

Harmony Public Schools - Houston North

Harmony School of Advancement

2022-2023 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	5
Perceptions	7
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	11
Goals	14
Goal 1: Advancement will prepare all scholars for graduation and post-secondary success by providing a safe and healthy environment conducive to teaching and learning for all scholars and staff. The School will lay a foundation for post secondary success through equitable and research based educational practices for all students.	14
Goal 2: Advancement will strengthen the two-way partnership between the district and its campuses, communities, families and scholars to make our scholars College and Career ready by equipping them with the necessary skills and knowledge to pursue a post-secondary career pathway of their dreams.	19
Goal 3: Advancement will employ, develop and retain highly effective staff to maximize learning for all scholars and increase the efficiency of daily campus and district operations.	25
Title I Personnel	27
Campus Funding Summary	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

HSA is a tuition-free charter school that provides high-quality education to all 9-12th grades and is designated as a STEM Campus by the TEA. Located in North Houston, Part of HPS total of 717 students enrolled. HSA became a State School of Character in Spring 2022. Admission is based on re-enrollment from feeder Harmony Schools and the lottery system. Our district has a CTE Advisory committee for our high school CTE program and gives advice and provides support about improving our school CTE Program. We do host at least two CTE Advisory meetings each year and during the meeting, committee members are discussing school CTE programs such as looking for industry partnerships that are related to our program of studies.

A. American: 16 %, Asian: 19%, Hispanic: 55 %, White: 10% , 51% male 49% female

Demographics Strengths

We have a big variety of nationalities, cultures, and interests. We have students and staff members from all walks of life, from many different parts of the world, and from many different socioeconomic backgrounds. We embrace diversity and work to increase equity in our school. We serve a 62% free lunch, ESL 13% (70 students), SPED 6%, GT 18% No homeless as of today. We offer after-school clubs(Robotic, Debate, etc.) and extra help for those who are failing: Saturday tutorials, before and after school tutorials, and online 24/7 tutors.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students are lacking support from staff **Root Cause:** Teachers are getting overloaded with duties and other responsibilities so they don't have the time or energy to help all students. We simply don't have enough teachers

Problem Statement 2 (Prioritized): Too many gaps in virtual learning **Root Cause:** Virtual learning was not very efficient and students did not retain any information.

Student Learning

Student Learning Summary

Overall There are 4 programs of study in our school: Biomedical Science, Cybersecurity, and Engineering. When students take courses in this pathway they have the opportunity to participate in Industry Based Certification. We have a strong STEM program. In 2022-2023 we will open the Healthcare Diagnostics pathway or pathway of study. Every single Freshman, sophomore, and Juniors has career classes to facilitate college and career transitions after High School. We have yearly career fairs. These are organized with the help of our parents and community. The counseling department meets each student individually to make sure they are aware of all the requirements within a certain time. Students have become more aware of CTE courses and IBC (Industrial Based Certifications). The IBCs are strong pull factors for students. Ongoing awareness of the pathways and certifications will continue. Schoolinks, skyward, in addition to other platforms, are used by students. - We need to connect alumni with students at risk or unable to meet college readiness but need to have a connection with local non-certified career opportunities. - The federal mandate is to also provide a path to success for students who cannot meet college readiness due to disability or other at-risk situations. We are obligated to have a transition plan and connections for them. Our mission cannot ignore that but needs to include that. We currently need to develop a partnership with agencies and experiences for them. -

We have an extensive amount of tutorial and extracurricular programs - We have many Dual Credit and AP programs. Our students utilize a program called SchoolLinks for personal academic learning and career research. All students also take a personality and aptitude assessment called YouScience and receive one-on-one counseling on their results. - There are 6 endorsements for all students. All students who complete the course requirements of endorsements receive that recognition on their transcripts. - Academic meetings are held with all students in one-on-one meetings. Our Lifeskills program does have isolated experiences for the students in this program and continues to expand the opportunities for practicing job skills. Self-efficacy is taught and practiced with our students during career counseling. We have free tutorial programs for all students including tutorials for STAAR EOC preparation. We also have mentoring programs through matching done between upper and lower classmen.

