease student behaviors and increase student motivation in the classroom

Staff Responsible for Monitoring: Counselor

Teachers/Staff

Principal

Associate Principal

Problem Statements: Demographics 1, 3 - Student Learning 3

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Establish and create campus wide expectations for student behavior in various areas of campus such as cafeteria, hallway, restroom and classroom Crew Essentials

Strategy's Expected Result/Impact: Decrease in student misbehaviors

Staff Responsible for Monitoring: Principal

AP

SCG Team

Teachers/Staff

Problem Statements: Student Learning 3

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Implement a PBIS treasure chest to recognize students that have outstanding or improvement in behavior through out the campus.

Strategy's Expected Result/Impact: Decrease discipline issues.
Allow students to fell more connected to campus

Staff Responsible for Monitoring: Principal
Associate Principal
Teacher
Counselor

Problem Statements: Demographics 1 - Student Learning 3

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause	
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3	The enrollment has declined over the past three years and we are not retaining our goal of 90% of students from year to year.	Co-location of two campuses parent moving or choosing to attend their neighborhood school Staff training over restorative justice and customer service needs to improve Negative perception of the school

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause	
3	The number of students referred to the behavior Specialist due to misbehavior needs to decrease.	Increasing student absences and minimal parent involvement affect students' learning, creating constant classroom misbehavior.

Performance Objective 2

Increase training for STAFF with various professional development to ensure safety of all stakeholders.

Strategy 1

Building Teacher Capacity to Support SEL and Reduce Low-Level Behavior Incidents

Strategy's Expected Result/Impact: Decrease level one and level two offenses improve staff to students relationships

Staff Responsible for Monitoring: SCG Team
Admin
Counselor

Problem Statements: Demographics 3 - Student Learning 3 - Perceptions 1

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

All teachers will implement morning crew and crew circles to help improve the social emotional need of all scholars

Strategy's Expected Result/Impact: Decrease level one and level two offenses
improve staff to students relationships

Staff Responsible for Monitoring: SCG team
Counselor
Admin

Problem Statements: Demographics 1 - Student Learning 3 - Perceptions 1

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Attendance rates in grades Pre-Kindergarten through 8th were below the 95 % campus goal during the 2024-2025 school year	Pk-1st grade had the lowest attendance rates below 92% 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
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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	The number of students referred to the behavior Specialist due to misbehavior needs to decrease.	Increasing student absences and minimal parent involvement affect students' learning, creating constant classroom misbehavior.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parent communication is inconsistent across stakeholders, highlighting the need for a streamlined, unified platform to ensure clarity and alignment.	Inconsistent school communication is causing confusion and low parent engagement, requiring more timely and clear outreach..