Harmony Public Schools - Houston West

Harmony School of Innovation - Sugar Land

2024-2025 Campus Improvement Plan

Accountability Rating: A

Mission Statement

Harmony's mission is to prepare each student for higher education by providing a safe, caring, and collaborative atmosphere featuring a quality, student-centered educational program with a strong emphasis on science, technology, engineering, and math (STEM).

Vision

The vision is to enable students to succeed in school, in the workplace, and to provide options for students to enter math, science, and engineering careers. This will lead to students becoming productive and responsible citizens and even Nobel laureates.

Core Beliefs

Harmony Core Values

- High Expectations: Every student will learn and grow into a successful and productive citizen.

- Dedicated Staff: We do whatever it takes to help our students reach their goals.

- Working Together: Our students, parents, and staff work in harmony to create a strong community of success.

- Character Matters: We guide our students to value integrity, show respect, and be responsible.

- STEM for All: Every student will graduate with a strong understanding and appreciation of STEM and how it connects to the real world.

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School Profile

Harmony School of Innovation - Sugar Land (HSI-SL) is a branch of Harmony Public Schools. The school's mission is to prepare every student for college and a career by providing a safe, caring, and collaborative environment with a quality student-centered educational program that has an emphasis on Science, Technology, Engineering, and Mathematics. The school is strong academically offering CTE, AP, and dual credit courses that align with the mission. Additionally special programs including GT, ESL, and Special Education along with an active athletic and fine arts department enable the school to meet the varying needs of it's students. The campus, located in Sugar Land, Texas, was opened in 2011 and will graduate its tenth class in 2024. It follows a two-semester system with nine-week quarters and consists of grades 9 through 12. HSI-SL is ranked as TOP 10 high school in the Greater Houston Area according to the 2022-2023 Children at Risk School Rankings. In addition, the school ranked as a top 40 High school in the state of Texas for Children at Risk

Student Demographics

Although Harmony School of Innovation is located in Sugar Land, the students are from different communities around the Houston area. Since HSI-SL is a charter school, anyone can apply and can be chosen on a lottery-based selection. Therefore, the students come from different districts of the Houston area creating a diverse student population. In general, there is no big difference between our school and the district in terms of the student population. The campus student population is similar to the district student population. The surrounding community mainly consists of Asian Americans and white Americans and African Americans.

DEMOGRAPHICS	# of Students in 2023-24	% of Students in 2023-24	# of Students in 2022-23	% of Students in 2022-23	# of Students in 2021-22	% of Students in 2021-22
TOTAL	854		809		742	
ECON. DISADVANTAGED	467	54.7%	438	54.1%	328	42.2%
LEP	186	21.8%	159	19.7%	117	15.8%
SPED	51	6.0%	40	4.9%	33	4.6%
GT	159	18.6%	158	19.5%	160	21.6%
AT RISK	295	34.5%	269	33.3%	237	31.9%
HOMELESS	1	0.1%	1	0.1%	0	0%
MIGRANT	0	0%	0	0%	0	0%
MALE	450	52.7%	438	54.1%	393	53%
FEMALE	404	47.3%	371	45.9%	349	47%

DEMOGRAPHICS	# of Students in 2023-24	% of Students in 2023-24	# of Students in 2022-23	% of Students in 2022-23	# of Students in 2021-22	% of Students in 2021-22
AMERICAN INDIAN - ALASKAN NATIVE	1	0.001%	2	0.002%	2	0.003%
ASIAN	358	41.9%	319	39.4%	317	42.7%
BLACK	172	20.1%	170	21%	140	18.9%
WHITE	154	18.0%	155	19.2%	115	15.5%
HISPANIC	154	18.0%	148	18.3%	141	19%
PACIFIC ISLANDER	0	0%	1	0.001%	1	0.001%
TWO OR MORE	15	1.8%	14	1.7%	13	1.8%

Staff Demographics

The number of faculty at HSI Sugar Land is 77 making the student-faculty ratio just under 11:1. Having such a ratio creates a huge impact on students' learning, as the students receive more opportunity to work one on one with the teacher. 56 of the staff are teachers and 21 are in roles including front office personnel, administrators, librarian, counselors, and coordinators. The teacher/staff demographics at the HSI campus is very diverse. The highest number of staff are white and makeup 53.8% of the faculty. The number of Asian teachers and Hispanic staff is almost equal and makes up 26.6% and 12.8% respectively. Almost 7.1% of the staff categorized themselves as African American and the remaining 0% are staff of two or more races. 63% of the staff hold masters and doctorial degrees and the number of certified teachers has increased compared to last year. Since the school has very diverse student demographics, having staff with similar races and ethnicities is a great advantage and privilege.

Parent/Guardian/Community

It is a diverse community. A good majority are well connected in the community and have careers in the STEAM field. Most families within our communities speak multiple languages at home. The demographics of the people in the community include: white (46.7%), Asian (38.1%), Hispanic (12%), and black or African American (7%). The estimated population of Sugar Land is 120,689 according to the last census. Sugar Land area consists of numerous high-profile regional and international corporations.

School Stakeholders

In general, the school stakeholders are included in a large scale decision by collecting their opinions through surveys and serving on advisory boards. The stakeholders are the school board, parents, business and academic partners, and the local community.

Demographics Strengths

1. Diverse student and staff populations.

2. Steady student enrollment with low mobility rate.

3. Successful home visit program.

4. Low student dropout rate.

5. Character culture that encourages academic success and embraces cultural diversity.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Staff and Student Morale are low. **Root Cause:** For our campus specifically, our primary focus on STEM tends to take precedence over communicative events and activities that would lead to an increase of morale. Additionally unclear expectations or inconsistencies for students and staff lead to confusion and frustration and lack of motivation.

Problem Statement 2 (Prioritized): *There is a need to increase the number of students participating in physical activities to maintain their physical and emotional well being.* **Root Cause:** Students spend a lot of time on computers and are sedentary most of the day. Need more physical activity during the day such as at lunch time.

Problem Statement 3 (Prioritized): Differentiated or specialized professional development needed for teacher growth and to strengthen school leadership. **Root Cause:** District PD's are the same each year for all teachers, but staff have different areas of growth. Campus needs to provide easier access to PD's offered outside of Harmony.

Student Learning

Student Learning Summary

Academic Performance - STAAR Results comparison to previous year: Still seeing impact of the pandemic but our students performed or are performing better in most areas compared to campuses of similar type, size, grade span, and student demographics. STAAR EOC had new format on all tests that included free response questions which are more challenging for all students but especially for new English learners and some students with learning disabilities. In terms of performance, we currently either surpass or match comparable scores with only a few exceptions. For example, our mastery rate for "all grades social studies" currently sits at 57%, which far exceeds the district average of 39% or the state average of 27%. Our end of year English II scores likewise exceeded district scores at a rate of 32 to 29%. Based on data, our end of year Algebra I scores suggest additional attention should be given to math instruction as scores across all three data points (approaches, meets, masters) fell below district scores during both the 2022 and 2023 academic years. With regards to Science, we exceed district scores by a minimum margin of 10% in all categories of "Approaches," "Meets" and "Masters Grade Level". Results from Interim and practice EOC exams align taken by students leading up to the official STAAR EOC exams align with STAAR results.

STAAR EOC: Improvements were seen on the US History EOC for Sped Students and on the English I and Algebra I EOC exams for ESL students. Students' scores improved overall on the Biology, US History, and English II EOC exams. Following is a breakdown of performance by student groups for EOC exams:

STAAR EOC English 1-(Learning gap due to Covid and new STAAR format)

- Campus scores went down from 94% to 88% for Approaches Grade Level
- Campus scores went down from 86% to 76% for Meets Grade Level
- SPED scores went down from 73% to 50% for Approaches Grade Level
- SPED scores went down from 64% to 33% for Meets Grade Level
- SPED scores went down from 27% to 0% for Masters Grade Level

STAAR EOC Algebra 1-(Learning gap due to Covid and new STAAR format)

- Campus scores went down from 90% to 74% for Approaches Grade Level
- Campus scores went down from 72% to 32% for Meets Grade Level
- Campus scores went down from 35% to 10% for Masters Grade Level
- SPED scores went down from 67% to 50% for Approaches Grade Level
- SPED scores went down from 44% to 33% for Meets Grade Level
- SPED scores went down from 33% to 0% for Masters Grade Level

STAAR EOC Biology -(Learning gap due to Covid and new STAAR format)

- SPED scores went down from 55% to 33% for Meets Grade Level
- SPED scores went down from 18% to 0% for Masters Grade Level
- ESL scores went down from 50% to 30% for Meets Grade Level
- ESL scores went down from 80% to 70% for Approaches Grade Level

STAAR US History (new format has free response which is difficult for new English learners):

- ESL scores went down from 91% to 74% for Approaches Grade Level
- ESL scores went down from 55% to 42% for Meets Grade Level
- ESL scores went down from 27% to 21% for Masters Grade Level

Graduation Rate: We currently have several seniors who are not on track to graduate after the first semester. They will need to recover their credits after failing the first semester which was a graduating required class. Last year for 2022-2023, we had a 100 percent graduation rate.

AP Courses/Exams: 45% of students in 2023 were enrolled in one or more AP courses. That has increased to to closer to 50% in 2024. 66% of students that took AP exams in 2023 scored a 3 or higher. School was awarded the AP School Honor Roll Gold Award for 2023 for providing all students, including underrepresented populations, the chance to participate in AP.

SAT/PSAT: The students are doing well in SAT/ACT since they are performing better in comparison to state levels. Three students are National Merit Finalists this year

Reteaching Opportunities: If a student is absent for one class, the related teacher will input an "absent" record into the Skyward online system, then parents will receive their kid's "absent" information sent by system, or a call from the front office. If the number of a student's absences is limited like 1 or 2, she/he can follow her/his teacher's syllabus to do related makeup (getting notes/doing homework/making up a quiz/test). For example, such students can get the shared classroom materials on the online platform of Schoology with provided explanations and solutions. They also can attend or be called to attend after school tutorials. If the number of a student's absences is too many, her/his parents will be informed by the Attendance Clerk or her/his counselor, and he/she must go to school to do credit makeup on weekends (he/she needs to finish related assignments to get credit makeup during weekends). If such students fail to attend weekends credit makeup or could not finish related assignments, they need to attend summer school. For such students who are at-risk of failing, related teachers will provide intervention during advisory time or after-school tutorials.

Stakeholders: The schools stakeholders are students, parents, administrators, counselors, and community who have an interest in the success of students and the school system. Stakeholders are involved through: Surveys (Campus Health Survey), STEAM Fest, PTO meetings, grade level meetings, Lets Talk, Fundraisers, counselor meetings with students and parents.

Special Programs: More resources needed and training for teachers on implementing accommodations in class is needed.

