

**Harmony Public Schools - Houston South**  
**Harmony Science Academy - Houston High**  
**2023-2024 Campus Improvement Plan**

# Table of Contents

Comprehensive Needs Assessment .....	3
Demographics .....	3
Staff Demographics: .....	4
Parents/Guardians/Community: .....	5
Student Learning .....	7
School Processes & Programs .....	10
Perceptions .....	13
Priority Problem Statements .....	16
Comprehensive Needs Assessment Data Documentation .....	18
Goals .....	20
Goal 1: Goal 1: The School will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success. ....	20
Goal 2: Goal 2: The School will employ, develop and retain highly qualified staff to maximize learning for all students. ....	27
Goal 3: Goal 3: 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. ....	32
Goal 4: Goal 4: The School strives to ensure a safe, healthy and orderly environment conducive to learning for all students and staff. ....	38
Goal 5: Goal 5: The School will utilize technology to maximize learning for all students and to enhance the educational practices of teachers. ....	46
Goal 6: The School will give students the opportunity to expand their knowledge in the subject of their interest beyond curriculum level. ....	49
CNA Perceptions, School Culture .....	53
CNA School Progress & Programs .....	54
CNA Student Learning .....	55
CNA Demographics .....	56
Campus Leadership Team .....	57
Campus Funding Summary .....	58
Addendums .....	62

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Harmony Public Schools is a public charter school that provides rigorous, high-quality education focused on Science, Technology, Engineering, and Math (STEM) and the Harmony Science Academy – Houston is STEM-Focused (Science, Technology, Engineering, and Math). This Campus services a large percentage of economically disadvantaged students who mainly come from under-served communities. In addition, HSA-H receives school-wide Title I funds. HSA- Houston thrives on Project-based learning (PBL) opportunities that allow students to see how learning connects to real-life applications. Throughout the school year, student-teacher-parent involvement can be seen in school-wide activities/events. Students often showcase their projects/work, especially in STEM-related content areas competitions.

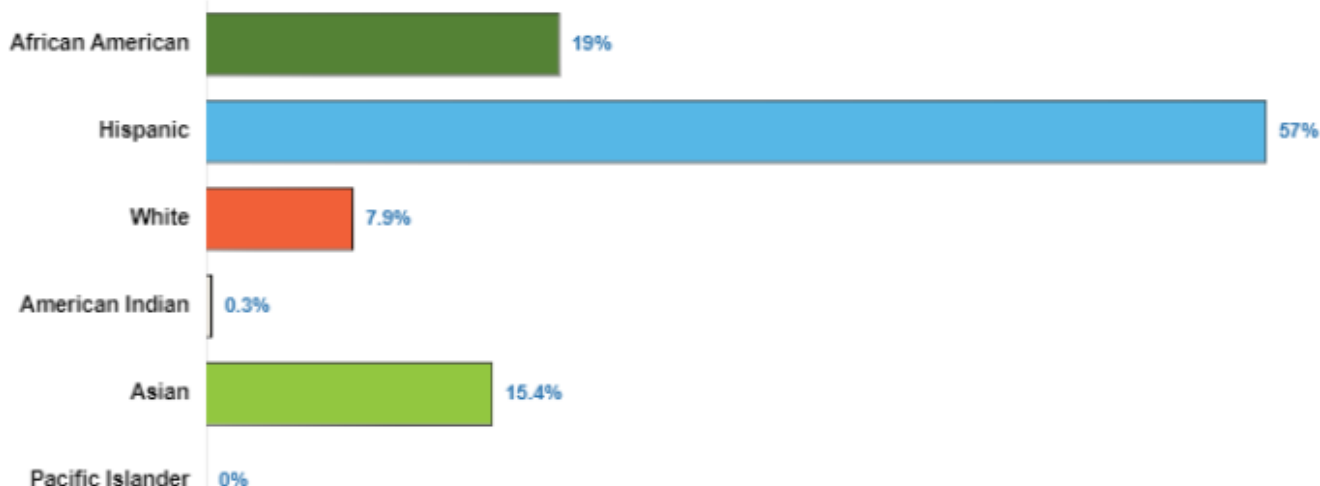
### Student Demographics:

This school has Free and Reduced Lunches percentages are 86.38. Hsa-H services 693 students, with 31.5% of those students being identified as ESL. 81.4% of students are identified as economically disadvantaged. 7.4% of students receive special education services, and 1.2 % are identified as students with dyslexia. 9.5% are identified as gifted and talented. Student Demographics in the School the Largest Population is Hispanic. African American is the second-largest group of students. The Campus has 242 ESL students. ESL services include pull-outs and in-class support. ESL Team monitors students by utilizing TELPAS Testing and LPAC Meetings.

### Total Student Enrollment

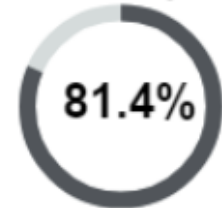
693

### Student Enrollment by Race/Ethnicity



### Student Enrollment by Title I

Economically Disadvantaged

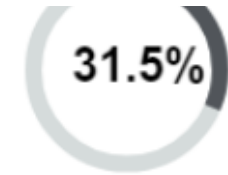
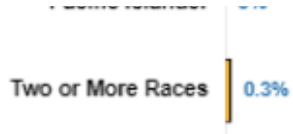


Special Education



Emergent Bilingual/English Learners





HSA is located in an urban environment. Approximately 81.4 % of our students come from economically disadvantaged families. We have a diverse student population, our students represent a variety of cultural and religious backgrounds.

## Staff Demographics:

Our staff members are a well-versed group of educators trained in ESL education, general education content areas, special education intervention, dyslexia intervention, and gifted and talented education. 34.3% of teaching staff have 11-20 years of experience; 26.1% of teaching staff have 6-10 years of experience, and 22.1% of teaching staff have 1-5 years of experience. 5.1% of teaching staff are beginner teachers.