Student Learning Strengths

In our school awareness of what is expected of students and the importance of learning, a willingness to learn, and a desire to learn, is instilled in our students. Small classroom sizes allows teachers to spend enough time meeting the needs of the students. Parent involvement is strong at HPS-Advancement. When teachers contact parents they are concerned and have a genuine desire to assist. Many highly qualified and credentialed teachers and team members give instruction in the classroom. Diversity of our student and teaching population results in creating different perspectives on learning. Active learning and diverse instruction are observable in most classrooms. Teachers make themselves available to the students. There are not a lot of discipline issues at our school.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student intervention and assistance should not all be initiative-based and attached to a data tracking guideline. Personal interaction and teacher authentic instruction that is not tied to data gathering and mandated initiatives. This creates a sense of artificial barriers against authentic teacher-to-student connections. **Root Cause:** HB4545 and district data tracking initiative and foundational practices. Changes to the bell schedule do not allow teachers time to provide after-school tutorials without staying after hours. The change in the extra duty and tutorial pay structure has limited opportunities for spontaneous tutorials within an individual teacher' schedule and create artificial barriers to after-hours work. Data trac

Problem Statement 2 (Prioritized): Within the STEM courses, there are 3 or 4 contents dictating various end goals to the various programs integrated into a single course (PLTW, PBL, CTE, IBC, CB/AP). Students are overwhelmed by the amount of work. **Root Cause:** Various initiatives are shoved into a single course under 1 instructor.

Problem Statement 3 (Prioritized): Students increasingly seem to be afraid to fail and their confidence levels are low among students. Risk-taking adverse. **Root Cause:** Low confidence and risk-averse students.

School Processes & Programs

School Processes & Programs Summary

There is a general positive feeling regarding the quality of the teachers our campus hires and that there is a good process in place for placing teachers in subjects where they have strengths. Retention is probably helped with bonuses and stipends for professional development (i.e., micro-credentials, higher performance, etc.) Advancement has a pretty decent retention rate. Allowing for more teacher participation (perhaps at the department level) in hiring and placement could help. Programs in the school include but are not limited to AP, Honors, Endorsements, and Special Education. Our teachers use several strategies in such as Teach Like a Champion. Teachers receive training and practice in meetings to improve student engagement. Technology is integrated into our curriculum to improve engagement and interventions. Student interventions are based on data-driven instruction. We incorporate courses via ingenuity and use Schoology to allow students that may have to stay at home to be up to date. In the English department, we use red-ink. Currently, we have a block schedule of 93 min. Some teachers are not satisfied with the block schedule they prefer 1 hour or 45 mins. It is difficult to keep students engaged in a block schedule. Teachers would like time to practice and prepare. Differentiation among preparation for teachers would be appreciated. Transitioning information is provided to all students. TLAC strategies are used extensively. Through professional developments, teachers have used new and more effective teaching strategies. Technological devices and software have been integrated into detail since the beginning of the pandemic.

School Processes & Programs Strengths

Our school's strengths are the programs from college readiness that our counselors use for small group tutorials with our students. Our school has strong academic programs which lead to many avenues and opportunities for our students to participate in/out of school events and competitions at local, regional and national levels such as FTC Robotics, Drone, HOSA, DECA, Debate, Science Fair and Science Olympiad, Mathcount, Spellingbee, etc. Our campus would benefit from having a program of study which targets the needs of students that are interested in learning about hospitality (Food Science, culinary arts, hotel management, travel, and tourism management) and Law fields. It seems that adding a pathway that focuses on health and closely resembles the Biomedical pathways will not meet the needs of our students. Our coaching programs were more rudimentary at first, but now the program is much more developed with lots of opportunities for teachers and staff to receive coaching that aids them in doing their jobs. In terms of PD, there are many opportunities to discuss items such as classroom planning during PLC meetings; these meetings also help facilitate cross-subject discussions among teachers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): "The learning gap that the students have due to the pandemic. A lack of an adequate amount of sleep for students. " **Root Cause:** Pandemic & Virtual Learning

Problem Statement 2 (Prioritized): A lack of an adequate number of Chromebooks, computers, and headsets. **Root Cause:** The lack or inefficient use of the budget.

Problem Statement 3 (Prioritized): Floater teachers and intervention teachers lack available classrooms to work in. **Root Cause:** No space is available in the current building.

