TEXAS SCHOOL OF THE ARTS
District/Campus Improvement Plan
2021/2022

Our mission is to inspire a lifelong passion for learning and empower students to achieve academic excellence through an arts-based education.

Betsy Compton, Principal - Paul Gravley, Superintendent
6025 Village Parkway, Edgecliff Village, TX 76134
817-732-8372
betsy.compton@mytesa.org

TEXAS SCHOOL OF THE ARTS

Mission

TeSA's Mission- Our mission is to inspire a lifelong passion for learning and empower students to achieve academic excellence through an arts-based education.

Vision

TeSA's Vision- Our vision is to inspire artistically talented students with a lifelong passion for learning, empowering them to achieve academic and artistic excellence.

TEXAS SCHOOL OF THE ARTS Site Base

Name	Position
Compton, Betsy	Principal
Smith, Tammy	PEIMS Clerk
Rigney, Mickey	Edgecliff Village Mayor
Ballew, Stephanie	TeSA Parent
Wallace, Kiera	Counselor
Martin, Megan	Kindergarten Teacher
Young, Rebecca	2nd Grade Teacher
Wilson, Michelle	5th Grade Teacher
Wilson, Nancy	Special Education Teacher

TEXAS SCHOOL OF THE ARTS

Goal 1. During the 2021-2022 school year, all students will make one year's academic growth.

Objective 1. TeSA teachers will conduct beginning, middle, and end of the year testing for all students and use the data to plan instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TeSA teachers will give the Measure of Academic Progress (MAP) assessment at the beginning, middle, and end of the year for 1st-5th grade Math, 3rd-5th grade Reading, and 5th grade Science. (Title I TA: 3,5,6) (Target Group: 1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 4.1,5.3)	Core Subject Teachers	September, December, May	(F)ESSER Funds - $5,200	Criteria: MAP reporting data
2. TeSA teachers will use CLI Engage as a diagnostic assessment tool for K-1 Math and Reading and 2nd Reading. (Title I TA: 3) (Target Group: K,1st,2nd) (Strategic Priorities: 2) (ESF: 5.3)	Core Subject Teachers	BOY, MOY, EOY		Criteria: CLI Engage reporting data
3. TeSA teachers will use the Lift Off/Education Galaxy diagnostic testing to identify areas of need for targeted online instructional strategies. (Title I TA: 3) (Target Group: 2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 5.3)	Core Subject Teachers	ongoing	(S)State Compensatory - $4,150	Criteria: Education Galaxy reporting data
4. TeSA will hire substitute teachers to continue instruction during early childhood testing dates while teachers focus on assessing students. (Title I TA: 1) (Target Group: K,1st,2nd) (Strategic Priorities: 2) (ESF: 5.3)	Principal	BOY, MOY, EOY		Criteria: evidence of lesson plans and testing data
5. TeSA teachers will have training opportunities for all testing platforms and associated technology. (Title I TA: 6) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Instructional Specialist	ongoing	(F)Title IIA Principal and Teacher Improvement	Criteria: faculty/staff survey results
6. TeSA teachers will plan at least one TEKS-based field trip during the academic year by using a TeSA-specific field trip request form. (Title I TA: 1,2,7) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.3)	Core Subject Teachers	ongoing	(F)ESSER Funds	Criteria: evidence of forms and lesson plans

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Goal 1. During the 2021-2022 school year, all students will make one year's academic growth.

Objective 2. TeSA teachers will utilize TEKS-Resource System to plan instruction for all core academic subjects.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TeSA Science Teachers will also utilize STEMScopes in Kindergarten-fifth grade as a curricular resource for class instruction. (Title I TA: 1,3,5,6) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.3,5.4)		August-May		Criteria: lesson plans & classroom observations
2. TeSA Math Teachers will also utilize GoMath in Kindergarten-5th grade as a curricular resource for class instruction. (Title I TA: 1,5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1)	Core Subject Teachers	August-May		Criteria: lesson plans & classroom observations
3. TeSA Math Teachers will also utilize ThinkUp! as a supplementary resource for 1st-5th instruction. (Title I TA: 1,5) (Target Group: 1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 4.1)	Core Subject Teachers	October-May	(S)State Compensatory - $4,029.90	Criteria: lesson plans & classroom observations
4. TeSA ELAR Teachers will also utilize Wonders in Kindergarten-5th grade for class instruction. (Title I TA: 1,5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1)	Core Subject Teachers	August-May		Criteria: lesson plans & classroom observations
5. 3rd-5th ELAR teachers will utilize Brightfish as a supplemental reading tool in the classroom. (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1)		ongoing		Criteria: Brightfish data reports & lesson plans
6. Some TeSA ELAR Teachers will pilot Daily 5 in their daily instruction. (Title I TA: 1,5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.1,5.3)	Core Subject Teachers	August-May	(S)State Compensatory - $20,523	Criteria: lesson plans & classroom observations
7. TeSA Teachers will have professional learning opportunities provided for each curricular resource available, as well as, Daily 5 and other instructional strategies. (Title I TA: 6) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 2.1)	Instructional Specialist	August, October, January	(F)Title IIA Principal and Teacher Improvement	Criteria: faculty survey data
8. TeSA teachers will plan TEKS-based field trips for each grade level. (Title I TA: 4,7)	Core Subject Teachers	October-May	(F)ESSER Funds	Criteria: lesson plans

TEXAS SCHOOL OF THE ARTS

Goal 1.   During the 2021-2022 school year, all students will make one year's academic growth.