Student Learning Strengths

1. On going support for low achieving students with intervention classes and tutorials.

2. Strong STEM program and activities, including CTE & PLTW classes, offered to all students.

3. Quality resources available, including technological hardware and software, to increase students' academic success.

4. Data driven curriculum and intervention.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Need to support special populations and close learning gaps.   **Root Cause:** Certified special education and ESL teachers, support staff, and interventionists are needed to maximize the learning of all students.

Problem Statement 2 (Prioritized): Need to support special populations and close earning gaps.   **Root Cause:** *Testing and other instructional materials and resources are needed to support curriculum.*

Problem Statement 3 (Prioritized): Not all teachers and instruction are effective for all learners.   **Root Cause:** *Coaches are needed to guide/train teachers for curriculum implementation and effective teaching strategies.*

Problem Statement 4 (Prioritized): Students need to be prepared academically for postsecondary success.   **Root Cause:** High school curriculum should support postsecondary success which is a priority for our campus. (AP, DUAL, CTE, ASVAB-CEP, TSI)

Problem Statement 5 (Prioritized): Core grade classes are too large especially for 9th and 10th grade.   **Root Cause:** To ensure increased rigor and aid in student performance, the established maximum class size cap needs to be a minimum of 25 and adhered to when schedules are made.

Problem Statement 6 (Prioritized): Students have emotional and behavioral issues that hinder their learning.   **Root Cause:** Need dedicated behavioral counselor for students to help address the emotional needs of our students and more awareness of these services available to students.

School Processes & Programs

School Processes & Programs Summary

Personnel Policies and Procedures

Three main recruitment techniques including posting jobs on the internet, arranging and attending job fairs, and networking to find new quality teachers. To improve the recruitment and retention of excellent teachers we increase teacher salaries in campuses where salaries are not competitive or able to support a middle-class lifestyle. We have bonuses for our CTE and tested teachers. We also participate in the Teacher Incentive Allotment (TIA) program for our tested teachers as well. Our high quality teachers are placed in classrooms based on student need and teacher strength. We always make sure they have required certifications, experiences on subject areas, and/or qualifications to be able to teach assigned courses. For 2022-23 the school had a 96% retention rate of its teachers/staff.

Professional Practices

Dean of Academics, campus coaches, ILT team, and teachers work together to improve student performance. For example, students who perform low in English 1 and English 2, our school has intervention tutorials and tracking spreadsheets for data. On the spreadsheets, we use data from tests (CBA, DA, Interim EOCs) to identify TEKS that need to be retaught. We separate them out into whole group instruction (50% or more missed the question), small groups, or individually. Middays are used for intervention as well as after school and Saturday tutorials. Progress is tracked on the spreadsheet. Additionally instructional rounds are completed regularly by the ILT team with follow up PDs to address areas instruction in need of improvement. All stakeholders, including parents, are involved in improving student performance.

Programs and Opportunities for Students

Our school has a wide range of academic, STEM, character, and fun programs. We operate as a Character school, earning the official distinction in 2022 and striving for national recognition in the coming year. We are constantly working on maintaining our statues as a academy. We are an AP and Dual Credit campus. We have offer a wide range of after-school enrichment programs and sports teams and we participate in academic competitions as a school and offer more to students who want to compete individually.

Our mission and vision were developed and supported with teacher, community, and student by in. This is re-emphasized by our character school program. Harmony prepares each and every student for college and career by providing a safe, caring and collaborative atmosphere and a quality student-centered educational program with a strong emphasis on Science, Technology, Engineering and Mathematics. In addition, our school is to lead our students from the classroom into the world as productive and responsible citizens. Increased participation in the CTE program has led to increased number of students earning industry based certifications.

Polls of our community for the 2022-2024 CNA show that high expectations are one of the hallmarks of our campus as seen by the public and this is supported by our 100% college placement rate, along with high EOC and AP scores. For state assessment subjects, low performing students are assigned small group intervention that meets during the school day. Non state tested subject areas and grades have after school tutorials. Saturday tutorials are created for students who need additional intervention in preparation for upcoming both state assessments and AP exams.

The school has implemented a new credit recovery program for students who may not have earned credit in any course due to failing. Our campus does have a RTI process but could be improved upon by including students struggling in any area and not just tested subjects and grades. Parents are invited to attend RTI meetings.

Our Sped teachers have ongoing trainings including for Dyslexia. We have many students who are in special education, but still pursue AP and CTE courses. This shows that the school makes all efforts to help special education students succeed. Another great resource is Texas Workforce Commission. TWC Counselors are invited to all ARD meetings and information is provided to the parents to seek services from TWC if they desire. TWC works to help students gain skills necessary to seek and maintain employment.

Our ESL population has grown over the past three years. We have some teachers with ESL certification but more are needed. We also could use a dedicated ESL teacher.

Our campus college and career counselors offer services designed to increase student wellness, improve academic performance, and increase participation in postsecondary education. We support students in their academic, career, and social-emotional development. Our school's comprehensive school counseling program includes the following components:

Guidance Curriculum: Through a guidance curriculum, a campus counselor guides students in developing their full educational potential and serves as a critical Tier I support for all students. This curriculum helps students develop competencies that align with the knowledge, attitudes, and skills appropriate for their developmental level. The guidance curriculum is delivered systematically by our counselors in collaboration with other professional educators (i.e., local community colleges). The curriculum includes K-12 classroom lessons and group activities.

Individual Student Planning: Through Individual Student Planning, a campus college counselor guides each student in planning, monitoring, and managing their educational, career, personal, and social development. To achieve this, school counselors work with other educational professionals to implement systemic activities that guide students in creating future goals and plans.

System Support: System support is the foundation of our comprehensive school counseling program (CSCP). campus college counselors plan, organize, implement, manage, and evaluate their counseling program to increase efficiency and efficacy. In addition, campus college counselors coordinate with providers in the broad network of interrelated services offered in the school, district, and community to ensure individual student needs are met such as career days (NEPRIS), college days, alumni mentor sessions.

Behavior Counselor: available to students on campus to address the emotional needs of our students

Our technology capacity has increased for students over the past couple of years. The school has purchased several new Chromebooks for students and implemented variety of new software programs for both students and teachers. The technology plan is to prepare students to be safe, responsible, and innovative digital citizens. We engage students in real-world problems by collaborating with others in the classroom and across the world. All students use technology to access and analyze information from a wide variety of sources including the Internet. As a STEM campus, we offer 4 pathways in Computer Science which are Cybersecurity, Programming and Software Development, Web Development, Design and Multimedia Arts. In each pathway, we offer various IBC (Industry Based Certification) Certifications to our students. We also have many clubs and competitions in the Computer Science field such as TSA and Robotics.

Extracurricular clubs and athletics are a big part of the school. We offer more than 40 clubs in which 75% of the student body are active.

School safety is one of our highest concerns. We have a safety committee, health care support staff, discipline team and as of the 2023-23 school year a campus dedicated behavioral counselor that are continually adapting and improving to meet the needs of our campus and students. The school has a good relationship with local responders, and our campus is improving its facilities with increased CPR training, more AEDs, bleeding kits, and other emergency response devices. We are working in the ability to maintain a secure closed campus during the school

day and provide an inviting facility after school for community oriented programs. The new campus will have more improvements over the summer to address safety.

Procedures

Teachers are provided with PD's throughout the school year. Some teachers feel the district PD's are too repetitive and would like to easier access to PD's provided outside of Harmony. In addition to PD's, mentors teachers and instructional coaches are utilized to help teachers acquire an improve effective teaching strategies. PLCs meet regularly and for most courses a set scope and sequence is provided by the district. Classroom management is an ongoing struggle for some teachers and more PD's are needed to help teachers more effective strategies for dealing with and preventing behavior issues.

School Processes & Programs Strengths

1. High academic standards.

2. Good technology access and digital content accessibility.

3. Solid TEKS curriculum scope and sequence provided.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Differentiated or specialized professional development needed for teacher growth and to strengthen school leadership.   **Root Cause:** District PD's are the same each year for all teachers, but staff have different areas of growth. Campus needs to provide easier access to PD's offered outside of Harmony.

Problem Statement 2 (Prioritized): When our students graduate from Harmony and attend a 2 or 4 year college, over the years we have seen an increase in the number of students dropping out and not earning degrees.   **Root Cause:** Many of out students lack of organizational skills and self-discipline and have not developed good study habits. Need to teach a time management and organization class so students can develop organizational and time management skills.

Problem Statement 3 (Prioritized): Poor classroom management hinders learning.   **Root Cause:** *Training and workshops are needed to minimize discipline and classroom management issues*

Problem Statement 4 (Prioritized): Not all teachers and instruction are effective for all learners.   **Root Cause:** *Coaches are needed to guide/train teachers for curriculum implementation and effective teaching strategies.*

Problem Statement 5 (Prioritized): *Extra learning time is needed for at risk and low performing students*   **Root Cause:** Need to hire dedicated, trained interventionists to work with at risk and low performing students.

Problem Statement 6 (Prioritized): *We need educational software and hardware for students and staff along with training to utilize them effectively*   **Root Cause:** Teachers need to be trained on how to effectively use educational software and hardware.

Problem Statement 7 (Prioritized): Not all teachers understand Harmony's mission and/or how to carry it out effectively.   **Root Cause:** Need to train administrators on job interview skills and organize fairs.

Problem Statement 8 (Prioritized): Students have emotional and behavioral issues that hinder their learning. **Root Cause:** Need dedicated behavioral counselor for students to help address the emotional needs of our students and more awareness of these services available to students.

Problem Statement 9 (Prioritized): Need to support special populations and close learning gaps. **Root Cause:** Certified special education and ESL teachers, support staff, and interventionists are needed to maximize the learning of all students.

Perceptions

Perceptions Summary

Students: Only 283 students responded to the survey with the total population of 854. Only 33% of the students have responded to the survey.59% of the population feel safe and have a sense of belonging in the school with 26.1% feeling maybe they feel safe and have a sense of belonging. 12.4% does not believe they feel safe and have a sense of belonging. 49.8% of the students feel the schools provides a well rounded education that is worth their time. 33.6% feels maybe and 11.7% believes the school does not provide a well rounded education that is worth their time. Question: Are the courses challenging? 39.9% believes their classes are challenging, 11% believes the courses are very challenging and 42.4% believes the courses are sort of challenging. 62.9% believes there are programs in place at our school help them find success from one level to the next and 27.6% do not know if the programs provided by the school help them find success from one grade to the next.

Staff: Small community oriented. Diverse student and staff student body. Student-centered. Certain process can be helpful but too many installments of new process can feel cumbersome especially when there isn't proper training on how to enact the new processes. More or less I feel safe and feel a sense of belongingness but I think there could be improvement on overall safety procedures. I like teaching and I love the interaction between my students and I when they understand something I've taught and I like the repport I have gained with them. The question sounds worded weird. I feel it should ask "Do teachers feel supported by strong administration to which I would answer that the administration shows opportunity for improvement. Teachers do receive a lot of opportunities for professional development. Sometimes it is offered in convenient times, sometimes not. Yes, teachers definitely work together to support each other.>>. <<Teachers 2 Unaddressed issue. Overall good work atmosphere, Students make it worthwhile, Some support by strong administration but a shift has occurred so some teachers don't feel as supported. Yes, teachers work together to support each other.>> .<<Teachers 3:1 Very diverse. Very student-focused. 2 Yes and no. Some processes work, but too many processes can be overwhelming and hard to keep up with. Yes, I feel safe. I like to teach and love seeing the students improvement. I feel like the support of administration could be better. I feel we have various options for professional development. Yes, teachers work together to support each other.