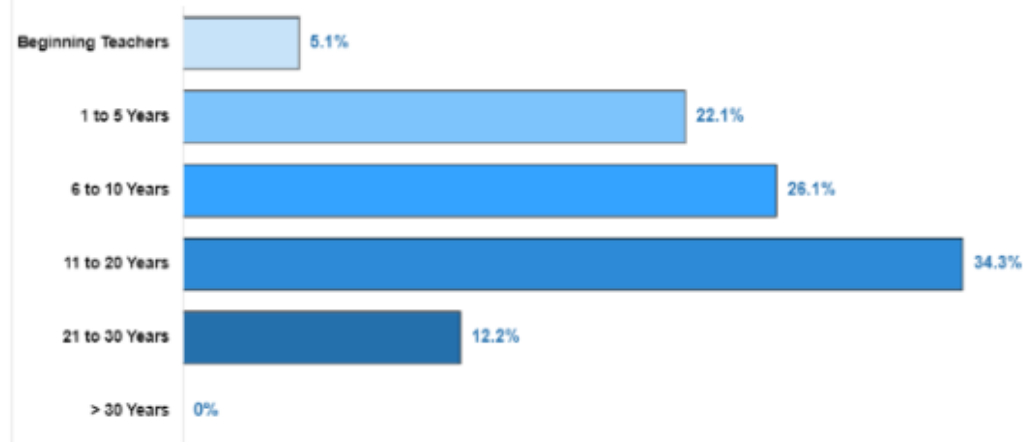
Number of Students Per Teacher  
**14.6**

Number of Full-time Staff  
**63.1**

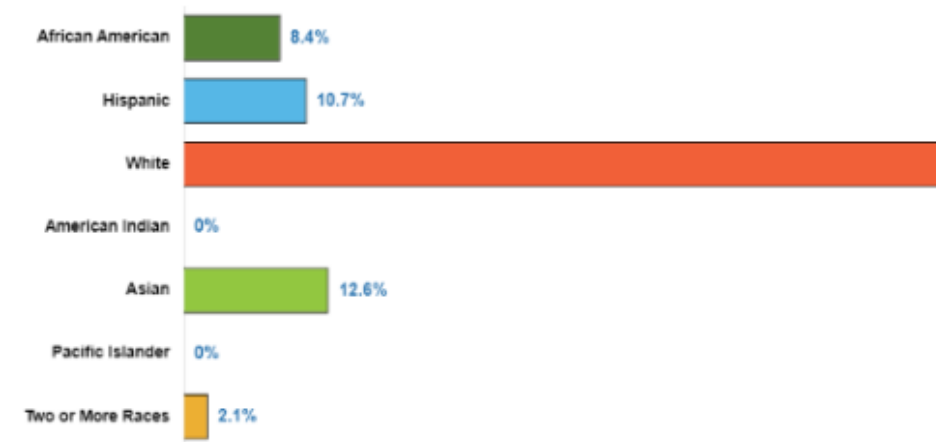
Number of Full-time Teachers  
**47.5**

Average Teacher Salary  
**\$64,936**

Teachers by Years of Experience,



Teachers by Race/Ethnicity



Our campus lacks strong parental involvement. Furthermore, our campus reflects a very diverse community to include African-Americans, Caucasian, Turkish, Hispanic, and Middle-Eastern ethnic groups. Per city-data.com demographic info can be found here <https://www.city-data.com/zip/77099.html>. Other data () around our school can be reached from this link <https://www.neighborhoodscout.com/tx/houston/sam-greenfork> and this link <https://www.homefacts.com/zip-code/Texas/Harris-County/Houston/77099.html#:~:text=77099%20is%20zip%20code%20located,in%20the%20zip%20code%2077099>.

## Parents/Guardians/Community:

HSA-H community consists of families who reside in areas surrounding the HPS campuses. HSA-H has improved in creating opportunities to engage parents through direct communication and through contact between teachers and parents. Our community consists of a diverse population of languages and cultures. Spanish is one of the languages that is spoken in a number of our students' homes, as well as Turkish and Arabic. HSA-H continues to need to work on outreach to engage families to be involved in the HPS programs. Sending out important information in multiple languages will help provide parents with needed information and will help improve outreach attempts.

Most of our parents work multiple jobs and many speak a different language at home. This makes parent involvement more challenging. Our parents are invested in their student's education, even when some of them don't have the time or means to participate in school events.

## Demographics Strengths

Demographic strengths include high parent involvement (parents chose Harmony and transport children by choice rather than sending their kids to neighborhood schools), the dropout rate is lower than the state average, many students are attracted to Harmony due to STEM interest, diversity is also a strength The committee believes that the diverse campus gives

our students strength because they encounter different cultures.

However, we don't take into consideration that each culture/ family is different. Such as the responsibility of parents with education for their child/children. For example, in some cultures, they feel that it is the school's responsibility to take care of all the student's educational needs.

We also have a good student-to-staff ratio which makes it possible for every student to receive individualized attention.

Students thrive when they feel their culture is valued.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Increase of learning gaps among students in special programs **Root Cause:** always shifting amounts of students, especially with a small affected group, percentages change more easily

**Problem Statement 2 (Prioritized):** Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. **Root Cause:** Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school

**Problem Statement 3 (Prioritized):**

College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library; **Root Cause:** Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges

**Problem Statement 4 (Prioritized):** We do not have enough enrollment in AP, honors and programs of study classes. **Root Cause:** Not enough awareness of academic readiness among students, parents and staff

**Problem Statement 5 (Prioritized):** Students are not passing classes **Root Cause:** Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.

# Student Learning

## Student Learning Summary

The curriculum and resources are aligned to a year-long scope and sequence. We support powerful teaching and learning by making clear the connections between content and skills learned in isolation and the rest of the course. We also emphasize the real-world importance of what we are learning and make attempts to spiral past learning into future lessons.

2021-22 STAAR Participation Rate: 99%

2020-21 STAAR Participation Rate: 94%

**2022 STAAR Performance** -> Approaches GL or Above is 82%

Meets GL or Above is 59%

Masters GL is 23%

All Subjects' percentage is higher than the State and Region averages. In 2021-2022 reports All Subjects are Approaching Grade level or Above Campus-wide by 82% & The district is 75%

All Subjects Meeting Grade Level or Above are Campus-wide by 59%, the district is 47%

All Subjects Mastering Grade Level or Above are Campus-wide by 23%, the district is 22%

-----

## Total credit for CCMR criteria

Scored at or above the college-ready standard on SAT, ACT, TSIA, or earned credit for a college prep course for this school 95%, District is 93%

Met criterion score on AP/IB exam(s) HSA-H percentage is 38%, District is 34%

Earned college credit for a dual credit course HSA-H Percentage is 70%, District is 53%

Earned an industry-based certification HSA-H Percentage is 14%, District is 7%

Earned a level I or level II certificate HSA-H Percentage is 1%, District is 1%

Completed an OnRamps course and qualified for college credit HSA-H Percentage is 19%, District is 10%

Harmony Science Academy Houston provides blended learning for the ELA and Math to close the students' learning Gap and provides Saturday Tutorials, Science experiments, robotics, and STEM to improve each level of student success.

