

The Rhodes School
Northwest
2019-2021 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

RSPA Northwest campus closed the 2019-2020 school year with 106 students and 15 staff members. According to the 2018-2019 TEA Report Card, our student population is majority African American, with an estimated 90% of the campus population. Hispanic students comprise approximately 6% of the student population with two or more races comprising the remaining percentages. For the 2019-2020 school year, 98% of the Northwest campus was comprised of African American teachers. There were 12 female staff members and 3 male staff members. The campus sits at the connecting points of the Acres Home and Oak Forest communities in Northern Houston. The Acres Home community is predominately African American and Hispanic while the Oak Forest community is varied in demographics. Within a 2 mile radius of the campus there are approximately 13 apartment complexes and a few housing complexes. The campus is housed within a Christian early academy building.

Demographics Strengths

- Year-to-year retention of students is high as many of the students and their families are committed to the Northwest campus and RSPA as an organization.
- The campus is housed within a Christian early learning academy, providing for opportunities for recruitment of future students and families.
- Teacher-to-student connection is strong as many of the students are taught by teachers of the same demographic. There is a sense of connectivity and relatability that is valued by the families

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus student population does not truly reflect the diversity in the surrounding community. **Root Cause:** Students of diverse demographics are not applying at higher

Problem Statement 2: Campus enrollment has not exceeded set goals for the past two years. **Root Cause:** Lack of recruitment initiatives implemented on the campus and in the surrounding community.

Student Academic Achievement

Student Academic Achievement Summary

According to the 2018-2019 TEA Report Card, the Northwest campus received an accountability rating of 'C', having received the same rating in each of the 3 domains. In Domain 2, the campus received a 70 out of 100, the lowest of the three domains. The campus did not receive any distinctions or designations for this academic year. Students in tested subjects showed incremental growth in Reading and maintained performance in Math. Throughout the course of the year, students participate in a robust formative and informative assessment program. Informative assessment and progress monitoring opportunities include: Running Records, Guided Reading, Campus Snapshots, and MAP testing. Formative assessment opportunities include: STAAR testing and district assessments. MAP testing has been helpful in more accurately diagnosing student progress. The data provides teachers additional support for determining student progress. At the Northwest location, campus snapshots were instituted to assist teachers in determining student mastery by TEKS and by unit.

Student Academic Achievement Strengths

Campus snapshots being instituted has impacted student achievement in a positive way. The snapshots are teacher created and are comprised of previous assessment questions that are STAAR aligned. MAP testing provides a strong progress monitoring opportunity for students. Students have shown academic gains specifically in reading. Math scores continue to show consistent progress.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: There is no growth in Domain 2 as a campus. **Root Cause:** Instructed has been delivered on-level instead of pushing for accelerated growth and mastery.

Problem Statement 2: Writing scores have experienced a sharp decline. **Root Cause:** Students have not been consistently been writing on a daily basis.

Perceptions

Perceptions Summary

The Northwest campus has made academic strides in student achievement and campus morale. The majority of the teachers and staff at this campus have been with the district for 3 or more years and are invested in the Northwest campus. The parent community is supportive of the work that occurs on campus each day and, through the parent support organization, seeks to provide additional support. Campus leadership has been frequent, leaving gaps for optimal operational efficiency and sustained instructional systems. In spite of this, the campus has maintained its accountability rating of 'C' and continues to offer a quality learning program that is comparable to the surrounding learning organizations.

Perceptions Strengths

- Desire for strong parent support.
- High teacher retention rate.
- Strong strides made towards increasing student achievement

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Inconsistent campus leadership provides for gaps in operational and instructional deficiencies. **Root Cause:** Campus leadership has changed each year of existence and does not provide the necessary stability for progression.

Problem Statement 2: Additional support is lacking from parent support organization. **Root Cause:** Accountability is lacking from the parent support organization which shows a decrease in school support activities.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

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
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- TTESS data

Parent/Community Data

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

Goals

Goal 1: To ensure all scholars are engaged in challenging and purposeful learning experiences to show growth in all academic areas.

Performance Objective 1: At least 72% of all regular education students enrolled in Kindergarten through 5th grade will earn the Approaches Grade Level standard on CBAs/Benchmarks and STAAR

Evaluation Data Source(s) 1: CBA and STAAR assessments

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Goal 1: To ensure all scholars are engaged in challenging and purposeful learning experiences to show growth in all academic areas.

Performance Objective 2: Increase writing achievement scores on state assessments by 50% for 4th graders in the upcoming year.

Evaluation Data Source(s) 2: STAAR Released assessments, STAAR assessment scores

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Goal 2: To recruit, develop, and retain highly qualified instructional staff and personnel that is both committed and prepared to effectively educate all scholars at or above the state level.

Performance Objective 1: To increase the campus' pool of knowledgeable and qualified teachers, the campus will retain 95% of its teachers/staff.

Evaluation Data Source(s) 1: Teacher retention data.

Summative Evaluation 1: Met Performance Objective

Goal 2: To recruit, develop, and retain highly qualified instructional staff and personnel that is both committed and prepared to effectively educate all scholars at or above the state level.

Performance Objective 2: To ensure continual professional development of teaching staff and improve classroom instruction.

Evaluation Data Source(s) 2: Teacher professional development plans

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Goal 3: To promote and develop opportunities to increase parental involvement and foster strong home-school partnerships.

Performance Objective 1: Ninety percent (90%) of parents will attend semi-annual SLED meetings.

Evaluation Data Source(s) 1: Sign-in sheets.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Goal 3: To promote and develop opportunities to increase parental involvement and foster strong home-school partnerships.

Performance Objective 2: Provide additional opportunities on campus for parent involvement.

Evaluation Data Source(s) 2: Parent organization meeting notes and campus calendar of activities.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Goal 4: To help familiarize and connect families to various resources within the community and facilitate their ability to obtain goods and services.

Performance Objective 1: Prepare a document that lists available community resources.

Evaluation Data Source(s) 1: Publication document

Summative Evaluation 1: No progress made toward meeting Performance Objective

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Teacher	Renelda White	Upper CREW Teacher
Teacher	Elizabeth Bell	Lower CREW Teacher
Non-classroom Professional	Mia Martin	Curriculum & Instruction Specialist