Objective 2.   TeSA teachers will utilize TEKS-Resource System to plan instruction for all core academic subjects.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Target Group: All) (ESF: 3.4,4.1)				
9. Additional supplies, materials, furniture, and technology will be purchased to set up a MTSS room to meet the needs of all SPED, Dyslexia, 504, EB, and At-Risk students. (Title I TA: 1) (Target Group: ESL,LEP,SPED,AtRisk,Dys,504) (Strategic Priorities: 2) (ESF: 4.1,5.3,5.4)	Principal	ongoing		Criteria: MTSS lesson plans & student/parent survey data

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Goal 1.   During the 2021-2022 school year, all students will make one year's academic growth.

Objective 3.   Due to the mission of the school, more financial and curricular support will be given to the fine arts classes to better support students' artistic and developmental needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Music, costumes, props, and supplies will be purchased to support student TEKS exploration in the classroom and during performances. (Title I TA: 1) (Target Group: All) (ESF: 4.1,5.1)	Teacher(s)	ongoing		Criteria: lesson plans & performance videos/pictures
2. Due to termite damage, the TeSA theater will be updated with new flooring for student and staff safety and increased use to meet physical theatre TEKS. (Title I TA: 1) (Target Group: All) (ESF: 2.1,5.1)	Principal	March		Criteria: lesson plans
3. Arts-based field trips and/or performances invited to the campus will be utilized to meet Fine Arts TEKS. (Title I TA: 1) (Target Group: All) (ESF: 5.1)	Teacher(s)	ongoing	(F)ESSER Funds	Criteria: lesson plans

TEXAS SCHOOL OF THE ARTS

Goal 1.   During the 2021-2022 school year, all students will make one year's academic growth.

Objective 4.   TeSA teachers' and students' needs will be supported in and out of the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. An Instructional Aide will be hired to help students in the classroom and to prepare instructional materials for class. (Title I TA: 1) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 2.1,4.1)	Principal	August-May		Criteria: personnel records & MTSS plans
2. A Behavior Aide will be hired to allow the Special Education Teacher and Dyslexia Teacher more time to focus on students' academic needs. (Title I TA: 5) (Target Group: SPED,AtRisk,Dys,504) (Strategic Priorities: 1,2) (ESF: 2.1,5.4)	Principal	September-May	(F)IDEA Special Education	Criteria: personnel records, MTSS plans, BIP documentation
3. New student and teacher devices and accessories will be purchased, and wifi upgrades will be made, to ensure all online curricular resources can be used with fidelity. (Title I TA: 1) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 2.1,4.1)	Principal	September-March	(F)ESSER Funds	Criteria: lesson plans & classroom observations
4. TeSA certified teachers will be given the opportunity and learning support to earn GT and/or ESL Supplemental Certificates, and TeSA highly-qualified teachers will be given the opportunity and learning support to earn EC-4 or EC-6 Certifications. (Title I TA: 6) (Target Group: All,GT,504) (Strategic Priorities: 1) (ESF: 2.1)	Instructional Specialist	November-April	(F)Title IIA Principal and Teacher Improvement	Criteria: personnel records & faculty survey data
5. Additional TEKS-based books, math manipulatives, and science kits will be purchased to support and enhance classroom instruction, especially for EB and At-Risk students. (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.3)	Instructional Specialist	ongoing	(F)Title III Bilingual / ESL, (S)State Compensatory	Criteria: lesson plans & testing data

TEXAS SCHOOL OF THE ARTS

Goal 1.   During the 2021-2022 school year, all students will make one year's academic growth.

Objective 5.   In following HB4545 guidelines, TeSA will offer individually focused accelerated instruction for students in both Reading and Math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TeSA will offer additional compensation for teachers to plan and implement data-based, individual and small group instruction. (Title I TA: 1) (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 5.3)	Core Subject Teachers	September-May	(F)ESSER Funds	Criteria: Accelerated Instruction plans, faculty & student surveys
2. TeSA will provide At-Risk students enrolled in Accelerated Instruction snacks and additional reading and math supplies and materials. (Title I TA: 1) (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 5.3)	Instructional Specialist	October-May	(F)ESSER Funds	Criteria: Accelerated Instruction plans & testing data

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Goal 2. TeSA will retain at least 80% of all hired teachers and staff from the 2021-2022 to the 2022-2023 academic year.