In-school, after-school, and weekend tutorials offered; High expectations for students; Counselor to student ratio; Counselor guidance for college admissions; Staff and teacher support; SEL and state school of character designation; after-school programs and clubs; A-rated school; industry certifications IBC Certification Programs & exams, and EKG Certification exams; AP, CT, dual credit and other specialized courses and biweekly TSI tests; strong staff retention rates; 1 on 1 counselor; a safe campus that provides refuge for at-

risk students

## Student Learning Strengths

We have Chromebooks for every student.

We have a number of programs, clubs, and summer camps to increase student learning.

We offer a number of AP and Dual-Credit classes. We have ongoing support for our low-achieving students, such as tutorials, pull-outs, and interventions, and support through Breakout Rooms.

All of our subgroups are making progress.

Opening up the gradebook to allow students to re-submit or makeup assignments.

Students have been more willing to participate in small groups. Students have opportunities to re-do work for low scores.

Collaboration - students work together well and closely. They help each other. They know how to use technology and adapt to new technology quickly. If given the opportunity they can control their learning but they need structure and the ability to measure their own learning.

They are honest about their own learning. Mutual respect between teachers and students. They appreciate what they are being offered in terms of learning.

Harmony Science Academy Houston provides blended learning for the ELA and Math to close the students' learning Gap and provides Saturday Tutorials, Science experiments, robotics, and STEM to improve each level of student success.

In-school, after-school, and weekend tutorials offered; High expectations for students; Counselor to student ratio; Counselor guidance for college admissions; Staff and teacher support; SEL and state school of character designation; after-school programs and clubs; A-rated school; industry certifications IBC Certification Programs & exams, and EKG Certification exams; AP, CT, dual credit and other specialized courses and biweekly TSI tests; strong staff retention rates; 1 on 1 counselor; a safe campus that provides refuge for at-risk students

## Problem Statements Identifying Student Learning Needs

### Problem Statement 1 (Prioritized):

College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library; **Root Cause:** Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges

**Problem Statement 2 (Prioritized):** We do not have enough enrollment in AP, honors and programs of study classes. **Root Cause:** Not enough awareness of academic readiness among students, parents and staff

**Problem Statement 3 (Prioritized):** Increase of mental health issues in students **Root Cause:** increased stress that still remains from covid and other stressors

**Problem Statement 4 (Prioritized):** Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. **Root Cause:** Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school

**Problem Statement 5 (Prioritized):** Students are not passing classes **Root Cause:** Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.

**Problem Statement 6 (Prioritized):** An increased number of students have not passed TSI test in the last two years" **Root Cause:** Students are not trained in taking TSI test, Missing TSI preparation classes, test anxiety, Study habits, More information about testing procedures and strategies.

# School Processes & Programs

## School Processes & Programs Summary

What is the process for recruiting, selecting, assigning, inducting, and retaining high-quality educators?

Ongoing Efforts RECRUITMENT/SELECTION -

- 1) Grow Your Own Teacher Initiative - Beneficial for recruiting Harmony alumni. Requirements: Complete an internship for 4 years, between 10-19 hours per week. Benefits: Scholarship every semester.
- 2) Refer a Teacher Program - Many of our staff are friends and family referrals. Benefits: \$350 referral bonus
- 3) Teacher Fairs - In person and online. Candidates go through screening committees as part of the interview process.

RETENTION -

Competitive salary to other school districts in the area

TIA incentive for teachers Suggestions for Improvement

Sign-on bonus for well-qualified, experienced, educated teachers

Extend bonuses to staff other than teachers, such as Counselors Are high-quality teachers placed in classrooms/subjects based on student needs and teacher strength?

Teacher retention needs to be seriously analyzed and improved. Upon observation, there seems to be a very high turnover rate in classroom teachers due to transfer to other school districts, and promotion to leadership positions on campus and to the central office.

1. In regard to professional practices, Mentorship is available on campus so that new teachers are developed or have chances for development. Additionally, dept meetings are held with dept heads and instruction is given by the admin to ensure practices are implemented. Opportunities are also given in the form of ILT and EIR STEM opportunities. Additionally, PDs are available to outline responsibilities. Tracking is done during PDs, where comparative data from testing such as CBA's/Item testing are used to determine root causes and means to get back on track.

Our campus offers leadership opportunities to teachers, such as leading PLCs, mentorship programs, and participation in the micro-credential initiative. One weakness on our campus is that we have programs for struggling students, but we do not have any programs for our gifted and talented students at the appropriate level. We should have a more specific pathway for our advanced and GT students. One strength that has been observed is that we have many support programs and resources for our struggling students.

4. Our strengths include quick administrative response to technological needs; excellent access to accommodations so that we could ensure equity for our students; adaptive staff, students, and parents who have focused on safety and success despite ever-changing requirements and limitations that no one has been used to.

## School Processes & Programs Strengths

There are many strengths in our campus programs and processes. HSA puts collective effort into STEM-related education which has been exemplified by the success of several groups both in the classroom as well as in extracurricular competitions such as Robotics and the success of our annual STEM Festival. In addition, there is an across-the-board effort that incorporates data-driven planning to improve performance metrics for our student population at all levels in every subject area. This has created an ability for teachers and counselors to be flexible with issues regarding tutorials and STAAR preparation as well as AP exam preparation. For the 2022-2023 school year, HSA achieved the School of Character status which exemplifies the efforts of the staff and community to help develop students as better citizens as well as showcasing the acceptance of the diversity of our campus community. This has also been exemplified by the success of our annual Multicultural Festival. One final strength that HSA has exhibited is our teacher development programs. HSA continues to provide the necessary and desired opportunities for staff to participate in desired professional development opportunities that strengthen staff members' abilities to continue leading the students to success.

### **Programs and Opportunities for Educators**

Alumni, LinkedIn, Facebook, Indeed, Job Fairs, Referrals, and vigorous hiring process after. As far as retaining high-quality educators, bonuses are offered, and extra pay for duties and home visits and clubs. Teachers are placed where they have obtained a level of success. Additionally, teachers are given a survey to detail the classes they would prefer to teach in order to ensure teacher needs/wants are considered. Teachers are also hired based on TEA certifications and highly qualified status.

Technology implementation in all classrooms, planning periods are honored and respected, our school begins and ends on time, attendance has improved,

### **Programs and Opportunities for Students**

- How are we supporting students throughout the school day?