Parents/Families: Our parent community is a very diverse community. The demographics of the people in the community include: White (38.1%), Asian (38.4%), Hispanic (12.1%), and black or African American (7.2%). Most of our parents are well connected in the community and speak multiple languages at home and they believe that their kids are safe at our school. However, while they are connected to the community well, most of our parents do not know how to access state subject standards; therefore, we believe that we should find a way to inform them of the state standards. Especially parents of ESL students are having a hard time understanding the school system and joining the school culture. Also we discovered that the parents we surveyed verbally were positive about the school climate and environment in our school. Our parents are willing to be involved in school activities by providing direct support as PTO members. For example, some of them are actively providing professional career talks in classrooms such as computer science and engineering classes and have annual PTO meeting with the school personnel.

Community: The community has a positive perception of Harmony Public Schools. Our sugar Land community rates Harmony as one of the top public charters in the area and the school is highlighted on the community neighborhood websites. Academically, HSI-SL is considered as one of the top schools, however there are some opportunities for growth. We have created STEM Pathways working with Universities such UH-Sugar Land, UH Downtown. We are also working on creating Business and Finance Marketing pathway so we could start inviting neighboring businesses to do career talks and relay their daily jobs.

Engagement: Parent/guardian/community participation rates are measured by social media (Facebook, Twitter, school website, weekly newsletter, Remind App etc.) and skyward records of home visits and parent interactions; the school has an administration team that actively attends various religious and community groups in order to find candidates for expertise in the area of parent engagement. With these types of community outreach, more individuals and philanthropic organizations are made aware of our needs; the community actively supports our school by awarding us with designations, such as the one we received from Children at Risk that awarded our campus an A rating; We have a very low support and involvement within our community. The district is highly regarded as a school choice option for students of all backgrounds and ethnicities, particularly if these students are interested in a STEM path; the school culture is admired by the community and Harmony Public Schools is firmly established as a school choice for community students; communication between the public and the school system could use improvement. Another area of improvement could be communication within the

school, especially concerning activities that could affect the nearby community, such as special evening events etc. For special events and the bigger school events we host, we could send our flyers to the nearby community to inform them of upcoming events to promote our school and school culture.

All Stakeholders: There are many Stakeholders within a school community. The main stakeholder is our students. According to the Department of Education, student involvement and insights help to improve school culture. Our main priority is to engage with students, but our other stakeholders are equally as important. Parents/ guardians, families, the community, law enforcement, business owners, religious leaders, teachers, administrators, custodians, secretaries and other school professionals all play apart in the safety and success of our main stakeholder. One way to make sure that all stakeholders are actively involved is to provide clear and consistent communication. With the use of technology, our communication efforts are endless. We currently communicate via email and newsletters mostly, with some correspondence coming from our Facebook social media page. If we shift the communicative focus to social media, we will have a larger engagement from all stakeholders. Creating posts that align with our vision, mission, values and goals will be monumental for our communicative approach. We can also utilize social media more often to develop a safe environment by posting information about our safety protocol and public incidents. In addition to the safety aspect, we will increase academic expectations by highlighting student successes and providing insight to our students for the community and all stakeholders.

Perceptions Strengths

1. Diversity - staff and student populations

2. Strong home visit program

3. Growing community support

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff and Student Morale are low.   **Root Cause:** For our campus specifically, our primary focus on STEM tends to take precedence over communicative events and activities that would lead to an increase of morale. Additionally unclear expectations or inconsistencies for students and staff lead to confusion and frustration and lack of motivation.

Problem Statement 2 (Prioritized): Differentiated or specialized professional development needed for teacher growth and to strengthen school leadership.   **Root Cause:** District PD's are the same each year for all teachers, but staff have different areas of growth. Campus needs to provide easier access to PD's offered outside of Harmony.

Problem Statement 3 (Prioritized): Poor classroom management hinders learning.   **Root Cause:** *Training and workshops are needed to minimize discipline and classroom management issues*

Problem Statement 4 (Prioritized): *There is a need to increase the number of students participating in physical activities to maintain their physical and emotional well being.*   **Root Cause:** Students spend a lot of time on computers and are sedentary most of the day. Need more physical activity during the day such as at lunch time.

Problem Statement 5 (Prioritized): Parent involvement in extremely low.   **Root Cause:** Need to provide different ways for parents to participate in academic and social events besides just face to face attendance.

Problem Statement 6 (Prioritized): Encourage students to participate in activities to foster new interests.   **Root Cause:** Extra-curricular activities, clubs, after school programs and contest opportunities need to be expanded.

Priority Problem Statements

Problem Statement 1: Need to support special populations and close learning gaps.
Root Cause 1: Certified special education and ESL teachers, support staff, and interventionists are needed to maximize the learning of all students.
Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: Poor classroom management hinders learning.
Root Cause 2: *Training and workshops are needed to minimize discipline and classroom management issues*
Problem Statement 2 Areas: School Processes & Programs - Perceptions

Problem Statement 3: *There is a need to increase the number of students participating in physical activities to maintain their physical and emotional well being.*
Root Cause 3: Students spend a lot of time on computers and are sedentary most of the day. Need more physical activity during the day such as at lunch time.
Problem Statement 3 Areas: Demographics - Perceptions

Problem Statement 4: Not all teachers and instruction are effective for all learners.
Root Cause 4: *Coaches are needed to guide/train teachers for curriculum implementation and effective teaching strategies.*
Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 5: Need to support special populations and close earning gaps.
Root Cause 5: *Testing and other instructional materials and resources are needed to support curriculum.*
Problem Statement 5 Areas: Student Learning

Problem Statement 6: Parent involvement in extremely low.
Root Cause 6: Need to provide different ways for parents to participate in academic and social events besides just face to face attendance.
Problem Statement 6 Areas: Perceptions

Problem Statement 7: *Extra learning time is needed for at risk and low performing students*
Root Cause 7: Need to hire dedicated, trained interventionists to work with at risk and low performing students.
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: *We need educational software and hardware for students and staff along with training to utilize them effectively*
Root Cause 8: Teachers need to be trained on how to effectively use educational software and hardware.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Core grade classes are too large especially for 9th and 10th grade.

Root Cause 9: To ensure increased rigor and aid in student performance, the established maximum class size cap needs to be a minimum of 25 and adhered to when schedules are made.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: When our students graduate from Harmony and attend a 2 or 4 year college, over the years we have seen an increase in the number of students dropping out and not earning degrees.

Root Cause 10: Many of out students lack of organizational skills and self-discipline and have not developed good study habits. Need to teach a time management and organization class so students can develop organizational and time management skills.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Staff and Student Morale are low.

Root Cause 11: For our campus specifically, our primary focus on STEM tends to take precedence over communicative events and activities that would lead to an increase of morale. Additionally unclear expectations or inconsistencies for students and staff lead to confusion and frustration and lack of motivation.

Problem Statement 11 Areas: Demographics - Perceptions

Problem Statement 12: Differentiated or specialized professional development needed for teacher growth and to strengthen school leadership.

Root Cause 12: District PD's are the same each year for all teachers, but staff have different areas of growth. Campus needs to provide easier access to PD's offered outside of Harmony.

Problem Statement 12 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 13: Students need to be prepared academically for postsecondary success.

Root Cause 13: High school curriculum should support postsecondary success which is a priority for our campus. (AP, DUAL, CTE, ASVAB-CEP, TSI)

Problem Statement 13 Areas: Student Learning

Problem Statement 14: Not all teachers understand Harmony's mission and/or how to carry it out effectively.

Root Cause 14: Need to train administrators on job interview skills and organize fairs.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: Encourage students to participate in activities to foster new interests.

Root Cause 15: Extra-curricular activities, clubs, after school programs and contest opportunities need to be expanded.

Problem Statement 15 Areas: Perceptions

Problem Statement 16: Students have emotional and behavioral issues that hinder their learning.

Root Cause 16: Need dedicated behavioral counselor for students to help address the emotional needs of our students and more awareness of these services available to students.

Problem Statement 16 Areas: Student Learning - School Processes & Programs

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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

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

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments

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
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM 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
- 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
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: The School will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: 80% of HPS graduates will attain college degrees and /or certificates within 6 years of HPS graduation

> **HB3 Goal**

> **Evaluation Data Sources:** College Readiness Benchmarks, Course Enrollment, Parent, Teacher, and Admin Surveys, Event sign-in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: *Utilize College and Career Counselors and Behavioral Counselor to ensure students are prepared for post-secondary college and career success.	**Formative**		
	Oct	**Jan**	**Mar**
Strategy's Expected Result/Impact: Students more prepared for the demands of college. See a decrease in the number of Harmony students dropping out of college **Staff Responsible for Monitoring:** principals, dean of students, college & career counselor/behavioral counseling team **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 4 - School Processes & Programs 2 **Funding Sources:** Instructional materials - 420 General Funds (Charter Schools), - 420 College Career & Military Readiness (PIC38), - 211, 255, 289 Title I, II, IV Part A Basic Program			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teach students how to apply for college including applying for financial aid and guide them through the process.	**Formative**		
Strategy's Expected Result/Impact: Students more comfortable with the process and attend a college they like and are able to afford. College graduation rates increase. **Staff Responsible for Monitoring:** College Counselors, Principal, Asst Principals, Behavior Counselor **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 2 **Funding Sources:** - 420 General Funds (Charter Schools), - 420 College Career & Military Readiness (PIC38)	**Oct**	**Jan**	**Mar**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: Students need to be prepared academically for postsecondary success.   **Root Cause**: High school curriculum should support postsecondary success which is a priority for our campus. (AP, DUAL, CTE, ASVAB-CEP, TSI)

School Processes & Programs
Problem Statement 2: When our students graduate from Harmony and attend a 2 or 4 year college, over the years we have seen an increase in the number of students dropping out and not earning degrees.   **Root Cause**: Many of out students lack of organizational skills and self-discipline and have not developed good study habits. Need to teach a time management and organization class so students can develop organizational and time management skills.