Objective 1. Teachers will have input in all grade-level decisions and most campus-wide decisions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers and staff members will have the opportunity to provide feedback through membership in various self-selected campus committees. (Title I TA: 5) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Teacher(s)	ongoing		Criteria: committee minutes, faculty meeting agendas, & faculty survey data
2. Teachers will vote if they'd like to participate in the Teacher Incentive Allotment. (Title I TA: 5) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Teacher(s)	November		Criteria: survey data
3. Effective communication through PLCs, faculty meetings, email, and weekly principal's newsletters will keep teachers informed of all expectations, events, and opportunities within the school. (Target Group: All) (ESF: 2.1)	Principal	ongoing		Criteria: survey data, agendas, emails, & archived newsletters

TEXAS SCHOOL OF THE ARTS

Goal 2.   TeSA will retain at least 80% of all hired teachers and staff from the 2021-2022 to the 2022-2023 academic year.

Objective 2.   Teachers will have the opportunity for extra duty pay for various campus events and programs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Opportunities will be available for teachers to earn additional compensation for extra duties. (Title I TA: 5) (Target Group: AtRisk) (Strategic Priorities: 1,2) (ESF: 2.1,4.1)		ongoing	(F)ESSER Funds	Criteria: personnel records & faculty survey data
2. Teachers and staff will be reimbursed $500 due to their use of personal technology to support student needs. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Principal	December	(F)ESSER Funds - $15,000	Criteria: personnel records & faculty survey data

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Goal 2. TeSA will retain at least 80% of all hired teachers and staff from the 2021-2022 to the 2022-2023 academic year.

Objective 3. Pre-recorded webinars, online instruction, and face-to-face opportunities will be provided and encouraged for all teachers and staff through ESC Region 11, TEA, and other private organizations as applicable.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Diversity training, including focuses on various learning abilities, medical conditions, race, and gender, will be provided for all teachers and staff. (Title I TA: 6) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.1,2.1)	Principal	ongoing	(F)Title IIA Principal and Teacher Improvement	Criteria: PD agendas & faculty survey data
2. A TeSA mentor program will be developed to match new teachers with veteran teachers in a structured system to provide support. (Title I TA: 6) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.2,2.1,5.2)	Principal	ongoing	(F)Title IIA Principal and Teacher Improvement	Criteria: faculty survey data
3. School-Specific nursing training will be provided for the Campus Nurse. (Title I TA: 6) (Target Group: All) (ESF: 2.1)	School Nurse	October-May		Criteria: personnel records & staff survey data
4. Training on how to utilize all available technological devices and equipment, as well as, online programs and platforms, will be provided for all teachers and staff. (Title I TA: 6) (Target Group: All) (ESF: 2.1)	Principal	ongoing	(F)Title IIA Principal and Teacher Improvement	Criteria: PD agendas & faculty/staff survey data

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Goal 3. During the 2021-2022 school year, TeSA will provide a safe and nurturing environment for students, teachers, and staff.

Objective 1. Teachers will utilize a social/emotional program and strategies to provide a common language and structure for social/emotional growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TeSA teachers will have access to a Tribes Learning Communities book and receive ongoing training through faculty meetings and professional learning. (Title I TA: 1,4) (Target Group: All) (ESF: 3.2)	Counselor(s)	ongoing	(O)Local Districts	Criteria: Student referral rates to the office and the counselor.
2. TeSA will start year one of a three-year Positive Behavior and Interventions Support (PBIS) integration. (Title I TA: 4,6) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.1,1.2,2.1,3.1,3.2,3.3)	Principal	ongoing	(F)Title IV Safe and Drug Free - $1,500	Criteria: Student referral rates in comparison to the last two school years.
3. Administrative duties will be shifted to allow the School Counselor more time for guidance lessons, individual counseling, and family engagement. (Title I TA: 2,7) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.1,3.3,3.4)	Principal	August	(F)Title IV Safe and Drug Free - $950	Criteria: Tracking the number of guidance lessons conducted during the school year and parent and staff survey results.
4. The TeSA Sunshine Committee will provide celebration treats, small surprises, activities, and support for faculty and staff. (Strategic Priorities: 1) (ESF: 2.1)	Counselor(s), Teacher(s)	ongoing	(O)Local Districts - $250	Criteria: Campus morale survey results.

TEXAS SCHOOL OF THE ARTS

Goal 3. During the 2021-2022 school year, TeSA will provide a safe and nurturing environment for students, teachers, and staff.