Rocketry, GT, ESL program, sports, STEM Clubs, Enrichment clubs PLTW, and IBCs. These programs focus on and align with our vision, mission, goals, and values. Programs are geared towards student achievement in a safe and monitored environment. Enrollment by type: 81.4% economically disadvantaged, 31.5% Emergent bilingual English learners, and 7.4 Special Education. Technology is mostly back to teacher preferences with the use of Schoology and traditional means. Students in most classes still have access to lessons via Schoology or an online platform. Intervention programs are directed at at-risk students. Software products are utilized to support these students as well. Instructional time is offered to give students support. Tutorials are offered after school and on Saturdays. We are not focused on effective instructional practices. The curriculum is well-rounded and gaps are addressed when they do occur. Possible problem: Streamlining instruction in the classroom

CCMR: Campuses are holding career talks and counseling students. CTE Tech plan: Develop a plan for technology usage and availability. We use a lot of supplemental software and need to find a way to better balance them for effective student learning.

What is our current ratio, and how do we match software needs to our students? Pacing Guides need to account for assessments and data analysis (Intervention).

### **Procedures**

Harmony has a curriculum assigned to the state scope and sequence. Lesson plans are objective-driven- an arc of the year requirements/ objective-driven and activity-based learning with exit tickets. Interventions are part of blended learning. An abundance of software to incorporate and strengthen student learning styles. 1 to 1 access to technology during the school day. Most lesson plans are objective driven, however, data yielded gives opportunities for reteaching. Programs of technology integration can be seen with the usage of Chromebooks in the classroom. Additionally, applications such as Nearpod, Study Island, CK-12, Schoology and many others are used to run simulations and teether learning within the classroom. STATUS OF EQUITY Harmony develops scheduling guidelines to ensure blended learning times are included for students who need differentiated services such as ELL learners and students with special needs accommodation. shortened days on Friday for school teams to engage within the school, across the content areas, and with district support. The campus provides club opportunities, and Saturday and after-school tutorials to address the needs of the whole child.

## **Problem Statements Identifying School Processes & Programs Needs**

### **Problem Statement 1 (Prioritized):**

College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library; **Root Cause:** Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges

**Problem Statement 2 (Prioritized):** We do not have enough enrollment in AP, honors and programs of study classes. **Root Cause:** Not enough awareness of academic readiness among students, parents and staff

**Problem Statement 3 (Prioritized):** Increase of mental health issues in students **Root Cause:** increased stress that still remains from covid and other stressors

**Problem Statement 4 (Prioritized):** Language barriers affect effective learning, especially in the 9th and 10th-grade levels. **Root Cause:** Many students are from various countries.

**Problem Statement 5 (Prioritized):** Students are not passing classes **Root Cause:** Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.

**Problem Statement 6 (Prioritized):** An increased number of students have not passed TSI test in the last two years" **Root Cause:** Students are not trained in taking TSI test, Missing TSI preparation classes, test anxiety, Study habits, More information about testing procedures and strategies.

**Problem Statement 7 (Prioritized):** Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. **Root Cause:** Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school

# Perceptions

## Perceptions Summary

### Staff Engagement

The retention rate seems to be increasing over the years, and this year the retention was higher towards the beginning of the year. The cause of this problem is because of administration changes, which affected the turnover rate. It is important to have an implemented coaching program where new staff hires are able to receive mentoring to guide them through the expectations in general. The academic perception standards are subjective to the point that not all staff will follow them accordingly to the administration's guidance. Teachers are under pressure with a heavy workload, the number of subjects they teach, and the large number of students in classes.

### Student Engagement

(Data taken from School Quality Survey) The school has wonderful academic opportunities - the kids feel that everything is too focused on test scores and acceptance to the university. The intervention they receive feels ineffective to the students - like advisory tutorials. College & Career classes, including PATH, College Prep, etc. - feedback from students is that the class does not prepare them for the rest of high school and that the focus is too heavily put on being accepted to a university versus real-life skills. Additionally, they feel that the info repeats yearly. They feel physically safe. There are no cliques, but specific groups feel like they don't belong. 9th - 10th more motivated and challenged, once outside factors come into play (work, family responsibility) there is a huge drop-off. AP classes are extremely rigorous, on level less so. Very little opportunity for middle ground. Students are rarely motivated outside of STEM. Students describe our school as a great learning environment. A school that provides great academic opportunities such as dual credit, and Advanced Placement courses. In addition, the school provides additional support when a student is struggling. Programs in place are helping them from one-grade level to the next. Students do feel safe on our campus and feel part of the campus. School is offering a well-rounded education, but depending on the student's course load it may be challenging for some.

### Parent Engagement

We measured parent/guardian participation by taking attendance during home visits, the parent academic nights, PTO meetings, Parent-Teacher Meetings, and orientation meetings. Progress reports quarterly; MAP and other test data.

What draws parents in (academic success) is what pushes students away. Overall, parents think we are academically excellent. They feel welcome. Parents feel their kids are safe. Parents feel welcome to participate, but very little parent presence is felt on campus. PTO attendance has dropped since last year.

PR department invites community members, business leaders, and other organizers to related school activities to inform our students

Surveys show us the school is a family-friendly and safe place for their children according to Harmony Public School's Parent Survey and Home Visit feedback. They believe the school is working with the chambers, partnering with businesses, and identifying events to participate in. Expand and reach out to different industries for internships, certifications, scholarships etc.

The language barrier, A lot of parents have low income, Some families work multiple jobs so they cannot join in school activities.

The school has created Wednesday mail, the Let's Talk app, Facebook, and other social media platforms that have been created to reach out to the community. However, we believe that the school should create stronger pathways, to create a stronger level of engagement from the community. One idea that we are proposing is to bring back the parent academy program, which staff will be able to assist them. Another idea is to create a mental health promotion program for parents. This will draw involvement within the community, and help more engaged parents to feel more connected.

## Perceptions Strengths

1) Harmony Science Academy is a rigorous, academically-focused STEM school ready to prepare students for college and other career opportunities. Coaching, observations, and feedback from other staff members - particularly when it comes to academics and discipline - help us find success with our students. Generally, particularly with safety improvements this school year, staff feels safe. Most, if not all, teachers enjoy teaching and share the results of their students' work frequently - both in the hallway and in the classroom. Multiple events including, but not limited to STEM/STEAM & Multi-cultural Festival, Clubs, Home visits (virtual/In-person), CTE, College & Career Night, Job Fair, and FAFSA Night. We engage all stakeholders in the vision, mission, goals, strategies, and values that focus on a safe environment and high expectations with social media (Facebook, Twitter, etc), ESL/ SPED/GT parent/teacher events, Home Visits, PTO, communication from Central Office, School Report Cards, Wednesday Mail, Teacher/Parent conferences, STEAM Fest, school reach, outreach, transition meetings, FAFSA nights, college application night, STEM competitions, athletics competitions, academic competitions, fine art performances, universities guest speakers, guest speakers for career day.