Goal 1: The School will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 2: The percentage of graduates that meet the criteria for CCMR will increase from 97% to 99% by August 2024 (HB3)

    HB3 Goal

    Evaluation Data Sources: College Readiness Benchmarks, Course Enrollment,

Strategy 1 Details	Formative Reviews		
Strategy 1: Enroll students in AP, CTE and dual credit courses and encourage participation in the ASVAB-CEP program and TSI to attain post-secondary success.	**Formative**		
	Oct	Jan	Mar

Strategy's Expected Result/Impact: improvement in college readiness benchmarks; increase in dual/AP course enrollment; increase CTE certifications
     Staff Responsible for Monitoring: Counselors, Principals, Dean of Academics
 	
     Title I:
 2.4, 2.5, 2.6
  - **TEA Priorities:**
 Connect high school to career and college
  - **ESF Levers:**
 Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments
     Problem Statements: Student Learning 4
     Funding Sources: Qualified instructors and materials - 420 College Career & Military Readiness (PIC38), CTE instructors and materials - 420 Career and Technology (PIC22), instructional and college readiness materials - 420 State Comp. Education (PIC30)			

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize a Program Advisory Committee and conduct CTE Program Evaluation in order to update and evolve student pathways to better prepare them for post-secondary success.	Formative		
	Oct	**Jan**	**Mar**
Strategy's Expected Result/Impact: Course enrollment & certifications data; surveys **Staff Responsible for Monitoring:** Committee Members, Administrators, CTE/PLTW Teachers, College Career Counselors **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 4 **Funding Sources:** CTE Course & Certification Materials - 420 Career and Technology (PIC22), SCE - 420 State Comp. Education (PIC30), - 420 College Career & Military Readiness (PIC38)			
0% No Progress 100% Accomplished Continue/Modify ✖ Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: Students need to be prepared academically for postsecondary success.   **Root Cause**: High school curriculum should support postsecondary success which is a priority for our campus. (AP, DUAL, CTE, ASVAB-CEP, TSI)

Goal 2: The School will exceed state and national (where applicable) standards/averages for all student groups in student achievement and progress while ensuring each and every child will show individual growth on assessments.

Performance Objective 1: Increase the achievement level at Approaches Grade Level or above in the following subjects in STAAR:
All Students:
  Reading by 1% Math by 0.5%   Writing by 1%   Science by 0.5%   Social Studies by 0.5%
African-American, Hispanic and Economically Disadvantaged Populations:
  Reading by 2% Math by 1%   Writing by 2%   Science by 1%   Social Studies by 1%
LEP students:
  Reading by 2% Math by 1%   Writing by 2%   Science by 1%   Social Studies by 1%
Special Education programs
  Reading by 2% Math by 1%   Writing by 2%   Science by 1%   Social Studies by 1%

High Priority

Evaluation Data Sources: CBA, DA, Interim Results, STAAR/EOC Results from 2023

Strategy 1 Details	Formative Reviews		
Strategy 1: * Utilize Tutors, Interventionists, Instructional Contract Services and other support personnel to provide consistent assistance to all students in need with push in, pull out, during, after, before school, or Saturdays including Accelerated Instruction*	**Formative**		
	Oct	**Jan**	**Mar**

Strategy's Expected Result/Impact: increased test scores (MAP growth, STAAR, AP, PLTW, CTE)
    Staff Responsible for Monitoring: Dean of Academics, Principal
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
    Problem Statements: Student Learning 1, 5 - School Processes & Programs 5, 9
    Funding Sources: Interventionists - 211, 255, 289 Title I, II, IV Part A Basic Program, ESL teacher and support staff - 263 TITLE III, PART A English Language Acquisition, Sped teachers and support staff - 224 IDEA-B, Interventionist and support staff - 244 Perkins V			

Strategy 2 Details	Formative Reviews		
Strategy 2: *Purchase testing materials, educational software, manipulatives, and supplemental instructional materials for STAAR Remediation and improving student performance including Special Education, ESL and at-risk students*	**Formative**		
	Oct	**Jan**	**Mar**

Strategy's Expected Result/Impact: improvement in special pops scores and general education students' scores on state assessments and MAP

Staff Responsible for Monitoring: Dean of Academics, Principal, ESL & Sped Coordinators

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 2

Funding Sources: Title I - Math manipulatives, testing and instructional materials to support curriculum; educational software and hardware for students and staff along with training to utilize them effectively - 211, 255, 289 Title I, II, IV Part A Basic Program, Instructional and certification materials for CTE courses - 420 Career and Technology (PIC22), Gen Fund - instructional supplies and resources for Sped & ESL students - 420 General Funds (Charter Schools), - 244 Perkins V, Earbud Translator (2), Headphones (min of 30), and Headphones with audio jacks (min of 12) for ESL Department - 263 TITLE III, PART A English Language Acquisition, Earbud Translator (2), Headphones (min of 30), and Headphones with audio jacks (min of 12) for ESL Department - 420 Bilingual Education (PIC25)

Strategy 3 Details	Formative Reviews		
Strategy 3: *Utilize Special Education teachers and related Instructional Contract Services to maximize the learning of students with special needs.*	**Formative**		
	Oct	**Jan**	**Mar**

Strategy's Expected Result/Impact: improvement in special pops scores and general education students' scores

Staff Responsible for Monitoring: Sped Coordinator, Principal, Dean of Academics

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - School Processes & Programs 5, 9

Funding Sources: Sped teachers - 420 Special Education (PIC23), Sped teachers and aides; Contract services - 224 IDEA-B, Dyslexia instructional support and contract services - 420 Dyslexia (PIC37)

Strategy 4 Details	Formative Reviews		
Strategy 4: *Utilize Title III interventionists and related Instructional Contract Services to enhance LEP students' performance.*	**Formative**		
Strategy's Expected Result/Impact: improvement in special pops scores and general education students' scores	**Oct**	**Jan**	**Mar**
Staff Responsible for Monitoring: ESL Coordinator, Principal, Dean of Academics **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 9 **Funding Sources:** ESL teachers and contract services - 263 TITLE III, PART A English Language Acquisition, ESL teachers and contract services - 420 Bilingual Education (PIC25)			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide more classroom management PD's for teachers who are in need of these skills for better student academic performance	**Formative**		
Strategy's Expected Result/Impact: improved classroom management will lead to more instructional time for students	**Oct**	**Jan**	**Mar**
Staff Responsible for Monitoring: Principal, assistant principals **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 3 - School Processes & Programs 1, 3, 4 - Perceptions 2, 3 **Funding Sources:** Campus and cluster coaches - 211, 255, 289 Title I, II, IV Part A Basic Program, Differentiated PD's for Staff - 420 General Funds (Charter Schools), Differentiated PD's for Staff - 420 State Comp. Education (PIC30)			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Establish lower maximum class size caps to ensure increased rigor and aid in student performance for all classes.	**Formative**		
Strategy's Expected Result/Impact: EOC/AP scores and Dual Credit pass rate **Staff Responsible for Monitoring:** Principals, College & Career Counseling Team **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 5 **Funding Sources:** Interventionists - 211, 255, 289 Title I, II, IV Part A Basic Program, Hire more core teachers - 420 State Comp. Education (PIC30)	**Oct**	**Jan**	**Mar**

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Provide and participate more in school and inter school competitions for English and Social Studies to improve course related skills and enhance performance in yearly test scores for these subjects.	**Formative**		
Strategy's Expected Result/Impact: enhance performance in test scores in non STEM as well as STEM related courses; non-STEM AP scores, STAAR EOC (USH, Eng. I & II) **Staff Responsible for Monitoring:** Principal, Asst. Principal., Teachers **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Perceptions 1, 6 **Funding Sources:** Materials and fees for club activities and competitions - 420 State Comp. Education (PIC30), Materials and fees for club activities and competitions - 461 Activity Fund	**Oct**	**Jan**	**Mar**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Staff and Student Morale are low.   **Root Cause**: For our campus specifically, our primary focus on STEM tends to take precedence over communicative events and activities that would lead to an increase of morale. Additionally unclear expectations or inconsistencies for students and staff lead to confusion and frustration and lack of motivation.

Demographics

Problem Statement 3: Differentiated or specialized professional development needed for teacher growth and to strengthen school leadership.   **Root Cause**: District PD's are the same each year for all teachers, but staff have different areas of growth. Campus needs to provide easier access to PD's offered outside of Harmony.

Student Learning

Problem Statement 1: Need to support special populations and close learning gaps.   **Root Cause**: Certified special education and ESL teachers, support staff, and interventionists are needed to maximize the learning of all students.

Problem Statement 2: Need to support special populations and close earning gaps.   **Root Cause**: *Testing and other instructional materials and resources are needed to support curriculum.*

Problem Statement 3: Not all teachers and instruction are effective for all learners.   **Root Cause**: *Coaches are needed to guide/train teachers for curriculum implementation and effective teaching strategies.*

Problem Statement 5: Core grade classes are too large especially for 9th and 10th grade.   **Root Cause**: To ensure increased rigor and aid in student performance, the established maximum class size cap needs to be a minimum of 25 and adhered to when schedules are made.

School Processes & Programs

Problem Statement 1: Differentiated or specialized professional development needed for teacher growth and to strengthen school leadership.   **Root Cause**: District PD's are the same each year for all teachers, but staff have different areas of growth. Campus needs to provide easier access to PD's offered outside of Harmony.

Problem Statement 3: Poor classroom management hinders learning.   **Root Cause**: *Training and workshops are needed to minimize discipline and classroom management issues*

Problem Statement 4: Not all teachers and instruction are effective for all learners.   **Root Cause**: *Coaches are needed to guide/train teachers for curriculum implementation and effective teaching strategies.*

Problem Statement 5: *Extra learning time is needed for at risk and low performing students*   **Root Cause**: Need to hire dedicated, trained interventionists to work with at risk and low performing students.

Problem Statement 9: Need to support special populations and close learning gaps.   **Root Cause**: Certified special education and ESL teachers, support staff, and interventionists are needed to maximize the learning of all students.

Perceptions

Problem Statement 1: Staff and Student Morale are low.   **Root Cause**: For our campus specifically, our primary focus on STEM tends to take precedence over communicative events and activities that would lead to an increase of morale. Additionally unclear expectations or inconsistencies for students and staff lead to confusion and frustration and lack of motivation.

Problem Statement 2: Differentiated or specialized professional development needed for teacher growth and to strengthen school leadership.   **Root Cause**: District PD's are the same each year for all teachers, but staff have different areas of growth. Campus needs to provide easier access to PD's offered outside of Harmony.

Problem Statement 3: Poor classroom management hinders learning.   **Root Cause**: *Training and workshops are needed to minimize discipline and classroom management issues*

Problem Statement 6: Encourage students to participate in activities to foster new interests.   **Root Cause**: Extra-curricular activities, clubs, after school programs and contest opportunities need to be expanded.

Goal 3: The School will employ, develop and retain highly qualified staff to maximize learning for all students.

Performance Objective 1: Provide professional development opportunities for teachers and staff.