Perceptions

Perceptions Summary

There seems to be very little difference between the races with regard to discipline and attendance. It's clear that attendance has declined across all groups this school year, likely due to the pandemic; overall our attendance over the last three years is pretty high and likely higher than other public high schools. There is a correlation between where students live, their socioeconomic levels and issues with attendance and discipline. While numbers are high with attendance in general, it seems that if the pandemic is the main reason for the decline in attendance numbers this year, it seems that African American, Hispanic and SpEd students have the lowest numbers with attendance. It may be helpful to examine data on extracurricular and afterschool activities and how it correlates with attendance and discipline issues. There has also been an increase in absences due to mental health issues such as depression and anxiety; students are uncomfortable in coming to school when they don't feel mentally well because of existing belief systems in their families that discourage them from asking for help; there have been many SAFs that point to students being unmotivated and that is often due to depression. Even high achieving students are feeling stressed and feel that they can't keep up – they just decide to stay home and block everything out. We need to do a better job of creating an environment that acknowledges that the pandemic is not yet over and students are still struggling.

About Staff:

- Turnover rate is much higher this year than in previous years
- Higher absence rate due to pandemic
- Initial HR communication and onboarding are poor; should be a designated on-campus HR coordinator for staff to connect with once they are hired so that they have what they need to do their jobs successfully (i.e. equipment, policies, procedures, campus information, etc); too much time taken to make offers to new employees; onboarding processes need to be streamlined in general
- Expectations of knowledge for new hires need to be adjusted and be more realistic AND they should be made more clear at the time of hiring
- People leave because they found another Harmony campus closer to their home; also leave due to having people at home to care for
- Issues in terms of payroll when new hires don't have information for weeks on end regarding incorrect pay, it results in them leaving for other positions

About Parents:

- The only barrier is a lack of consistency in activities and communication
- Lack of engagement is due to lack of staffing – the type of maintenance needed to nurture these types of relationships for the campus requires ongoing attention that only 1 person on the campus and 1 person at the district level can do
- Could it be possible to form some kind of campus-level committee to help with more engagement from families, community, businesses, etc.
- Perhaps holding activities after work hours or on weekends may another approach that could help in this aspect

Parents too are dealing with a lot at home that directly negatively affects student outcomes and behaviors

Parents are struggling financially as well and this affects students

The data shows that parents agree that the school staff is caring, that staff respects each other and parents, that staff provides extra help for academics and in general, parents either agree or are neutral about feeling welcome at school

It seems that parents are fairly neutral on whether or not bullying is handled adequately

Students and colleagues have a lot of anxiety around being infected with Covid and it stands to follow that parents may be concerned about this as well and this can affect their feelings of well-being and safety

There are a lot of neutral responses which can point to a parent group that isn't exactly very engaged so we could do better to brainstorm more ways to help parents learn how to be engaged

Perhaps having more frequent grade level meetings with just parents to explain learning standards, expectations, and standards

About Students:

- This is up to teachers to be invested in observing how students truly feel about their experience here at Advancement
- Student surveys help to keep us informed on student opinions of the school and their experience
- Staff turnover is definitely adversely affecting students and their perception of whether or not the school cares for them and their well being
- Students in the Technology building feel separated and isolated from the larger student body; also equipment feels second hand, and students do not feel positive about it
- There are many SAFs being submitted for depression, anxiety, sadness, etc. both tied to the pandemic but also to their perceptions of the school culture
- Students seem to be lacking in engagement as well due to turnover – subfolders seem to be lacking, leading students to feel teachers don't care about their learning experience

About Teachers:

- New teachers aren't getting the support they deserve, but perhaps this is due because everyone else has so much on their plates; we are lacking in the community as well
- Perhaps some kind of practice where new teachers can be regularly introduced to the larger group of staff to create more of a sense of belonging and community among the staff
- Masks also provide a challenge to this as well
- Grade level meetings would also help; also don't tell staff how to do self-care; allow the opportunity to actually do it

About Stakeholders:

- We need to find a way to have the greater community more involved in our campus activities
- The pandemic is likely creating a lot of challenges in this area as people are being more careful about their activities
- PTO was a lot more active and involved in years past but many of those parents' students have graduated
- TEAMS idea – groups of teachers from different departments formed each year could allow for more community building for teachers/staff

Perceptions Strengths

The school perceives their strengths as academics, STEM, and being college-ready; that we want students to grow up to make good, responsible choices to make their lives better, this can be seen in our low dropout rates. Teachers are trying to reach all parents & students in short term. Lot of Effort that everyone puts into the school, everyone cares to make it better, expectations of the teachers and staff are very high and the students want to step up and meet those expectations. Makes the students thrive, they push each other, they are very competitive for State tests and quiz scores. We could use more efforts in team-building or spirit building however it seems there are fewer cliques and hostility between student groups. Having a separate school building has caused some negative perceptions from students in that they feel they have fewer meaningful relationships with staff members and other students. Next year, we expect to be back in one building again.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a noticeable lack of parent engagement and involvement **Root Cause:** Parents are unsure of how to get involved - some may feel their education is outdated and they cannot help their students; seems that parents are asking the right questions; sometimes students are just not being honest when students are speaking to parents about their academic performance