FTC & FRC club, College and Career department, Diversity, Academic Rigor, Special Programs, Community Involvement, Dedicated Staff, Technology (1:1, 3D Printers, etc), and After School Clubs. We are rated as a safe school, 70 % of the students according to the NICHE survey considered Harmony as a safe school, Parents and the community also recommended Harmony as a school with good discipline. With the new designation, Harmony has become a statewide character school which gives the school a plus in terms of social-emotional learning curriculum and emphasis on core values for students and the school culture environment.

2) We have a very strong administration this school year, with a big focus on data - however, most teachers feel like there is too much testing that interrupts instructional time. We receive useful professional development that is concise and appropriate for upcoming issues in our school. Differentiation for veteran teachers in PD may help better develop our skills. Teachers often work together to come up with solutions for students, even in cross-subject situations.

Staff members feel safe and have a sense of belongingness. Our teachers are extremely passionate and dedicated to their students. Teachers work hand-in-hand to find better solutions with the campus administrators. They also feel there's an open-door policy for them to speak with the admin at any given moment. Teachers receive ongoing professional development throughout the year, both on campus and district-wide. Teachers work together to support their colleagues(through Mentoring Programs and Either Department Meetings or PLC Meetings).

Our parents believe in our school staff and admins. And they are satisfied almost totally. Also, the majority of the students believe in the quality of the staff and feel safe in the school.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Increase of mental health issues in students **Root Cause:** increased stress that still remains from covid and other stressors

**Problem Statement 2 (Prioritized):** We do not have enough enrollment in AP, honors and programs of study classes. **Root Cause:** Not enough awareness of academic readiness among students, parents and staff

**Problem Statement 3 (Prioritized):** An increased number of students have not passed TSI test in the last two years" **Root Cause:** Students are not trained in taking TSI test, Missing TSI preparation classes, test anxiety, Study habits, More information about testing procedures and strategies.

**Problem Statement 4 (Prioritized):** Students are not passing classes **Root Cause:** Students work full/part-time. They are not able to attend after school tutorials and Saturday

tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.

**Problem Statement 5 (Prioritized):** Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. **Root Cause:** Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school

# Priority Problem Statements

**Problem Statement 1:** College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library;

**Root Cause 1:** Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges

**Problem Statement 1 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 2:** Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate.

**Root Cause 2:** Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school

**Problem Statement 2 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 3:** We do not have enough enrollment in AP, honors and programs of study classes.

**Root Cause 3:** Not enough awareness of academic readiness among students, parents and staff

**Problem Statement 3 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 4:** Increase of learning gaps among students in special programs

**Root Cause 4:** always shifting amounts of students, especially with a small affected group, percentages change more easily

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Students are not passing classes

**Root Cause 5:** Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.

**Problem Statement 5 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 6:** Increase of mental health issues in students

**Root Cause 6:** increased stress that still remains from covid and other stressors

**Problem Statement 6 Areas:** Student Learning - School Processes & Programs - Perceptions

**Problem Statement 7:** An increased number of students have not passed TSI test in the last two years"

**Root Cause 7:** Students are not trained in taking TSI test, Missing TSI preparation classes, test anxiety, Study habits, More information about testing procedures and strategies.

**Problem Statement 7 Areas:** Student Learning - School Processes & Programs - Perceptions

**Problem Statement 8:** Language barriers affect effective learning, especially in the 9th and 10th-grade levels.

**Root Cause 8:** Many students are from various countries.

**Problem Statement 8 Areas:** 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- 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
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

#### **Student Data: Behavior and Other Indicators**

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

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

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

**Performance Objective 1:** Objective 1.1: Increase the achievement level at Approaches Grade Level or above in the following subjects (check all that apply) in STAAR:

All Students:

Reading by 1% Math by 0.5% Writing by \_\_% Science by \_\_% Social Studies by \_\_%

African-American, Hispanic and Economically Disadvantaged Populations:

Reading by 2% Math by 1% Writing by \_\_% Science by \_\_% Social Studies by \_\_%

LEP students:

Reading by 2% Math by 1% Writing by \_\_% Science by \_\_% Social Studies by \_\_%

Special Education programs

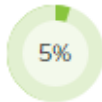


Reading by 2% Math by 1% Writing by \_\_% Science by \_\_% Social Studies by \_\_%







Objective 1.2: Provide a rigorous high school program to achieve post-secondary success by offering Advanced Placement (AP), CTE, and dual credit courses.




**Evaluation Data Sources:** Test scores, Mock Test results, Benchmark results





**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** We will maintain the achievement level on Math, ELA, and Social Studies. We will improve the Science achievement level..

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> * 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* <b>Strategy's Expected Result/Impact:</b> Increase in Benchmark Results, STAAR/EOC Results <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, ESL Coord.  <b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Demographics 1, 3, 5 - Student Learning 1, 5, 6 - School Processes & Programs 1, 4, 5, 6 - Perceptions 3, 4 <b>Funding Sources:</b> - 211, 255, 289 Title I, II, IV Part A Basic Program, - 420 General Fund (Charter Schools)	Formative		
	Oct	Jan	Mar
			

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> *Purchase testing materials, educational software and supplemental instructional materials for STAAR Remediation and improving student performance including Special Education, ESL and at-risk students* <b>Strategy's Expected Result/Impact:</b> Increase STAAR Test results and accountability <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal - core subject teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1, 3, 5 - Student Learning 1, 5 - School Processes & Programs 1, 4, 5 - Perceptions 4 <b>Funding Sources:</b> - 211, 255, 289 Title I, II, IV Part A Basic Program, - 263 TITLE III, PART A English Language Aquisition, - 224 IDEA-B, - 420 General Fund (Charter Schools)	Formative		
	Oct	Jan	Mar
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> *Utilize Special Education teachers and related Instructional Contract Services to maximize the learning of students with special needs.* <b>Strategy's Expected Result/Impact:</b> Test scores, Mock Test results, Benchmark results <b>Staff Responsible for Monitoring:</b> Principal, Asst. Princ., SPED Coordinator  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 3, 4 - School Processes & Programs 1, 3, 7 - Perceptions 1, 5 <b>Funding Sources:</b> - 211, 255, 289 Title I, II, IV Part A Basic Program, - 420 General Fund (Charter Schools)	Formative		
	Oct	Jan	Mar
			