High Priority

Evaluation Data Sources: Certificate of completion, attendance logs

Strategy 1 Details	Formative Reviews		
Strategy 1: *Provide professional development opportunities to teachers and staff using contracted services*	**Formative**		
Strategy's Expected Result/Impact: improvements noted in teacher evaluations	**Oct**	**Jan**	**Mar**
Staff Responsible for Monitoring: Principal, DA **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 3 - School Processes & Programs 1, 3, 4 - Perceptions 2, 3 **Funding Sources:** Differentiated PD's - 211, 255, 289 Title I, II, IV Part A Basic Program, Differentiated PD's - 420 State Comp. Education (PIC30), PD/Training to certify more teachers as ESL - 420 Bilingual Education (PIC25), Spec Ed Training & PD's - 420 Special Education (PIC23), Dyslexia Training - 420 Dyslexia (PIC37)			

Strategy 2 Details	Formative Reviews		
Strategy 2: *Utilize cluster and campus coaches for mentoring, supporting and training teachers*	**Formative**		
Strategy's Expected Result/Impact: improved scores on evaluations	**Oct**	**Jan**	**Mar**
Staff Responsible for Monitoring: Principal, DA **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 - School Processes & Programs 4, 6 **Funding Sources:** Campus and Cluster Coaches - 211, 255, 289 Title I, II, IV Part A Basic Program, Educational software and materials and training to utilize them effectively - 211, 255, 289 Title I, II, IV Part A Basic Program, Educational software and materials and training to utilize them effectively - 420 State Comp. Education (PIC30)			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide training for new and experienced AP, PLTW, CTE teachers.	**Formative**		
Strategy's Expected Result/Impact: quality instruction in AP, PLTW, CTE courses - evidence: increase in AP exam scores and increase is students earning career certifications	**Oct**	**Jan**	**Mar**
Staff Responsible for Monitoring: Principal, Asst. Principals, Dept. Chairs, ILT Team **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 4 - School Processes & Programs 1 - Perceptions 2 **Funding Sources:** CTE PD's/Training - 420 Career and Technology (PIC22), Differentiated PD's - 420 General Funds (Charter Schools)			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide training for teachers needing to take the TOEFL exam and state and ESL certification exams.	**Formative**		
Strategy's Expected Result/Impact: Increase in number of teachers that have state certification. More ESL certified teachers enables the school to meet the needs of growing ESL population.	**Oct**	**Jan**	**Mar**
Staff Responsible for Monitoring: Principal, Dean of Academics **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 1 - School Processes & Programs 1, 9 - Perceptions 2 **Funding Sources:** - 420 General Funds (Charter Schools), - 263 TITLE III, PART A English Language Acquisition, - 211, 255, 289 Title I, II, IV Part A Basic Program			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Differentiated or specialized professional development needed for teacher growth and to strengthen school leadership. **Root Cause**: District PD's are the same each year for all teachers, but staff have different areas of growth. Campus needs to provide easier access to PD's offered outside of Harmony.

Student Learning
Problem Statement 1: Need to support special populations and close learning gaps.   **Root Cause**: Certified special education and ESL teachers, support staff, and interventionists are needed to maximize the learning of all students.
Problem Statement 3: Not all teachers and instruction are effective for all learners.   **Root Cause**: *Coaches are needed to guide/train teachers for curriculum implementation and effective teaching strategies.*
Problem Statement 4: Students need to be prepared academically for postsecondary success.   **Root Cause**: High school curriculum should support postsecondary success which is a priority for our campus. (AP, DUAL, CTE, ASVAB-CEP, TSI)

School Processes & Programs
Problem Statement 1: Differentiated or specialized professional development needed for teacher growth and to strengthen school leadership.   **Root Cause**: District PD's are the same each year for all teachers, but staff have different areas of growth. Campus needs to provide easier access to PD's offered outside of Harmony.
Problem Statement 3: Poor classroom management hinders learning.   **Root Cause**: *Training and workshops are needed to minimize discipline and classroom management issues*
Problem Statement 4: Not all teachers and instruction are effective for all learners.   **Root Cause**: *Coaches are needed to guide/train teachers for curriculum implementation and effective teaching strategies.*
Problem Statement 6: *We need educational software and hardware for students and staff along with training to utilize them effectively*   **Root Cause**: Teachers need to be trained on how to effectively use educational software and hardware.
Problem Statement 9: Need to support special populations and close learning gaps.   **Root Cause**: Certified special education and ESL teachers, support staff, and interventionists are needed to maximize the learning of all students.

Perceptions
Problem Statement 2: Differentiated or specialized professional development needed for teacher growth and to strengthen school leadership.   **Root Cause**: District PD's are the same each year for all teachers, but staff have different areas of growth. Campus needs to provide easier access to PD's offered outside of Harmony.
Problem Statement 3: Poor classroom management hinders learning.   **Root Cause**: *Training and workshops are needed to minimize discipline and classroom management issues*

Goal 3: The School will employ, develop and retain highly qualified staff to maximize learning for all students.

Performance Objective 2: Recruit and retain highly qualified teachers and staff for all students.

    High Priority

    Evaluation Data Sources: Teacher evaluations; PD certifications

Strategy 1 Details	Formative Reviews		
Strategy 1: Train administrators on job interview skills and organize job fairs	**Formative**		

Strategy's Expected Result/Impact: qualified teachers/staff hired and retained
    Staff Responsible for Monitoring: principal
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction
    Problem Statements: School Processes & Programs 5, 7
    Funding Sources: Training - job interview skills - 211, 255, 289 Title I, II, IV Part A Basic Program, Training - 420 State Comp. Education (PIC30), Job Fairs - 420 General Funds (Charter Schools)
	Oct	**Jan**	**Mar**

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 5: *Extra learning time is needed for at risk and low performing students*   **Root Cause**: Need to hire dedicated, trained interventionists to work with at risk and low performing students.
Problem Statement 7: Not all teachers understand Harmony's mission and/or how to carry it out effectively.   **Root Cause**: Need to train administrators on job interview skills and organize fairs.

Goal 4: The School will work jointly with parents and the community to maximize learning for all students through two-way communication, collaborative partnerships and unity of purpose.

Performance Objective 1: Provide volunteer opportunities for students and parents at school and in the community.

High Priority

Evaluation Data Sources: attendance at such opportunities, activity calendar

Strategy 1 Details	Formative Reviews		
Strategy 1: *Provide opportunities at school for parents to participate in academic and social events with their children	**Formative**		
Strategy's Expected Result/Impact: More parents involved, communication improves btwn school and home	**Oct**	**Jan**	**Mar**
Staff Responsible for Monitoring: engagement coordinator, principal, STEM/CTE/PLTW teacher leaders			
Title I: 4.1, 4.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 5 **Funding Sources:** PFE Activities - 211, 255, 289 Title I, II, IV Part A Basic Program, PFE Activities - 420 General Funds (Charter Schools)			

Strategy 2 Details	Formative Reviews		
Strategy 2: School parental involvement policy and compact must be evaluated and revised with parents.	**Formative**		
Strategy's Expected Result/Impact: Parents understand their rights and ultimately are involved with the school	**Oct**	**Jan**	**Mar**
Staff Responsible for Monitoring: Principal, Dean of Academics, Dean of Students, Federal Programs Coordinator			
Title I: 4.1, 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 5 **Funding Sources:** PFE Title I Annual Meeting Supplies & Promotion - 211, 255, 289 Title I, II, IV Part A Basic Program			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 5: Parent involvement in extremely low.   **Root Cause**: Need to provide different ways for parents to participate in academic and social events besides just face to face attendance.

Goal 4: The School will work jointly with parents and the community to maximize learning for all students through two-way communication, collaborative partnerships and unity of purpose.

Performance Objective 2: Enhance communication, collaboration, and involvement among the staff, parents, and community to support the students.

> **High Priority**

> **Evaluation Data Sources:** improved morale, attendance at events by parents and staff

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage teachers to schedule home visits to all, especially economically disadvantaged students, students at risk of failing, and students with ongoing disciplinary issues.	**Formative**		
Strategy's Expected Result/Impact: Better communication btwn school and home **Staff Responsible for Monitoring:** engagement coordinator, principal **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 5 **Funding Sources:** Extra Duty pay if applicable - 420 General Funds (Charter Schools)	Oct	Jan	Mar

Strategy 2 Details	Formative Reviews		
Strategy 2: Use a variety of strategies such as weekly mail, website, ESL newsletters, email, social media accounts, parent breakfasts with principal to increase communication and involvement with all students and families including special program students (ESL, GT, Sped).	**Formative**		
Strategy's Expected Result/Impact: increased participation at events **Staff Responsible for Monitoring:** Principal, Asst. Principal., Teachers, Engagement coordinator, GT, ESL, Sped Coordinators **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 5 **Funding Sources:** Materials/supplies for activities & promotion - 420 State Comp. Education (PIC30), Materials/supplies for activities & promotion - 420 General Funds (Charter Schools)	Oct	Jan	Mar

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 5: Parent involvement in extremely low.   **Root Cause**: Need to provide different ways for parents to participate in academic and social events besides just face to face attendance.

Goal 5: The School strives to ensure a safe, healthy and orderly environment conducive to learning for all students and staff.

Performance Objective 1: Provide staff development regarding discipline and classroom management issues.

> **High Priority**

> **Evaluation Data Sources:** PD attendance

Strategy 1 Details	Formative Reviews		
Strategy 1: *Provide staff development in safe schools and enforce a school safety program that addresses conflict management, bullying, suicide prevention, discipline management, violence prevention and intervention methods.*	**Formative**		
Strategy's Expected Result/Impact: more instructional time due to improved classroom management **Staff Responsible for Monitoring:** principals, assistant principals **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** Demographics 3 - School Processes & Programs 1, 3 - Perceptions 2, 3 **Funding Sources:** Differentiated PD's - 211, 255, 289 Title I, II, IV Part A Basic Program, Differentiated PD's - 420 State Comp. Education (PIC30)	**Oct**	**Jan**	**Mar**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Differentiated or specialized professional development needed for teacher growth and to strengthen school leadership.   **Root Cause**: District PD's are the same each year for all teachers, but staff have different areas of growth. Campus needs to provide easier access to PD's offered outside of Harmony.
School Processes & Programs
Problem Statement 1: Differentiated or specialized professional development needed for teacher growth and to strengthen school leadership.   **Root Cause**: District PD's are the same each year for all teachers, but staff have different areas of growth. Campus needs to provide easier access to PD's offered outside of Harmony.

School Processes & Programs
Problem Statement 3: Poor classroom management hinders learning.   **Root Cause**: *Training and workshops are needed to minimize discipline and classroom management issues*

Perceptions
Problem Statement 2: Differentiated or specialized professional development needed for teacher growth and to strengthen school leadership.   **Root Cause**: District PD's are the same each year for all teachers, but staff have different areas of growth. Campus needs to provide easier access to PD's offered outside of Harmony.
Problem Statement 3: Poor classroom management hinders learning.   **Root Cause**: *Training and workshops are needed to minimize discipline and classroom management issues*

Goal 5: The School strives to ensure a safe, healthy and orderly environment conducive to learning for all students and staff.

Performance Objective 2: Provide a coordinated health program to encourage students to participate in physical education.