Objective 2. The health and safety needs of all students and staff will be met while in the school building.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A Behavioral Aide will be hired to focus on helping high-needs students who may pose a harm to themselves or others and/or are extensively interrupting the learning of others. (Title I TA: 4) (Target Group: SPED) (Strategic Priorities: 1) (ESF: 2.1,3.2,3.3)	Principal	September	(F)IDEA Special Education	Criteria: Student referral rates.
2. Air filters will be purchased for every classroom and common space on campus to filter the air for disease, dust, and allergens. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1,3.1)	Principal	October, November	(F)ESSER Funds - $5,999	Criteria: Tracking the number of COVID cases before and after utilizing.
3. New air conditioning/heating units will be purchased to replace non-working units and to increase air flow and comfort. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1,3.1)	Principal	October	(F)ESSER Funds	Criteria: Tracking the number of COVID cases before and after utilizing.
4. First aide kits, flashlights, and additional security radios will be purchased in order to have one emergency kit for every classroom in case of an emergency. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1,3.1)	Principal	October	(F)Title IV Safe and Drug Free - $2,500	Criteria: Surveying staff on level of emergency supplies provided this school year.
5. A large computer monitor will be purchased to be able to display all security cameras on one screen. (Target Group: All) (Strategic Priorities: 1) (ESF: 3.1)	Principal	September	(F)Title IV Safe and Drug Free - $1,950	Criteria: Surveying parents and staff regarding level of safety and security.
6. A Knox Box security system will be purchased in collaboration with the city of Edgecliff Village in order for emergency personnel to be able to enter the building as needed. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1,3.1)	Principal	September	(F)Title IV Safe and Drug Free - $1,115	Criteria: Surveying parents and staff regarding level of safety and security.
7. Offender check software will be updated to be used when checking in visitors to better protect the safety of all students and	Principal	October	(F)Title IV Safe and Drug Free - $1,985	Criteria: Surveying parents and staff regarding level of safety and security.

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Goal 3. During the 2021-2022 school year, TeSA will provide a safe and nurturing environment for students, teachers, and staff.

Objective 2. The health and safety needs of all students and staff will be met while in the school building.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
employees. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1,3.1)				
8. Additional cafeteria tables will be purchased to spread out students further away from each other while eating in order to reduce the potential spread of germs and disease. (Title I TA: 2) (Target Group: All) (ESF: 3.1)	Principal	November	(F)ESSER Funds - $5,000	Criteria: Tracking the number of COVID cases before and after utilizing.

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Goal 4. During the 2021-2022 academic year, TeSA will maintain financial efficiency and integrity.

Objective 1. TeSA will utilize specific procedures for all aspects of spending and tracking campus-allotted funds.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A TeSA-specific requisition request form will be utilized for teachers/staff to request needed items. (Title I TA: 1,4,8) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.3,3.4,4.1,5.1,5.3)	Teacher(s)	ongoing		Criteria: faculty/staff survey data & finance records
2. An additional TeSA-specific check request form will be utilized when funds are needed to be paid by check instead of PO or credit card. (Title I TA: 1,4,7,8) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.3,3.4,4.1,5.1,5.3)	Teacher(s)	ongoing		Criteria: faculty/staff survey data & financial records

TEXAS SCHOOL OF THE ARTS

Goal 4. During the 2021-2022 academic year, TeSA will maintain financial efficiency and integrity.

Objective 2. TeSA will create accountability between all administrative staff and positions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Principal will meet weekly with the Instructional Specialist to review academic purchase requests and identify additional needs. (Title I TA: 1,4,8) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.1,1.2,4.1,5.1,5.3)	Principal	ongoing	(F)ESSER Funds, (S)State Compensatory	Criteria: meeting agendas, notes & financial records
2. The TeSA Principal will meet weekly with the Budget Clerk to review the status of all requisitions, purchase orders, and pending purchases. (Title I TA: 1,8) (Target Group: All)	Principal	ongoing		Criteria: meeting agendas, notes & financial records
3. The TeSA Principal will meet monthly with the Finance Director to review all local, state, and federal budgets. (Title I TA: 1,8) (Target Group: All)	Principal	ongoing		Criteria: meeting agendas, notes, & financial records

TEXAS SCHOOL OF THE ARTS

Goal 4. During the 2021-2022 academic year, TeSA will maintain financial efficiency and integrity.

Objective 3. The Principal will create clear expectations and procedures for using, fixing, and replacing all technological devices in order to be fiscally responsible.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. An inventory will be created to track what devices have been purchased in the past and their current working condition and place in the building. (Title I TA: 2) (Target Group: All) (ESF: 1.2)	Principal	ongoing		Criteria: physical evidence & faculty/staff survey data
2. A help-ticket system will be created to track all technology needs. (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,5.1)	Principal	ongoing	(F)ESSER Funds	Criteria: faculty/staff survey data, meeting agendas & physical evidence

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Goal 5. During the 2021-2022 school year, TeSA will increase parent and community engagement.