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> *Utilize Title III ESL Teachers, interventionists, and related Instructional Contract Services to enhance LEP students' performance.* <b>Strategy's Expected Result/Impact:</b> Test scores, Mock Test results, Benchmark results <b>Staff Responsible for Monitoring:</b> Principal, Asst. Princ., ESL Coordinator  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1, 2, 5 - Student Learning 4, 5, 6 - School Processes & Programs 4, 5, 6, 7 - Perceptions 3, 4, 5 <b>Funding Sources:</b> - 263 TITLE III, PART A English Language Acquisition, - 420 General Fund (Charter Schools)	Formative		
	Oct	Jan	Mar
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Increase of learning gaps among students in special programs <b>Root Cause:</b> always shifting amounts of students, especially with a small affected group, percentages change more easily <b>Problem Statement 2:</b> Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. <b>Root Cause:</b> Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school <b>Problem Statement 3:</b> College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library; <b>Root Cause:</b> Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges <b>Problem Statement 5:</b> Students are not passing classes <b>Root Cause:</b> Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.
Student Learning
<b>Problem Statement 1:</b> College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library; <b>Root Cause:</b> Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges

### Student Learning

**Problem Statement 3:** Increase of mental health issues in students **Root Cause:** increased stress that still remains from covid and other stressors

**Problem Statement 4:** Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. **Root Cause:** Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school

**Problem Statement 5:** Students are not passing classes **Root Cause:** Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.

**Problem Statement 6:** An increased number of students have not passed TSI test in the last two years" **Root Cause:** Students are not trained in taking TSI test, Missing TSI preparation classes, test anxiety, Study habits, More information about testing procedures and strategies.

### School Processes & Programs

**Problem Statement 1:** College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library; **Root Cause:** Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges

**Problem Statement 3:** Increase of mental health issues in students **Root Cause:** increased stress that still remains from covid and other stressors

**Problem Statement 4:** Language barriers affect effective learning, especially in the 9th and 10th-grade levels. **Root Cause:** Many students are from various countries.

**Problem Statement 5:** Students are not passing classes **Root Cause:** Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.

**Problem Statement 6:** An increased number of students have not passed TSI test in the last two years" **Root Cause:** Students are not trained in taking TSI test, Missing TSI preparation classes, test anxiety, Study habits, More information about testing procedures and strategies.

**Problem Statement 7:** Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. **Root Cause:** Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school

### Perceptions

**Problem Statement 1:** Increase of mental health issues in students **Root Cause:** increased stress that still remains from covid and other stressors

**Problem Statement 3:** An increased number of students have not passed TSI test in the last two years" **Root Cause:** Students are not trained in taking TSI test, Missing TSI preparation classes, test anxiety, Study habits, More information about testing procedures and strategies.

**Problem Statement 4:** Students are not passing classes **Root Cause:** Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.

**Problem Statement 5:** Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. **Root Cause:** Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school

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




**Performance Objective 2:** Objective 1.2: Provide a rigorous high school program for all students, including GT students to achieve post-secondary success by offering Advanced Placement (AP), CTE, and dual credit courses.











**High Priority**

**Evaluation Data Sources:** College Readiness Benchmarks, Course Enrollment, Parent, Teacher and Admin Surveys

**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** We will maintain our rigorous high school program.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Enroll students in AP, CTE, and dual credit courses to attain post-secondary success. HSA Houston will organize and participate in yearly campus-wide and regional Science Fairs while promoting parent and community involvement.  <b>Strategy's Expected Result/Impact:</b> Increase-Course Enrollment College Readiness  <b>Staff Responsible for Monitoring:</b> Principal, Asst. Princ., College Counselor  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>Problem Statements:</b> Demographics 3 - Student Learning 1 - School Processes & Programs 1 <b>Funding Sources:</b> CTE, High School Allotment, SCE, General Fund, - 420 General Fund (Charter Schools)	Formative		
	Oct	Jan	Mar
			

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Strategy 2: Establish and operate a Program Advisory Committee and conduct CTE Program Evaluation. ( Admins and Science Department will meet to evaluate Campus needs and support teachers in enrolling and or / organizing STEM Competitions, and other STEM-related events (such as Earth Day Texas or others) as well as in applying for STEM Grants.) <b>Strategy's Expected Result/Impact:</b> CTE Program Evaluation <b>Staff Responsible for Monitoring:</b> Community Members, Administrators, CTE Teachers  <b>Title I:</b> 2.4, 2.5, 4.2 <b>- TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing <b>Problem Statements:</b> Demographics 3, 4 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 2 <b>Funding Sources:</b> CTE, High School Allotment, SCE, General Fund, - 420 General Fund (Charter Schools)	Formative		
	Oct	Jan	Mar
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Increase the percentage of students demonstrating College Readiness by 1% or greater, Provide information and sources for parents and students regarding higher education admissions, college readiness, and financial aid opportunities including TEXAS grant and Teach for Texas grant programs. <b>Strategy's Expected Result/Impact:</b> Increasing acceptance rate, Increasing awareness of the parents about College Readiness <b>Staff Responsible for Monitoring:</b> Principal, Dean of College Carrier, Asst. Principal  <b>Title I:</b> 2.4, 2.5, 4.2 <b>Problem Statements:</b> Demographics 3, 4 - Student Learning 1, 2, 3, 6 - School Processes & Programs 1, 2, 3, 6 - Perceptions 1, 2, 3	Formative		
	Oct	Jan	Mar
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