Problem Statement 2 (Prioritized): There are issues with hiring, onboarding, and maintaining a new staff that is affecting every aspect of the school's performance. **Root Cause:** Lack of consistency in procedures and gaps in communications with new employees

Priority Problem Statements

Problem Statement 1: Students are lacking support from staff

Root Cause 1: Teachers are getting overloaded with duties and other responsibilities so they don't have the time or energy to help all students. We simply don't have enough teachers

Problem Statement 1 Areas: Demographics

Problem Statement 2: Too many gaps in virtual learning

Root Cause 2: Virtual learning was not very efficient and students did not retain any information.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Student intervention and assistance should not all be initiative-based and attached to a data tracking guideline. Personal interaction and teacher authentic instruction that is not tied to data gathering and mandated initiatives. This creates a sense of artificial barriers against authentic teacher-to-student connections.

Root Cause 3: HB4545 and district data tracking initiative and foundational practices. Changes to the bell schedule do not allow teachers time to provide after-school tutorials without staying after hours. The change in the extra duty and tutorial pay structure has limited opportunities for spontaneous tutorials within an individual teacher' schedule and create artificial barriers to after-hours work. Data trac

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Within the STEM courses, there are 3 or 4 contents dictating various end goals to the various programs integrated into a single course (PLTW, PBL, CTE, IBC, CB/AP). Students are overwhelmed by the amount of work.

Root Cause 4: Various initiatives are shoved into a single course under 1 instructor.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students increasingly seem to be afraid to fail and their confidence levels are low among students. Risk-taking adverse.

Root Cause 5: Low confidence and risk-averse students.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: "The learning gap that the students have due to the pandemic. A lack of an adequate amount of sleep for students. "

Root Cause 6: Pandemic & Virtual Learning

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: A lack of an adequate number of Chromebooks, computers, and headsets.

Root Cause 7: The lack or inefficient use of the budget.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Floater teachers and intervention teachers lack available classrooms to work in.

Root Cause 8: No space is available in the current building.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There is a noticeable lack of parent engagement and involvement

Root Cause 9: Parents are unsure of how to get involved - some may feel their education is outdated and they cannot help their students; seems that parents are asking the right questions; sometimes students are just not being honest when students are speaking to parents about their academic performance

Problem Statement 9 Areas: Perceptions

Problem Statement 10: There are issues with hiring, onboarding, and maintaining a new staff that is affecting every aspect of the school's performance.

Root Cause 10: Lack of consistency in procedures and gaps in communications with new employees

Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data

- PSAT
- ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS 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
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: April 9, 2022








Goal 1: Advancement will prepare all scholars for graduation and post-secondary success by providing a safe and healthy environment conducive to teaching and learning for all scholars and staff. The School will lay a foundation for post secondary success through equitable and research based educational practices for all students.

Performance Objective 1: 98% of all 11th grade student will take the PSAT exam in fall of 2022 and be on the college track.

HB3 Goal

Evaluation Data Sources: College Board enrollment report

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Enroll students in appropriate preparatory courses. Give students sufficient opportunity to practice the skills necessary to reach the goal.</p> <p>Strategy's Expected Result/Impact: to give equal opportunity to all students</p> <p>Staff Responsible for Monitoring: DOCC</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - 420 College Career & Military Readiness (PIC38), - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Within the STEM courses, there are 3 or 4 contents dictating various end goals to the various programs integrated into a single course (PLTW, PBL, CTE, IBC, CB/AP). Students are overwhelmed by the amount of work. **Root Cause:** Various initiatives are shoved into a single course under 1 instructor.

Goal 1: Advancement will prepare all scholars for graduation and post-secondary success by providing a safe and healthy environment conducive to teaching and learning for all scholars and staff. The School will lay a foundation for post secondary success through equitable and research based educational practices for all students.








Performance Objective 2: 98% of all 11th - 12th grade student will take the SAT exam in the school year of 2022-2023 and college readiness based on SAT scores will increase from fall of 2021 by 5%.