Objective 1. The TeSA Principal and Teachers will maintain consistent communication with parents throughout the year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Principal will send a weekly newsletter, titled "Monday Message," through the Smore platform. (Title I TA: 7) (Target Group: All) (ESF: 3.4)	Principal	ongoing	(O)Local Districts - $79	Criteria: parent survey data & archived newsletters
2. TeSA academic teachers will send grade-level newsletters or the link to an updated website weekly. (Title I TA: 7) (Target Group: All) (ESF: 3.4)	Core Subject Teachers	ongoing		Criteria: parent survey data & archived newsletters
3. The Remind platform will be purchased to send emails and text message to students' families. (Title I TA: 7) (ESF: 3.4)		August	(S)Local Funds - $1,250	Criteria: parent survey data & Remind data reports
4. Translation services will be purchased to better communicate with families who prefer to speak in a language other than English. (Title I TA: 7) (Target Group: All) (ESF: 3.4)	Principal	October	(F)IDEA Special Education - $800	Criteria: faculty/staff survey data & parent survey data
5. The Principal will coordinate with the TCA+A Communications Manager to publish pictures, videos, and information on the website and Facebook page. (Title I TA: 7) (Target Group: All) (ESF: 3.4)	Principal	online		Criteria: meeting agendas, faculty/staff survey data, & parent survey data

TEXAS SCHOOL OF THE ARTS

Goal 5. During the 2021-2022 school year, TeSA will increase parent and community engagement.

Objective 2. TeSA will increase opportunities for family involvement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Principal will attend monthly Parent Teacher Organization (PTO) meetings to represent the campus and work directly with the PTO President and/or committee members on PTO events. (Title I TA: 7) (Target Group: All) (ESF: 3.4)	Principal	ongoing		Criteria: Meeting agendas & parent survey data
2. TeSA will host in-person and online performances and events in which parents and community members are invited to attend. (Title I TA: 7) (Target Group: All) (ESF: 3.4)	Principal	ongoing		Criteria: lesson plans, playbills/flyers, & parent survey data
3. TeSA will invite volunteers to help in classrooms, the workroom, library, and at campus performances and events. (Title I TA: 7) (Target Group: All) (ESF: 3.4)	Teacher(s)	ongoing		Criteria: visitor check-in log, faculty/staff survey data, & parent survey data
4. The TeSA Principal will identify one returning TeSA family per grade level to serve as a "Family Ambassador" for new TeSA families. (Title I TA: 7) (Target Group: All) (ESF: 3.4)	Principal	ongoing		Criteria: parent survey data

2020-2021 CNA Summary

Due to cancellation of the 2019-2020 STAAR test because of COVID-19, the 2018-2019 campus report card and state assessment results, along with other formal and informal data were analyzed to track **student achievement** and needs. Review of all available data for Texas School of the Arts reveals that the campus should continue to work to develop grade level skills in literacy, writing, mathematics, science and closely monitor all sub-populations to be better supported in their academic pursuit. **Curriculum** is widely available but more training and specific supplemental supports are needed. 2020-2021 **demographics** show a shift in the TeSA population, including more minority and economically disadvantaged students. **School organization** has changed due to COVID-19, affecting schedules and supplemental programming. Even with these changes, **family support** and involvement is consistent and the **campus culture** is positive overall. There is limited **community involvement** with the town of Edgecliff Village. **Health/Safety** procedures have changed day to day functions, but seem to be working well. **Recruitment and retention** of teachers and staff is difficult to accurately measure in this year due to the pandemic affecting so many areas of school, community, and personal lives. Student **technology** has tripled on campus in the past year but updated devices and training are needed for teachers.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

TeSA is a growing campus with a diverse population.

Demographics Weaknesses

The teacher demographics do not match the student population. During the 2020-2021 school year, only two teachers identified as any race other than white. 100% of all teachers were female.

Demographics Needs

TeSA needs to recruit a more diverse population of teachers, specifically regarding race and gender.

Demographics Summary

TeSA Student Demographics 2020-2021
Black 137
White or Hispanic 99
Asian 33
American Indian 16
Hawaiian/South Pacific 4

TeSA Student Demographics 2021-2022
Black 99
White or Hispanic 191
Asian 27
American Indian7
Hawaiian/South Pacific3

TeSA Student Special Programs 2020-2021
SPED 16

Comprehensive Needs Assessment

Demographics Summary (Continued)

504 10
At-Risk 75
Dyslexia 7
LEP 42
RTI 29
Eco Disadvantaged 79
Military 14

TeSA Student Special Programs 2021-2022
SPED 15
504 14
At-Risk 37
Dyslexia 8
LEP 32
RTI 30
Eco Disadvantaged 69
Military 15

Student Achievement

Student Achievement Strengths

3rd & 5th grade STAAR reading scores were the highest on campus for STAAR 2021 testing, with only three students not meeting approaches in 3rd and four not meeting in 5th.

Student Achievement Weaknesses

Math is a weakness across all tested grade levels, but especially in 4th grade. 5th grade Science is also weak compared to other subjects.

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

During the 2020-2021 school year, less than 50% attended In-Person throughout the school-year. Students participating in At-Home Learning performed lower overall than their In-Person peers.