## Performance Objective 2 Problem Statements:

Demographics
<p><b>Problem Statement 3:</b> College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library; <b>Root Cause:</b> Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges</p> <p><b>Problem Statement 4:</b> We do not have enough enrollment in AP, honors and programs of study classes. <b>Root Cause:</b> Not enough awareness of academic readiness among students, parents and staff</p>
Student Learning
<p><b>Problem Statement 1:</b> College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library; <b>Root Cause:</b> Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges</p> <p><b>Problem Statement 2:</b> We do not have enough enrollment in AP, honors and programs of study classes. <b>Root Cause:</b> Not enough awareness of academic readiness among students, parents and staff</p> <p><b>Problem Statement 3:</b> Increase of mental health issues in students <b>Root Cause:</b> increased stress that still remains from covid and other stressors</p> <p><b>Problem Statement 6:</b> An increased number of students have not passed TSI test in the last two years" <b>Root Cause:</b> Students are not trained in taking TSI test, Missing TSI preparation classes, test anxiety, Study habits, More information about testing procedures and strategies.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library; <b>Root Cause:</b> Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges</p> <p><b>Problem Statement 2:</b> We do not have enough enrollment in AP, honors and programs of study classes. <b>Root Cause:</b> Not enough awareness of academic readiness among students, parents and staff</p> <p><b>Problem Statement 3:</b> Increase of mental health issues in students <b>Root Cause:</b> increased stress that still remains from covid and other stressors</p> <p><b>Problem Statement 6:</b> An increased number of students have not passed TSI test in the last two years" <b>Root Cause:</b> Students are not trained in taking TSI test, Missing TSI preparation classes, test anxiety, Study habits, More information about testing procedures and strategies.</p>
Perceptions
<p><b>Problem Statement 1:</b> Increase of mental health issues in students <b>Root Cause:</b> increased stress that still remains from covid and other stressors</p> <p><b>Problem Statement 2:</b> We do not have enough enrollment in AP, honors and programs of study classes. <b>Root Cause:</b> Not enough awareness of academic readiness among students, parents and staff</p> <p><b>Problem Statement 3:</b> An increased number of students have not passed TSI test in the last two years" <b>Root Cause:</b> Students are not trained in taking TSI test, Missing TSI preparation classes, test anxiety, Study habits, More information about testing procedures and strategies.</p>

**Goal 2:** Goal 2: The School will employ, develop and retain highly qualified staff to maximize learning for all students.

**Performance Objective 1:** Objective 2.1: Provide professional development opportunities for teachers and staff.

**Evaluation Data Sources:** Certificate of completion, attendance logs, TES,

**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** We will continue offering PDs for our staff.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> *Utilize cluster coaches for mentoring, supporting and training teachers* <b>Strategy's Expected Result/Impact:</b> H-TESS, ILT processes <b>Staff Responsible for Monitoring:</b> Principal. Asst. Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>Problem Statements:</b> Demographics 1, 2 - Student Learning 4, 6 - School Processes & Programs 6, 7 - Perceptions 3, 5 <b>Funding Sources:</b> - 420 General Fund (Charter Schools), - 420 General Fund (Charter Schools)	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> *Provide professional development opportunities to teachers and staff using contracted services* <b>Strategy's Expected Result/Impact:</b> Certificate of completion, attendance logs <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Demographics 1, 2 - Student Learning 4, 6 - School Processes & Programs 6, 7 - Perceptions 3, 5 <b>Funding Sources:</b> - 211, 255, 289 Title I, II, IV Part A Basic Program, - 420 General Fund (Charter Schools)	Formative		
	Oct	Jan	Mar
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Increase of learning gaps among students in special programs <b>Root Cause:</b> always shifting amounts of students, especially with a small affected group, percentages change more easily</p> <p><b>Problem Statement 2:</b> Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. <b>Root Cause:</b> Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school</p>
Student Learning
<p><b>Problem Statement 4:</b> Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. <b>Root Cause:</b> Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school</p> <p><b>Problem Statement 6:</b> An increased number of students have not passed TSI test in the last two years" <b>Root Cause:</b> Students are not trained in taking TSI test, Missing TSI preparation classes, test anxiety, Study habits, More information about testing procedures and strategies.</p>
School Processes & Programs
<p><b>Problem Statement 6:</b> An increased number of students have not passed TSI test in the last two years" <b>Root Cause:</b> Students are not trained in taking TSI test, Missing TSI preparation classes, test anxiety, Study habits, More information about testing procedures and strategies.</p> <p><b>Problem Statement 7:</b> Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. <b>Root Cause:</b> Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school</p>
Perceptions
<p><b>Problem Statement 3:</b> An increased number of students have not passed TSI test in the last two years" <b>Root Cause:</b> Students are not trained in taking TSI test, Missing TSI preparation classes, test anxiety, Study habits, More information about testing procedures and strategies.</p> <p><b>Problem Statement 5:</b> Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. <b>Root Cause:</b> Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school</p>







**Goal 2:** Goal 2: The School will employ, develop and retain highly qualified staff to maximize learning for all students.








**Performance Objective 2:** Objective 2.2: Recruit and retain highly qualified teachers and staff for all students.

**Evaluation Data Sources:** Activity calendar, attendance logs, Mentor assignment lists, meeting schedules, events

**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** We will retain the exemplary teachers.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Hold meetings, social events and team building activities with faculty to increase moral and improve school environment <b>Strategy's Expected Result/Impact:</b> Increase in Teacher retention percentage <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Dean of Programs  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Demographics 1, 2, 3, 5 - Student Learning 1, 4, 5 - School Processes & Programs 1, 5, 7 - Perceptions 4, 5 <b>Funding Sources:</b> SCE, General Fund - 420 General Fund (Charter Schools)	Formative		
	Oct	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Train administrators on job interview skills and organize job fairs <b>Strategy's Expected Result/Impact:</b> Evaluation <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Funding Sources:</b> Title II, - 211, 255, 289 Title I, II, IV Part A Basic Program, SCE, General Fund - 420 General Fund (Charter Schools)	Formative		
	Oct	Jan	Mar
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Utilize mentor teachers and department chairs for onboarding new teachers and teachers in need of assistance <b>Strategy's Expected Result/Impact:</b> Evaluation <b>Staff Responsible for Monitoring:</b> Principal, Asst. Princ.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Demographics 1, 2, 3, 4 - Student Learning 1, 2, 4 - School Processes & Programs 1, 2, 7 - Perceptions 2, 5 <b>Funding Sources:</b> Title II, - 211, 255, 289 Title I, II, IV Part A Basic Program, General Fund, SCE - 420 General Fund (Charter Schools)	Formative		
	Oct	Jan	Mar
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

## Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Increase of learning gaps among students in special programs <b>Root Cause:</b> always shifting amounts of students, especially with a small affected group, percentages change more easily <b>Problem Statement 2:</b> Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. <b>Root Cause:</b> Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school <b>Problem Statement 3:</b> College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library; <b>Root Cause:</b> Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges <b>Problem Statement 4:</b> We do not have enough enrollment in AP, honors and programs of study classes. <b>Root Cause:</b> Not enough awareness of academic readiness among students, parents and staff <b>Problem Statement 5:</b> Students are not passing classes <b>Root Cause:</b> Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.
Student Learning
<b>Problem Statement 1:</b> College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library; <b>Root Cause:</b> Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges <b>Problem Statement 2:</b> We do not have enough enrollment in AP, honors and programs of study classes. <b>Root Cause:</b> Not enough awareness of academic readiness among students, parents and staff

### Student Learning

**Problem Statement 4:** Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. **Root Cause:** Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school

**Problem Statement 5:** Students are not passing classes **Root Cause:** Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.