    Evaluation Data Sources: participation in physical activity/athletics; Fitness Gram data

Strategy 1 Details	Formative Reviews		
Strategy 1: Help students track and evaluate their fitness assessment data and ensure that they participate in moderate to vigorous physical activity.	**Formative**		
	Oct	**Jan**	**Mar**

Strategy's Expected Result/Impact: students participate in physical activity, sports, athletics
    Staff Responsible for Monitoring: Physical Education Staff and teachers sponsoring clubs associated with health and fitness
 	
    ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: Demographics 2 - Perceptions 4
    Funding Sources: Sporting equipment and instructional material - 420 State Comp. Education (PIC30) - 30, Supplies and equipment for sports and clubs associated with health and fitness - 461 Activity Fund, Supplies and equipment for sports and clubs associated with health and fitness - 420 General Funds (Charter Schools)			

0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: *There is a need to increase the number of students participating in physical activities to maintain their physical and emotional well being.*   **Root Cause**: Students spend a lot of time on computers and are sedentary most of the day. Need more physical activity during the day such as at lunch time.

Perceptions
Problem Statement 4: *There is a need to increase the number of students participating in physical activities to maintain their physical and emotional well being.*   **Root Cause**: Students spend a lot of time on computers and are sedentary most of the day. Need more physical activity during the day such as at lunch time.

Goal 5: The School strives to ensure a safe, healthy and orderly environment conducive to learning for all students and staff.

Performance Objective 3: Provide a safe school environment for all students and staff.

High Priority

Evaluation Data Sources: training completions; feedback from parents and community

Strategy 1 Details	Formative Reviews		
Strategy 1: *Provide staff development in safe schools and enforce a school safety program that addresses conflict management, bullying, suicide prevention, discipline management, violence prevention and intervention methods.*	**Formative**		
	Oct	**Jan**	**Mar**
Strategy's Expected Result/Impact: more instructional time due to improved classroom management			
Staff Responsible for Monitoring: principals, assistant principals			
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**			
Problem Statements: Demographics 3 - Student Learning 6 - School Processes & Programs 1, 3, 8 - Perceptions 2, 3			
Funding Sources: Differentiated PD's - 211, 255, 289 Title I, II, IV Part A Basic Program, Differentiated PD's - 420 State Comp. Education (PIC30)			

Strategy 2 Details	Formative Reviews		
Strategy 2: Have a dedicated behavioral counselor for students and increase the use of behavioral interventions and services to better support students experiencing emotional and mental health issues.	**Formative**		
	Oct	**Jan**	**Mar**
Strategy's Expected Result/Impact: Emotionally healthy students are able to focus more on schoolwork. Teachers able to focus on teaching and not on counseling.			
Staff Responsible for Monitoring: Principal, Dean of Students, Behavioral Counselor			
ESF Levers: Lever 3: Positive School Culture			
Problem Statements: Student Learning 6 - School Processes & Programs 8			
Funding Sources: - 420 General Funds (Charter Schools), - 211, 255, 289 Title I, II, IV Part A Basic Program			

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Differentiated or specialized professional development needed for teacher growth and to strengthen school leadership.   **Root Cause**: District PD's are the same each year for all teachers, but staff have different areas of growth. Campus needs to provide easier access to PD's offered outside of Harmony.
Student Learning
Problem Statement 6: Students have emotional and behavioral issues that hinder their learning.   **Root Cause**: Need dedicated behavioral counselor for students to help address the emotional needs of our students and more awareness of these services available to students.
School Processes & Programs
Problem Statement 1: Differentiated or specialized professional development needed for teacher growth and to strengthen school leadership.   **Root Cause**: District PD's are the same each year for all teachers, but staff have different areas of growth. Campus needs to provide easier access to PD's offered outside of Harmony.
Problem Statement 3: Poor classroom management hinders learning.   **Root Cause**: *Training and workshops are needed to minimize discipline and classroom management issues*
Problem Statement 8: Students have emotional and behavioral issues that hinder their learning.   **Root Cause**: Need dedicated behavioral counselor for students to help address the emotional needs of our students and more awareness of these services available to students.
Perceptions
Problem Statement 2: Differentiated or specialized professional development needed for teacher growth and to strengthen school leadership.   **Root Cause**: District PD's are the same each year for all teachers, but staff have different areas of growth. Campus needs to provide easier access to PD's offered outside of Harmony.
Problem Statement 3: Poor classroom management hinders learning.   **Root Cause**: *Training and workshops are needed to minimize discipline and classroom management issues*

Goal 5: The School strives to ensure a safe, healthy and orderly environment conducive to learning for all students and staff.

Performance Objective 4: Provide an environment consistency in expectation of staff and students throughout the year.

Evaluation Data Sources: staff, parent surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue providing consistent guidelines and expectations and equally enforcing expectations amongst staff and students according to policies set. For instances disciplinary, classroom, testing, and extracurricular procedures.	**Formative**		
	Oct	**Jan**	**Mar**
Strategy's Expected Result/Impact: consistency in procedures and less time wasted due to confusion in what the procedures actually are			
Staff Responsible for Monitoring: Principal, Asst. Principal., Teachers			
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture			
Problem Statements: Student Learning 3 - School Processes & Programs 3, 4, 7 - Perceptions 3			
Funding Sources: Differentiated PD's - 420 State Comp. Education (PIC30), Job interviewing training for administrators - 420 General Funds (Charter Schools), Campus and Cluster coaches - 211, 255, 289 Title I, II, IV Part A Basic Program			

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue implementation of Character.org's 11 Principles of Character.	**Formative**		
Strategy's Expected Result/Impact: Discipline referrals will decrease by 5% compared to the previous year.	**Oct**	**Jan**	**Mar**
Staff Responsible for Monitoring: Dean of Students, Principal, Character Committee			
ESF Levers: Lever 3: Positive School Culture			
Problem Statements: Student Learning 6 - School Processes & Programs 3, 8 - Perceptions 3			
Funding Sources: - 420 General Funds (Charter Schools)			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: Not all teachers and instruction are effective for all learners.   **Root Cause**: *Coaches are needed to guide/train teachers for curriculum implementation and effective teaching strategies.*
Problem Statement 6: Students have emotional and behavioral issues that hinder their learning.   **Root Cause**: Need dedicated behavioral counselor for students to help address the emotional needs of our students and more awareness of these services available to students.

School Processes & Programs
Problem Statement 3: Poor classroom management hinders learning.   **Root Cause**: *Training and workshops are needed to minimize discipline and classroom management issues*
Problem Statement 4: Not all teachers and instruction are effective for all learners.   **Root Cause**: *Coaches are needed to guide/train teachers for curriculum implementation and effective teaching strategies.*
Problem Statement 7: Not all teachers understand Harmony's mission and/or how to carry it out effectively.   **Root Cause**: Need to train administrators on job interview skills and organize fairs.
Problem Statement 8: Students have emotional and behavioral issues that hinder their learning.   **Root Cause**: Need dedicated behavioral counselor for students to help address the emotional needs of our students and more awareness of these services available to students.

Perceptions
Problem Statement 3: Poor classroom management hinders learning.   **Root Cause**: *Training and workshops are needed to minimize discipline and classroom management issues*

Goal 6: The School will utilize technology to maximize learning for all students, including GT, ESL, and Special Education students, and to enhance the educational practices of teachers.

Performance Objective 1: Ensure that all students and staff utilize technology as a tool for learning.

   High Priority

   Evaluation Data Sources: inventory, evaluations, training attendance logs

Strategy 1 Details	Formative Reviews		
Strategy 1: *Purchase technology devices (i.e., document cameras, laptops, Chromebooks, projectors) and educational software to maximize learning and teaching.*	**Formative**		
	Oct	Jan	Mar
Strategy's Expected Result/Impact: improved instructions; test scores improve			
Staff Responsible for Monitoring: principal, DA, GT Coordinator, Sped & ESL Coordinators			
ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			
Problem Statements: School Processes & Programs 6			
Funding Sources: Campus and cluster coaches to train staff on how to effectively use technology and software in the classroom - 211, 255, 289 Title I, II, IV Part A Basic Program, technology devices (i.e. document camera, laptops, Chromebooks, calculators, etc.) and educational software - 420 State Comp. Education (PIC30), technology devices (i.e. document camera, laptops, Chromebooks, calculators, etc.) and educational software - 420 General Funds (Charter Schools), CTE Instructional & Certification Software and Hardware - 420 Career and Technology (PIC22), - 244 Perkins V			

Strategy 2 Details	Formative Reviews		
Strategy 2: *Provide staff development on integration of technology in instructional and administrative programs*	**Formative**		
Strategy's Expected Result/Impact: more technology integrated into lesson plans	Oct	Jan	Mar
Staff Responsible for Monitoring: DA, principal, IT manager			
ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			
Problem Statements: Demographics 3 - School Processes & Programs 1, 6 - Perceptions 2			
Funding Sources: Campus and cluster coaches to train staff on how to effectively use technology and software in the classroom - 211, 255, 289 Title I, II, IV Part A Basic Program, Campus and cluster coaches to train staff on how to effectively use technology and software in the classroom - 420 State Comp. Education (PIC30), Differentiated PD's - 420 General Funds (Charter Schools)			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Differentiated or specialized professional development needed for teacher growth and to strengthen school leadership. **Root Cause**: District PD's are the same each year for all teachers, but staff have different areas of growth. Campus needs to provide easier access to PD's offered outside of Harmony.
School Processes & Programs
Problem Statement 1: Differentiated or specialized professional development needed for teacher growth and to strengthen school leadership. **Root Cause**: District PD's are the same each year for all teachers, but staff have different areas of growth. Campus needs to provide easier access to PD's offered outside of Harmony.
Problem Statement 6: *We need educational software and hardware for students and staff along with training to utilize them effectively* **Root Cause**: Teachers need to be trained on how to effectively use educational software and hardware.
Perceptions
Problem Statement 2: Differentiated or specialized professional development needed for teacher growth and to strengthen school leadership. **Root Cause**: District PD's are the same each year for all teachers, but staff have different areas of growth. Campus needs to provide easier access to PD's offered outside of Harmony.

Goal 7: The School will give students the opportunity to expand their knowledge in the subject of their interest beyond curriculum level.

Performance Objective 1: Increase the number of students enrolled in extracurricular programs offered by the school.

High Priority

HB3 Goal

Evaluation Data Sources: activities calendar

Strategy 1 Details		Formative Reviews		
Strategy 1: Ask teachers to offer a variety of clubs, sports, competitions and contract with organizations to offer programs at school.		**Formative**		
Strategy's Expected Result/Impact: students get involved, feel part of the school, have school pride, want to remain enrolled at school because learning and participating in new activities		**Oct**	**Jan**	**Mar**
Staff Responsible for Monitoring: Principal, Asst. Principal., Teachers				
Title I: 2.5 **- ESF Levers:** Lever 3: Positive School Culture				
Problem Statements: Demographics 2 - Perceptions 4, 6				
Funding Sources: Materials and activity fees for clubs, competitions, and sporting events - 420 State Comp. Education (PIC30) - 30, Extra duty pay for sponsors of extracurricular activities - 420 General Funds (Charter Schools), - 420 College Career & Military Readiness (PIC38)				

0% **No Progress**   100% **Accomplished**   → **Continue/Modify**   ✗ **Discontinue**

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: *There is a need to increase the number of students participating in physical activities to maintain their physical and emotional well being.*   **Root Cause**: Students spend a lot of time on computers and are sedentary most of the day. Need more physical activity during the day such as at lunch time.