Student Achievement Needs

All students need to focus on increasing reading comprehension skills, but especially in K-2nd and 4th grades. Additional instructional materials, supplemental aides, and classroom libraries are needed in all grade levels.

All students need to focus on math literacy. Additional instructional materials, supplemental aides, and math manipulatives are needed in all grade levels.

Based on 4th grade testing, 5th grade Science may continue to be an area of concern. Additional hands-on Science Kits and STEAM materials are needed for additional focused instruction.

All grade levels would benefit from additional support in the classroom by instructional and/or behavioral aides.

Student Achievement Summary

Spring 2021 STAAR Analysis
https://docs.google.com/document/d/1tuEyGyclvQOkU2nd_9waP7TcJ2LVPILHM4Ty-o8F9LY/edit?usp=sharing

School Culture and Climate

School Culture and Climate Strengths

During the 2020-2021 school year, all teachers were checked out a security radio to use for communication on school property.

The Health Plan was followed with fidelity, creating a safe environment, leading to a positive culture and climate.

The change in administration from 2019-2020 to 2020-2021 led to more teacher voice in decision making and collaboration among all grade levels and subject areas, which led to a more positive culture and climate.

Comprehensive Needs Assessment

School Culture and Climate Weaknesses

More opportunities for Social/Emotional learning across all grade levels is needed through increased use of our Tribes SEL curriculum.

A framework, such as PBIS, is needed to better support student expectations.

There are specific behavior needs, such as physical tools, charts, instructional support, and additional adult support, with students in RtI and in SPED.

The school nurse is not knowledgeable in COVID precautions and scientific research. She also seems to have some lack of understanding of her role as a campus nurse and how that differs from the role of a clinic nurse.

School Culture and Climate Needs

There is a need to have "Go-Kits" ready for emergencies that will hold flashlights, batteries, first aid kits, and other necessary supplies to better prepare for crisis situations.

There is a continuing need for PPE and sanitizing equipment/supplies, especially air filters and cleaning supplies, due to COVID-19.

Supplies and materials are needed to support PBIS and Tribes SEL curriculum.

Supplies and materials, as well as additional adult support in the classroom, are needed to support specific students with behavior needs.

Additional training is highly needed for our campus nurse.

School Culture and Climate Summary

Overall, the culture of TeSA is very positive. Small changes and additional supports will go a long way in continuing to provide a safe and positive environment for all students and staff.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

A grade level teacher is included in interviews of new teachers.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

The Staff Sunshine Committee supports staff throughout the school year through the sharing of cards, birthday cakes, snacks, and other small treats.

Teachers are given choices in their committee involvement so they feel they have a voice in campus decisions.

Staff Quality, Recruitment and Retention Weaknesses

Teachers are paid approximately $10,000-$15,000 less than other districts in the geographical area. Teachers are aware of this financial discrepancy and look for ways to supplement their income.

Teachers have two planning periods, but frequently use that time for testing, PD, and meetings.

Teachers must stay with their students during lunch and recess.

Teachers frequently need to rely on their personal laptops or phones due to the outdated technology on campus. Teachers also frequently must use their own hot spot for consistent wifi in the building.

The SPED & Dyslexia teachers are tasked with doing work typically completed at the coordinator or director level in other districts.

The campus nurse does not appear to have the training needed for her position.

The SLP and OT are contracted positions with frequent changes and little control at the campus level for scheduling.

Staff Quality, Recruitment and Retention Needs

More paraprofessional support is needed for help in the classroom and student supervision during lunches and recess periods.

Opportunities for paid tutoring sessions are needed for teachers to supplement their income on campus.

Technology and wifi upgrades are needed for classrooms and teacher-issued devices.

More SPED/Dyslexia support is needed in and outside the campus level to coordinate contractors, paperwork, and testing.

A specific mentoring program needs to be developed to support new teachers.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs (Continued)

The campus nurse needs additional training.

A consistent SLP and OT is needed for student support.

Staff Quality, Recruitment and Retention Summary

2020-2021 Staff
1 Principal
1 Counselor
.5 Instructional Specialist
2 Office Support Staff
2.5 SPED/Dyslexia Support
Contracted OT, PT, SLP, Diagnostician, & School Psychologist as needed
Contracted IT support 1 day per week
4 Kinder Teachers
3 1st Teachers
3 2nd Teachers
2 3rd Teachers
2 4th Teachers
2 5th Teachers
2 6th Teachers
1 PE Teacher
4 FA Teachers

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

TEKS-Resource System was purchased for the 2020-2021 school year for all grades and available contents.

State-adopted textbooks and materials are used in every available subject.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

The CTC & DTC did a great job providing information and training for all early childhood and STAAR testing so that all teachers and students were ready for testing.

Curriculum, Instruction and Assessment Weaknesses

Not all teachers used TEKS-Resource System because they did not feel comfortable in the platform and did not have support.

Many teachers purchased and used curriculum from Teachers Pay Teachers instead of the provided instructional materials.