HB3 Goal

Evaluation Data Sources: College Board SAT Test result

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Recommendation will be made based on incoming SAT school day results.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Administer a practice exam and give the students a preparatory course on their schedule.</p> <p>Strategy's Expected Result/Impact: Increased scores</p> <p>Staff Responsible for Monitoring: DOCC</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - 211, 255, 289 Title I, II, IV Part A Basic Program, - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Within the STEM courses, there are 3 or 4 contents dictating various end goals to the various programs integrated into a single course (PLTW, PBL, CTE, IBC, CB/AP). Students are overwhelmed by the amount of work. Root Cause: Various initiatives are shoved into a single course under 1 instructor.</p>

Goal 1: Advancement will prepare all scholars for graduation and post-secondary success by providing a safe and healthy environment conducive to teaching and learning for all scholars and staff. The School will lay a foundation for post secondary success through equitable and research based educational practices for all students.








Performance Objective 3: School will continue to provide accelerated learning services for students in the area of math and ELA by a subject specific interventionist.

High Priority

Evaluation Data Sources: STAAR Data & TEA test results

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Ensure teachers do blended learning effectively and intentionally to assist struggling students; revise this strategy with an updated one for next year.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide ELA and Math with a full time interventionist.</p> <p>Strategy's Expected Result/Impact: increase student performance on respective assessments</p> <p>Staff Responsible for Monitoring: DOA & Campus Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: - 211, 255, 289 Title I, II, IV Part A Basic Program, - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: Too many gaps in virtual learning Root Cause: Virtual learning was not very efficient and students did not retain any information.</p>

Student Learning

Problem Statement 1: Student intervention and assistance should not all be initiative-based and attached to a data tracking guideline. Personal interaction and teacher authentic instruction that is not tied to data gathering and mandated initiatives. This creates a sense of artificial barriers against authentic teacher-to-student connections. **Root Cause:** HB4545 and district data tracking initiative and foundational practices. Changes to the bell schedule do not allow teachers time to provide after-school tutorials without staying after hours. The change in the extra duty and tutorial pay structure has limited opportunities for spontaneous tutorials within an individual teacher' schedule and create artificial barriers to after-hours work. Data trac

School Processes & Programs

Problem Statement 1: "The learning gap that the students have due to the pandemic. A lack of an adequate amount of sleep for students. " **Root Cause:** Pandemic & Virtual Learning











Goal 2: Advancement will strengthen the two-way partnership between the district and its campuses, communities, families and scholars to make our scholars College and Career ready by equipping them with the necessary skills and knowledge to pursue a post-secondary career pathway of their dreams.

Performance Objective 1: Parent Education System; Parent School; Saturday school to educate parents; Saturday school for student

HB3 Goal

Evaluation Data Sources: Parent Engagement will increase

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: ESL and SPED coordinators will give targeted parent education Strategy's Expected Result/Impact: Parents will feel cared for by their kids' school Staff Responsible for Monitoring: SPED, ESL Coordinator, Principal and DOA</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: - 420 General Fund (Charter Schools) Unrestricted, - 263 TITLE III, PART A English Language Acquisition</p>	Formative		
	Oct	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parent feedback night; update contact information Strategy's Expected Result/Impact: All students' information will be up to date on skyward, increasing parent involvement Staff Responsible for Monitoring: Enrollment and engagement coordinator</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Perceptions








Problem Statement 1: There is a noticeable lack of parent engagement and involvement **Root Cause:** Parents are unsure of how to get involved - some may feel their education is outdated and they cannot help their students; seems that parents are asking the right questions; sometimes students are just not being honest when students are speaking to parents about their academic performance

Goal 2: Advancement will strengthen the two-way partnership between the district and its campuses, communities, families and scholars to make our scholars College and Career ready by equipping them with the necessary skills and knowledge to pursue a post-secondary career pathway of their dreams.

Performance Objective 2: The school will foster a community of readiness, communication, and collaboration for staff, guest educators, and parents.

Evaluation Data Sources: Parents meetings/ events/ Sign in sheets

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Organize courses, events, nights, trips, and programs for more communication with parents, teachers, and students</p> <p>Strategy's Expected Result/Impact: More participation and success</p> <p>Staff Responsible for Monitoring: DOA, Engagement</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:







Perceptions
<p>Problem Statement 1: There is a noticeable lack of parent engagement and involvement Root Cause: Parents are unsure of how to get involved - some may feel their education is outdated and they cannot help their students; seems that parents are asking the right questions; sometimes students are just not being honest when students are speaking to parents about their academic performance</p>














Goal 2: Advancement will strengthen the two-way partnership between the district and its campuses, communities, families and scholars to make our scholars College and Career ready by equipping them with the necessary skills and knowledge to pursue a post-secondary career pathway of their dreams.