Perceptions
Problem Statement 4: *There is a need to increase the number of students participating in physical activities to maintain their physical and emotional well being.*   **Root Cause**: Students spend a lot of time on computers and are sedentary most of the day. Need more physical activity during the day such as at lunch time.

Perceptions
Problem Statement 6: Encourage students to participate in activities to foster new interests.   **Root Cause**: Extra-curricular activities, clubs, after school programs and contest opportunities need to be expanded.

Goal 7: The School will give students the opportunity to expand their knowledge in the subject of their interest beyond curriculum level.

Performance Objective 2: Have students complete projects and join competitions and contests.

High Priority

HB3 Goal

Evaluation Data Sources: activities calendar

Strategy 1 Details	Formative Reviews		
Strategy 1: Educational and career and college readiness trips and academic events and competitions to foster student awareness of college and career options need to be planned out carefully at the beginning of the year.	**Formative**		
	Oct	**Jan**	**Mar**
Strategy's Expected Result/Impact: College Acceptance, Awards, Feedback on Student & parent surveys **Staff Responsible for Monitoring:** Principal, Counselors, Dean of Academics, Engagement Coordinator, Teacher **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 6 **Funding Sources:** post secondary test prep materials and activities - 420 College Career & Military Readiness (PIC38), instructional materials for CTE courses and certification exams - 420 Career and Technology (PIC22), Fees associated with college readiness activities and trips - 420 General Funds (Charter Schools), Fees associated with college readiness activities and trips - 461 Activity Fund , - 244 Perkins V			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Host a fine arts gala to showcase the students' achievements and work in fine arts.	**Formative**		
Strategy's Expected Result/Impact: More student interest in participating in activities related to the fine arts	**Oct**	**Jan**	**Mar**
Staff Responsible for Monitoring: Principal, Fine Arts Department, Engagement **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 6 **Funding Sources:** supplies and promotional materials for the event - 461 Activity Fund, Extra duty pay for sponsors and supplies and promotional materials for the event - 420 General Funds (Charter Schools), Art Supplies for Art Classes; Music Supplies for Music Classes & Pram - more musical instruments in general, more piano/keyboards and guitars for students enrolled in piano and guitar classes, more stage storage for musical equipment. - 211, 255, 289 Title I, II, IV Part A Basic Program, Art Supplies for Art Classes; Music Supplies for Music Classes & Pram - more musical instruments in general, more piano/keyboards and guitars for students enrolled in piano and guitar classes, more stage storage for musical equipment. - 420 General Funds (Charter Schools)			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Provide opportunities for GT students to showcase their advanced level products.	**Formative**		
Strategy's Expected Result/Impact: Students products, projects showcased; increase awareness of GT program	**Oct**	**Jan**	**Mar**
Staff Responsible for Monitoring: GT personnel, Dean of Academics **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 2 - Perceptions 6 **Funding Sources:** - 420 Gifted &Talented (Intend Code: 21), - 420 General Funds (Charter Schools), - 461 Activity Fund			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Need to support special populations and close earning gaps.   **Root Cause**: *Testing and other instructional materials and resources are needed to support curriculum.*

Perceptions
Problem Statement 6: Encourage students to participate in activities to foster new interests. **Root Cause**: Extra-curricular activities, clubs, after school programs and contest opportunities need to be expanded.

Targeted Support Strategies

Goal	Objective	Strategy	Description
5	1	1	*Provide staff development in safe schools and enforce a school safety program that addresses conflict management, bullying, suicide prevention, discipline management, violence prevention and intervention methods.*
5	3	1	*Provide staff development in safe schools and enforce a school safety program that addresses conflict management, bullying, suicide prevention, discipline management, violence prevention and intervention methods.*

Demographics

Committee Role	Name	Position
Classroom Teacher	Farha Ahmed	Science Teacher
Non-classroom Professional	Khalil Davrishov	Operations Manager
Non-classroom Professional	Lejla Colic	Front Office / Attendance
Paraprofessional	Habiba Syed	Sped / Teacher Aide
Classroom Teacher	Erjona Beqaj	Social Studies Teacher
Counselor	Jasmine Richardson	College & Career Counselor
Classroom Teacher	Akerke Andagul	Math Teacher
Classroom Teacher	Luisa Botero	LOTE/Art Teacher
Non-classroom Professional	Umamah Siddiqui	Student Recruitment Coordinator
Counselor	Gianina Mayorga	College & Career Counselor
Classroom Teacher	Nancy Huynh	Science Teacher
Classroom Teacher	Ferhat Alaydin	Science Teacher
Non-classroom Professional	Sundas Kamboh	Front Office
Non-classroom Professional	Melinda Jenkins	Support Staff - Discipline

Student Learning

Committee Role	Name	Position
Classroom Teacher	Salma Akbar	Science Teacher
Administrator	Sena Qutob	Dean of Academics
Counselor	Habibe Agdeniz	College & Career Counselor
Counselor	Syed Hasan	Dean of College & Career
Classroom Teacher	Thomas Cardamone	English Teacher
Classroom Teacher	Sarah Bhaskaran	Science Teacher
Classroom Teacher	Nebi Sahin	Science Teacher
Classroom Teacher	Charity Meyers	Math Teacher
Classroom Teacher	June Lu	Math Teacher
Classroom Teacher	Alejandra Solano	English Teacher
Classroom Teacher	Ana Garcia	LOTE Teacher
Classroom Teacher	Sabri Topsakal	Math Teacher
Classroom Teacher	Talgat Yegizbayev	Computer Teacher
Classroom Teacher	Nimra Hassan	ELA Teacher
Classroom Teacher	Yuko Thibault	Math Teacher
Coordinator	Sarah Tracey	ELA Campus Coach/Teacher
Classroom Teacher	Sheirah Wilson	ELA Teacher
Classroom Teacher	Jaelan Vallier	ELA Teacher
Classroom Teacher	Cody Dean	Social Studies Teacher
Coordinator	Adekiitan Adekunjo	Sped/504 Case Manager

School Processes and Programs

Committee Role	Name	Position
Classroom Teacher	Guvanchmyrat Paytakov	Science Teacher
Classroom Teacher	Joseph Huttenhoff	Science Teacher
Administrator	Gokay Besli	Head Principal
Administrator	Atif Hasni	Dean of Student Culture
Non-classroom Professional	Marta LeMay	Front Office / Secretary
Coordinator	Katherine McCarthy	ESL Coordinator
Non-classroom Professional	Shima Alawi	Discipline Assistant
Counselor	Jerome Flanagan	Behavioral Counselor
Classroom Teacher	Carlos Lazo	Social Studies Teacher
Classroom Teacher	Bharvi Shah	Technology Applications Teacher
Classroom Teacher	Fnu Saifunnahar	English Teacher
Classroom Teacher	Ali Aydogdu	Technology Applications Teacher
Classroom Teacher	Mirza Baig	Science Teacher
Classroom Teacher	Kayla Brans	Social Studies Teacher
Non-classroom Professional	Selmir Avdic	IT Manager
Classroom Teacher	Hulya Polat	Math Teacher
Classroom Teacher	Karnarajsinh Vaghela	Teacher
Classroom Teacher	Dora Cepeda	LOTE Teacher
Classroom Teacher	Christine Farris	PE Teacher
Classroom Teacher	Kubra Tolgay	Math
Classroom Teacher	Rumeysa Kaya	Technology Applications Teacher
Classroom Teacher	Medine Zorluer	SPED Teacher

Perceptions

Committee Role	Name	Position
Classroom Teacher	Nicole Keller	Music Teacher
Classroom Teacher	La Shaunika Ladmirault	English / Business Management Teacher
Classroom Teacher	Emine Sevinc	Math Teacher
Paraprofessional	Agata Ansari	Sped / Teacher Aide
Classroom Teacher	Asude Kavafoglu	Social Studies Teacher
Classroom Teacher	Glenn Scattergood	English Teacher
Classroom Teacher	Misbah Kabani	Social Studies Teacher
Classroom Teacher	Hakan Sonmez	Science Teacher
Classroom Teacher	Aydin Targil	Math Teacher
Classroom Teacher	Huma Channa	Science Teacher
Classroom Teacher	Julia Cortez	English Teacher
Classroom Teacher	Muhsine Aykac	LOTE Teacher
Classroom Teacher	Britany Lovett	Art Teacher
Counselor	Liam Bozyigit	College & Career Counselor
Counselor	Farhad Fatih	College & Career Counselor
Counselor	Nada Abbasey	College & Career Counselor
Counselor	Lejla Alushi	College & Career Counselor
Non-classroom Professional	Lucero Moreno	Front Office Staff
Paraprofessional	Gunduz Zubeyde	Sped/Teacher Aide
Classroom Teacher	Kaela Tollett	PE Teacher

Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Kayla Brans	Social Studies Teacher
Classroom Teacher	Luisa Botero	LOTE/Art Teacher
Classroom Teacher	Joseph Huttenhoff	Science Teacher; Meeting Timekeeper
Classroom Teacher	Nicole Keller	Music Teacher; Meeting Minute Taker
Classroom Teacher	Britany Lovett	Art/Music Teacher
Administrator	Sena Qutob	Dean of Academics
Administrator	Gokay Besli	Head Principal
Coordinator	Dawn Gerard	Testing & Federal Programs Coordinator; Meeting Leader
Community Representative	Carol Anderson	Community Representative
Classroom Teacher	Charity Meyers	Math Teacher/ILT Member
Classroom Teacher	Nancy Huynh	Science Teacher
Community Representative	Meredith Rycroft	Community Representative
Parent	Lubna Jumshyd	Parent Representative
Parent	Lota Piniones	Parent Representative
Parent	Mehtab Mujtaba	Parent Representative
Administrator	Atif Hasni	Dean of Student Culture
Coordinator	Katherine McCarthy	ESL Coordinator and Teacher

Campus Program Evaluation Committee

Committee Role	Name	Position
Administrator	Gokay Besli	Principal
Administrator	Atif Hasni	Dean of Student Culture
Administrator	Syed Hasan	Dean of College and Career
Classroom Teacher	Bharvi Shah	CTE Coordinator & Teacher
Administrator	Sarah Tracey	Campus Curriculum Coach/ELA Teacher
Coordinator	Katherine McCarthy	ESL Coordinator
Classroom Teacher	Medine Zorluer	SPED Teacher
Counselor	Nada Abbasey	College & Career Counselor
Community Representative	Carol Anderson	Community Representative
Parent	Lubna Jumshyd	Parent Representative
Coordinator	Dawn Gerard	Testing & Federal Programs Coordinator
Operations Manager	Khalil Davrishov	Campus Operations Manager
Family Member	Yasmin Cervantes	Family Representative
Counselor	Farhad Fatih	CC Counselor & Club Organizer