Many teachers did not use the testing data to plan instruction.

Technology was not consistently available for online programs due to outdated devices and lack of consistent wifi.

Curriculum, Instruction and Assessment Needs

More training and support is needed for TEKS-Resource System and other purchased curricular programs so that teachers can use all resources with fidelity.

More training is needed for teachers to understand how to use DMAC and how to interpret class and state test data.

Additional testing is needed for BOY, MOY, and EOY growth measures.

Early childhood teachers need more support for individual testing.

Technology and wifi upgrades are needed for consistent use of online programs.

Curriculum, Instruction and Assessment Summary

Instructional Materials

https://docs.google.com/document/d/13I35X1-_oSt2ToLAJc4XUIKZT4U2gu3MtMUMB_q668c/edit?usp=sharing

Family and Community Involvement

Comprehensive Needs Assessment

Family and Community Involvement Strengths

Communication to families is consistently sent weekly by the grade-level team and Principal.

The Parent Teacher Organization (PTO) is active, and hold multiple events throughout the year.

Family and Community Involvement Weaknesses

Due to COVID, volunteers were limited during the 2020-2021 school year.

Due to COVID, there was zero community involvement during the 2020-2021 school year.

As a charter school, our students come from various cities within about a 20 mile radius and do not identify with the geographical community of the school.

Many of our Korean and Spanish speaking families must rely on their children to serve as translators at school events and campus meetings.

Family and Community Involvement Needs

Parent volunteers are needed in the classroom and in the work room to help with teacher needs.

Translation services are frequently needed for our Spanish and Korean speaking families.

More community awareness of our campus is needed in our general geographical area.

Family and Community Involvement Summary

The majority of the family and community engagement is through the TeSA PTO. All events are approved by the campus principal. There is a great working relationship between the organization and campus. The City of Edgecliff Village's Mayor is also well-known by the campus administration, and a line of communication is open for concerns and future planning of events once the pandemic is under control.

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Strengths

As an arts-based charter school, our biggest strength is the Fine Arts. Our Fine Arts teachers found innovative ways for our students to perform online and within our strict COVID restrictions so that all Fine Arts TEKS and performance expectations of the campus were met.

School Context and Organization Weaknesses

The SPED/Dyslexia department struggled to schedule all students' inclusion and pull-out time in a way that was consistent for both students and teachers. Part of this was due to the changes of students from In-School to At-Home Learning, but low staffing, inexperienced teachers, and a lack of administrative support were also major factors.

The lack of administrative staff and instructional aides creates a master schedule in which teachers must stay with their students throughout the whole day, other than their Fine Arts/PE time. This creates a strain on the classroom teachers.

School Context and Organization Needs

The campus needs more SPED/Dyslexia administrative support for paperwork, planning, and scheduling.

The campus needs more paraprofessionals to help with students and support teachers.

School Context and Organization Summary

About Us:
https://www.artsacademics.org/academies/tesa/tesa-academics/

2020-2021 Master Schedule:
https://drive.google.com/file/d/1YlhMYZmmgtViaE3cFbUFKRFNi0vJaMWX/view?usp=sharing

Comprehensive Needs Assessment

School Context and Organization Summary (Continued)

See Also:
List of Teachers/Campus Staff on Teacher Recruitment/Retention section.

Technology

Technology Strengths

The campus quadrupled student technology from the 2019-2020 year to the 2020-2021 school year. All In-School 3rd-6th grade students had access to a chromebook during the day. IPads were available in a COW for K-2nd grade teachers to check out periodically. All At-Home families had the option to check out an iPad.

Technology Weaknesses

Wifi was inconsistent around the building and students and teachers frequently were not able to stream videos or stay in zoom meetings.

Student iPads and Chromebooks were not fixed quickly when needing any type of repair. Devices were frequently out of commission for weeks at a time.

Teacher/staff technology was outdated. Many teacher laptops were unable to hold a charge and needed to be plugged in at all times, restricting their ability to move around the classroom.

All classrooms had SMARTBoards, however several burnt out bulbs throughout the year and others were broken for weeks at a time until the IT department could get them fixed.

The IT staff is contracted and only available for a 1/2 day, once per week.

Technology Needs

Additional hot spots and wifi access points are needed to help with connectivity.

More iPads are needed to become 1 to 1 in K-2nd grade.

Comprehensive Needs Assessment

Technology Needs (Continued)

Additional Chromebooks are needed to replace the refurbished Chromebooks purchased for 3rd grade, which were already having many technical issues within the first year of purchase.