Performance Objective 3: HSA Family Resource Center will be created.

Evaluation Data Sources: Number of events / Newsletter

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Career/Profession days hosted by parents. Strategy's Expected Result/Impact: to give the opportunity to meet students with business members, community members Staff Responsible for Monitoring: DOCC, DOA</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase the number of home visits to improve parent involvement by 5% from school year 2021-2022 Strategy's Expected Result/Impact: Increasing Parent involvement Staff Responsible for Monitoring: Dean of College and Career</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: There will be a team that manages above suggestions through its own event calendar.</p> <p>Strategy's Expected Result/Impact: No conflict between Events and Departments</p> <p>Staff Responsible for Monitoring: DOA, DOS, Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Incorporate parents into the family resource center as well. We can have or receive support from parents under this resource center.</p> <p>Strategy's Expected Result/Impact: support from parents</p> <p>Staff Responsible for Monitoring: DOA, DOS, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Parents can provide internship/shadowing opportunities for our students</p> <p>Have relationships with parent-owned businesses</p> <p>Strategy's Expected Result/Impact: Have relationships with parent-owned businesses</p> <p>Staff Responsible for Monitoring: DOCC, DOA</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 1: There is a noticeable lack of parent engagement and involvement **Root Cause:** Parents are unsure of how to get involved - some may feel their education is outdated and they cannot help their students; seems that parents are asking the right questions; sometimes students are just not being honest when students are speaking to parents about their academic performance


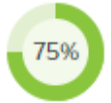








Goal 3: Advancement will employ, develop and retain highly effective staff to maximize learning for all scholars and increase the efficiency of daily campus and district operations.

Performance Objective 1: HSA will ensure a safe, healthy, and orderly environment conducive to learning for all students and staff.

Evaluation Data Sources: Staff Surveys

Summative Evaluation: Met Objective

Next Year's Recommendation: Counselors' corner during lunches due to absence of advisory next year. Prior to planning period, teachers should help survey their floor as part of their duties. More staff visibility during transition periods. Hiring a full-time officer instead of security guard will enhance student and staff sense of safety.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: School will provide service for student SEL by a behavioral counselor.</p> <p>Strategy's Expected Result/Impact: Improving students' morale</p> <p>Staff Responsible for Monitoring: Principal, Behavioral counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus will create an onboarding team to attend to the immediate issues of new hires. Team will consist of department leadership, representative from IT, operation department and other key staff</p> <p>Strategy's Expected Result/Impact: Increase staff satisfaction and onboarding effectiveness</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 3: Students increasingly seem to be afraid to fail and their confidence levels are low among students. Risk-taking adverse. **Root Cause:** Low confidence and risk-averse students.

Perceptions

Problem Statement 2: There are issues with hiring, onboarding, and maintaining a new staff that is affecting every aspect of the school's performance. **Root Cause:** Lack of consistency in procedures and gaps in communications with new employees

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anna Sabido	Testing Coordinator and Federal Programs		

Campus Funding Summary

211, 255, 289 Title I, II, IV Part A Basic Program

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	3	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$272,494.00
+/- Difference					\$272,494.00

224 IDEA-B Formula

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$133,828.00
+/- Difference					\$133,828.00

244 Perkins V

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$20,952.00
+/- Difference					\$20,952.00

263 TITLE III, PART A English Language Acquisition

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,513.00
+/- Difference					\$6,513.00

410 Instructional Materials Allotment

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

410 Instructional Materials Allotment

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1.00
+/- Difference					\$1.00

420 General Fund (Charter Schools) Unrestricted

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	2	1			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
2	3	5			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1.00
+/- Difference					\$1.00

420 Career and Technology (PIC22)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$543,442.00
+/- Difference					\$543,442.00

420 Special Education (PIC23)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

420 Special Education (PIC23)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$228,441.00
+/- Difference					\$228,441.00
420 Bilingual Education (PIC25)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$35,939.00
+/- Difference					\$35,939.00
420 State Comp. Education (PIC30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$413,642.00
+/- Difference					\$413,642.00
420 Early Childhood Education (PIC36)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
420 Dyslexia (PIC37)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,779.00
+/- Difference					\$7,779.00
420 College Career & Military Readiness (PIC38)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00

420 College Career & Military Readiness (PIC38)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$103,337.00
+/- Difference					\$103,337.00
Grand Total Budgeted					\$1,766,369.00
Grand Total Spent					\$0.00
+/- Difference					\$1,766,369.00