Campus Funding Summary

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

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00
2	1	1	Interventionists		$0.00
2	1	2	Title I - Math manipulatives, testing and instructional materials to support curriculum; educational software and hardware for students and staff along with training to utilize them effectively		$0.00
2	1	5	Campus and cluster coaches		$0.00
2	1	6	Interventionists		$0.00
3	1	1	Differentiated PD's		$0.00
3	1	2	Campus and Cluster Coaches		$0.00
3	1	2	Educational software and materials and training to utilize them effectively		$0.00
3	1	4			$0.00
3	2	1	Training - job interview skills		$0.00
4	1	1	PFE Activities		$0.00
4	1	2	PFE Title I Annual Meeting Supplies & Promotion		$0.00
5	1	1	Differentiated PD's		$0.00
5	3	1	Differentiated PD's		$0.00
5	3	2			$0.00
5	4	1	Campus and Cluster coaches		$0.00
6	1	1	Campus and cluster coaches to train staff on how to effectively use technology and software in the classroom		$0.00
6	1	2	Campus and cluster coaches to train staff on how to effectively use technology and software in the classroom		$0.00
7	2	2	Art Supplies for Art Classes; Music Supplies for Music Classes & Pram - more musical instruments in general, more piano/keyboards and guitars for students enrolled in piano and guitar classes, more stage storage for musical equipment.		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$286,683.00
				+/- Difference	$286,683.00

224 IDEA-B

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Sped teachers and support staff		$0.00
2	1	3	Sped teachers and aides; Contract services		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$86,387.00
				+/- Difference	$86,387.00

244 Perkins V

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Interventionist and support staff		$0.00
2	1	2			$0.00
6	1	1			$0.00
7	2	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$31,258.00
				+/- Difference	$31,258.00

263 TITLE III, PART A English Language Acquisition

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	ESL teacher and support staff		$0.00
2	1	2	Earbud Translator (2), Headphones (min of 30), and Headphones with audio jacks (min of 12) for ESL Department		$0.00
2	1	4	ESL teachers and contract services		$0.00
3	1	4			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$18,684.00
				+/- Difference	$18,684.00

420 Career and Technology (PIC22)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	CTE instructors and materials		$0.00
1	2	2	CTE Course & Certification Materials		$0.00
2	1	2	Instructional and certification materials for CTE courses		$0.00
3	1	3	CTE PD's/Training		$0.00

420 Career and Technology (PIC22)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	CTE Instructional & Certification Software and Hardware		$0.00
7	2	1	instructional materials for CTE courses and certification exams		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,058,180.00
				+/- Difference	$1,058,180.00

420 State Comp. Education (PIC30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	instructional and college readiness materials		$0.00
1	2	2	SCE		$0.00
2	1	5	Differentiated PD's for Staff		$0.00
2	1	6	Hire more core teachers		$0.00
2	1	7	Materials and fees for club activities and competitions		$0.00
3	1	1	Differentiated PD's		$0.00
3	1	2	Educational software and materials and training to utilize them effectively		$0.00
3	2	1	Training		$0.00
4	2	2	Materials/supplies for activities & promotion		$0.00
5	1	1	Differentiated PD's		$0.00
5	2	1	Sporting equipment and instructional material	30	$0.00
5	3	1	Differentiated PD's		$0.00
5	4	1	Differentiated PD's		$0.00
6	1	1	technology devices (i.e. document camera, laptops, Chromebooks, calculators, etc.) and educational software		$0.00
6	1	2	Campus and cluster coaches to train staff on how to effectively use technology and software in the classroom		$0.00
7	1	1	Materials and activity fees for clubs, competitions, and sporting events	30	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$339,957.00
				+/- Difference	$339,957.00

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 Special Education (PIC23)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Sped teachers		$0.00
3	1	1	Spec Ed Training & PD's		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$199,963.00
				+/- Difference	$199,963.00

420 Bilingual Education (PIC25)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Earbud Translator (2), Headphones (min of 30), and Headphones with audio jacks (min of 12) for ESL Department		$0.00
2	1	4	ESL teachers and contract services		$0.00
3	1	1	PD/Training to certify more teachers as ESL		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$56,436.00
				+/- Difference	$56,436.00

420 Dyslexia (PIC37)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Dyslexia instructional support and contract services		$0.00
3	1	1	Dyslexia Training		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,530.00
				+/- Difference	$1,530.00

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**
1	1	2			$0.00
1	2	1	Qualified instructors and materials		$0.00
1	2	2			$0.00
7	1	1			$0.00
7	2	1	post secondary test prep materials and activities		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$108,684.00
				+/- Difference	$108,684.00

420 General Funds (Charter Schools)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional materials		$0.00
1	1	2			$0.00
2	1	2	Gen Fund - instructional supplies and resources for Sped & ESL students		$0.00
2	1	5	Differentiated PD's for Staff		$0.00
3	1	3	Differentiated PD's		$0.00
3	1	4			$0.00
3	2	1	Job Fairs		$0.00
4	1	1	PFE Activities		$0.00
4	2	1	Extra Duty pay if applicable		$0.00
4	2	2	Materials/supplies for activities & promotion		$0.00
5	2	1	Supplies and equipment for sports and clubs associated with health and fitness		$0.00
5	3	2			$0.00
5	4	1	Job interviewing training for administrators		$0.00
5	4	2			$0.00
6	1	1	technology devices (i.e. document camera, laptops, Chromebooks, calculators, etc.) and educational software		$0.00
6	1	2	Differentiated PD's		$0.00
7	1	1	Extra duty pay for sponsors of extracurricular activities		$0.00
7	2	1	Fees associated with college readiness activities and trips		$0.00

			420 General Funds (Charter Schools)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	2	2	Extra duty pay for sponsors and supplies and promotional materials for the event		$0.00
7	2	2	Art Supplies for Art Classes; Music Supplies for Music Classes & Pram - more musical instruments in general, more piano/keyboards and guitars for students enrolled in piano and guitar classes, more stage storage for musical equipment.		$0.00
7	2	3			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$500,000.00
				+/- Difference	$500,000.00
			461 Activity Fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	7	Materials and fees for club activities and competitions		$0.00
5	2	1	Supplies and equipment for sports and clubs associated with health and fitness		$0.00
7	2	1	Fees associated with college readiness activities and trips		$0.00
7	2	2	supplies and promotional materials for the event		$0.00
7	2	3			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$20,000.00
				+/- Difference	$20,000.00
			420 Gifted &Talented (Intend Code: 21)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	2	3			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$19,239.00
				+/- Difference	$19,239.00
				Grand Total Budgeted	$2,727,001.00
				Grand Total Spent	$0.00
				+/- Difference	$2,727,001.00

Addendums

2024-25 Federal and State Programs Budget Estimate

Campus/District: **Sugar Land-Innovation**   **Estimated Annual Salary of 1 FTE:**   **$61,000**

Program/Service	Budget Amount	%	FTEs	Program/Service	Budget Amount	%	FTEs
Title I Part A *(Fund Code: 211; Intent Code: 30)*				**Perkins V** *(Fund Code: 244; Intent Code: 22)*			
Title II Part A *(Fund Code: 255; Intent Code: 24)*							
Title IV A*** *(Fund Code: 289; Intent Code: 24)*							
Payroll – Instructional Support	$272,349	95.0%	4.5	Payroll – Instructional Support	$0	0.0%	0.0
Instructional Contract Services	$8,600	3.0%	0.1	Instructional Contract Services	$10,940	35.0%	0.2
Instructional Supplies	$5,734	2.0%	n/a	Instructional Supplies	$20,318	65.0%	n/a
Total	**$286,683**	**100.0%**	**4.6**	**Total**	**$31,258**	**100.0%**	**0.2**
Title III Part A *(Fund Code: 263; Intent Code: 25)*				**IDEA B** *(Fund Code: 224; Intent Code: 23)*			
Payroll – Instructional Support	$18,684	100.0%	0.3	Payroll – Instructional Support	$86,387	100.0%	1.4
Instructional Contract Services	$0	0.0%	0.0	Instructional Contract Services	$0		0.0
Instructional Supplies	$0	0.0%	n/a	Instructional Supplies	$0		n/a
Total	**$18,684**	**100.0%**	**0.3**	**Total**	**$86,387**	**100.0%**	**1.4**
Carer & Technology (CTE) *(Fund Code: 420; Intent Code: 22)*				**State Comp. Education** *(Fund Code: 420; Intent Code: 30)*			
Payroll – Instructional Support	$899,453	85.0%	14.7	Payroll – Instructional Support	$322,959	95.0%	5.3
Instructional Contract Services	$0	0.0%	0.0	Instructional Contract Services	$10,199	3.0%	0.2
Instructional Supplies	$158,727	15.0%	n/a	Instructional Supplies	$6,799	2.0%	n/a
Total	**$1,058,180**	**100.0%**	**14.7**	**Total**	**$339,957**	**100.0%**	**5.5**
Special Education *(Fund Code: 420; Intent Code: 23)*				**Early Childhood Education** *(Fund Code: 420; Intent Code: 36)*			
Payroll – Instructional Support	$0		0.0	Payroll – Instructional Support	$0		0.0
Instructional Contract Services	$189,965	95.0%	3.1	Instructional Contract Services	$0		0.0
Instructional Supplies	$9,998	5.0%	n/a	Instructional Supplies	$0	100.0%	n/a
Total	**$199,963**	**100.0%**	**3.1**	**Total**	**$0**	**100.0%**	**0.0**
Bilingual Education *(Fund Code: 420; Intent Code: 25)*				**Dyslexia** *(Fund Code: 420; Intent Code: 37)*			
Payroll – Instructional Support	$45,149	80.0%	0.7	Payroll – Instructional Support	$1,377	90.0%	0.0
Instructional Contract Services	$5,644	10.0%	0.1	Instructional Contract Services	$153	10.0%	0.0
Instructional Supplies	$5,644	10.0%	n/a	Instructional Supplies	$0	0.0%	n/a
Total	**$56,436**	**100.0%**	**0.8**	**Total**	**$1,530**	**100.0%**	**0.0**
Gifted & Talented *(Fund Code: 420; Intent Code: 21)*				**College Career Military Readiness** *(Fund Code: 420; Intent Code: 38)*			
Payroll – Instructional Support	$0	0.0%	0.0	Payroll – Instructional Support	$0.0	0.0%	0.0
Instructional Contract Services	$1,924	10.0%	0.0	Instructional Contract Services	$108,684.0	100.0%	1.8
Instructional Supplies	$17,315	90.0%	n/a	Instructional Supplies	$0	0.0%	n/a
Total	**$19,239**	**100.0%**	**0.0**	**Total**	**$108,684**	**100.0%**	**1.8**

*** 100% of Title II & IV fund will be transferred to Title I fund.