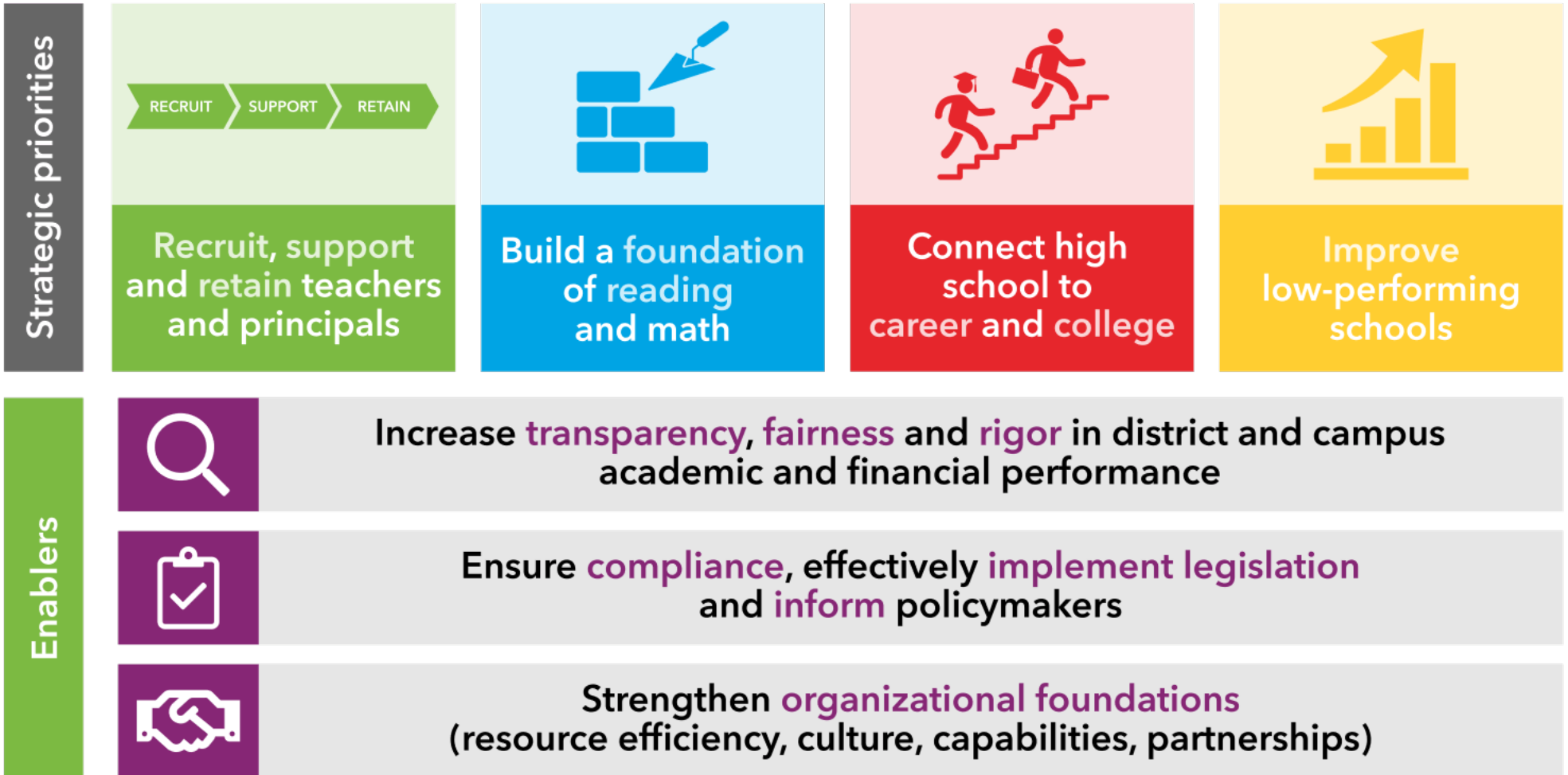New teacher/staff laptops are needed to replace the most outdated versions.

New SMARTBoards (or similar other brand) are needed to replace the current devices. The current boards were purchased in 2013 and are no longer worth the cost of repairs.

TeSA IT employees are needed for accountability and more consistent service.

Federal Funds - 2021-2022 - TESA

Title I, Part A Fund 211	IDEA-B Fund 224	Title II, Part A Fund 255	Title IV, Part A-SSAEP Fund 289	CRSSA ESSER II Fund 281	ARP ESSER III Fund 282	ESSER SUPP Fund 283	TCLAS Fund 279
8,597.00	36,981.00	4,407.00	10,000.00	31,710.00	47,477.00	144,630.00	774,000.00

Every child, prepared for success in college, a career or the military.

Strategic priorities

RECRUIT > SUPPORT > RETAIN			
Recruit, support and retain teachers and principals	**Build a foundation of reading and math**	**Connect high school to career and college**	**Improve low-performing schools**

Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performance

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

adapted from TEA Strategic Plan - https://tea.texas.gov

Resources

Resource	Source
ESSER Funds	Federal
IDEA Special Education	Federal
Title I	Federal
Title IIA Principal and Teacher Improvement	Federal
Title III Bilingual / ESL	Federal
Title IV Safe and Drug Free	Federal
Local Districts	Other
State Compensatory	State