### School Processes & Programs

**Problem Statement 1:** College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library; **Root Cause:** Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges

**Problem Statement 2:** We do not have enough enrollment in AP, honors and programs of study classes. **Root Cause:** Not enough awareness of academic readiness among students, parents and staff

**Problem Statement 5:** Students are not passing classes **Root Cause:** Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.

**Problem Statement 7:** Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. **Root Cause:** Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school

### Perceptions

**Problem Statement 2:** We do not have enough enrollment in AP, honors and programs of study classes. **Root Cause:** Not enough awareness of academic readiness among students, parents and staff

**Problem Statement 4:** Students are not passing classes **Root Cause:** Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.

**Problem Statement 5:** Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. **Root Cause:** Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school

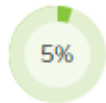
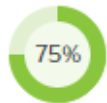







**Goal 3:** Goal 3: The School will work jointly with parents and the community to maximize learning for all students through two-way communication, collaborative partnerships and unity of purpose.

**Performance Objective 1:** Objective 3.1: Provide volunteer opportunities for students and parents at school and in the community.

**Evaluation Data Sources:** Activity calendar, Newsletters, Home visit logs

**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** We will continue to offer volunteer opportunities for students and parents.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> *Provide opportunities at school for parents to participate in academic and social events with their children* <b>Strategy's Expected Result/Impact:</b> increase in social events and participation, measure with surveys <b>Staff Responsible for Monitoring:</b> Mr. Hasan, Dean of Programs / Mr. Bozyigit, Counselor  <b>Problem Statements:</b> Demographics 2, 3, 4, 5 - Student Learning 1, 2, 4, 5 - School Processes & Programs 1, 2, 5, 7 - Perceptions 2, 4, 5 <b>Funding Sources:</b> - 211, 255, 289 Title I, II, IV Part A Basic Program, - 420 General Fund (Charter Schools)	Formative		
	Oct	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use Wednesday mail, website, newsletters, email, harmony voly platform to increase communication and involvement <b>Strategy's Expected Result/Impact:</b> Surveys, Volunteer Leader Board <b>Staff Responsible for Monitoring:</b> Principal, Asst. Princ., Teachers  <b>Problem Statements:</b> Demographics 2, 3, 4, 5 - Student Learning 1, 2, 4, 5, 6 - School Processes & Programs 1, 2, 4, 5, 6, 7 - Perceptions 2, 3, 4, 5	Formative		
	Oct	Jan	Mar
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide other programs to parents such as Homeroom parents, Hundred community service hours, MOUs with Businesses and Colleges <b>Strategy's Expected Result/Impact:</b> Activity Report <b>Staff Responsible for Monitoring:</b> Principal, Asst. Princ., Teachers  <b>Funding Sources:</b> - 420 General Fund (Charter Schools)	Formative		
	Oct	Jan	Mar
			



No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 2:** Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. **Root Cause:** Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school

**Problem Statement 3:** College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library; **Root Cause:** Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges

**Problem Statement 4:** We do not have enough enrollment in AP, honors and programs of study classes. **Root Cause:** Not enough awareness of academic readiness among students, parents and staff

**Problem Statement 5:** Students are not passing classes **Root Cause:** Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.

### Student Learning

**Problem Statement 1:** College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library; **Root Cause:** Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges

**Problem Statement 2:** We do not have enough enrollment in AP, honors and programs of study classes. **Root Cause:** Not enough awareness of academic readiness among students, parents and staff

**Problem Statement 4:** Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. **Root Cause:** Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school

**Problem Statement 5:** Students are not passing classes **Root Cause:** Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.

**Problem Statement 6:** An increased number of students have not passed TSI test in the last two years" **Root Cause:** Students are not trained in taking TSI test, Missing TSI preparation classes, test anxiety, Study habits, More information about testing procedures and strategies.

### School Processes & Programs

**Problem Statement 1:** College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library; **Root Cause:** Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges

### School Processes & Programs

**Problem Statement 2:** We do not have enough enrollment in AP, honors and programs of study classes. **Root Cause:** Not enough awareness of academic readiness among students, parents and staff

**Problem Statement 4:** Language barriers affect effective learning, especially in the 9th and 10th-grade levels. **Root Cause:** Many students are from various countries.

**Problem Statement 5:** Students are not passing classes **Root Cause:** Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.

**Problem Statement 6:** An increased number of students have not passed TSI test in the last two years" **Root Cause:** Students are not trained in taking TSI test, Missing TSI preparation classes, test anxiety, Study habits, More information about testing procedures and strategies.

**Problem Statement 7:** Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. **Root Cause:** Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school

### Perceptions

**Problem Statement 2:** We do not have enough enrollment in AP, honors and programs of study classes. **Root Cause:** Not enough awareness of academic readiness among students, parents and staff

**Problem Statement 3:** An increased number of students have not passed TSI test in the last two years" **Root Cause:** Students are not trained in taking TSI test, Missing TSI preparation classes, test anxiety, Study habits, More information about testing procedures and strategies.

**Problem Statement 4:** Students are not passing classes **Root Cause:** Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.

**Problem Statement 5:** Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. **Root Cause:** Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school

**Goal 3:** Goal 3: 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:** Objective 3.2: Enhance communication, collaboration, and involvement among the staff, parents, and community to support the students.

**Evaluation Data Sources:** College Readiness Benchmarks, Course Enrollment, Parent, Teacher and Admin Surveys

**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** We will continue to enhance communication, collaboration, and involvement among the staff, parents, and community to support the students.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Use Wednesday mail, website, newsletters, email, harmony voly platform to increase communication and involvement <b>Strategy's Expected Result/Impact:</b> Newsletters <b>Staff Responsible for Monitoring:</b> Mr. Kaya, Dean of Academics	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Encourage teachers to schedule home visits to all, especially economically disadvantaged students. <b>Strategy's Expected Result/Impact:</b> Activity Report <b>Staff Responsible for Monitoring:</b> Principal, Asst. Princ., Teachers  <b>Problem Statements:</b> Demographics 2, 3, 4, 5 - Student Learning 1, 2, 4, 5 - School Processes & Programs 1, 2, 5, 7 - Perceptions 2, 4, 5 <b>Funding Sources:</b> SCE, General Fund - 420 General Fund (Charter Schools)	Formative		
	Oct	Jan	Mar
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**Performance Objective 2 Problem Statements:**

## Demographics

**Problem Statement 2:** Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. **Root Cause:** Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school

**Problem Statement 3:** College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library; **Root Cause:** Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges

**Problem Statement 4:** We do not have enough enrollment in AP, honors and programs of study classes. **Root Cause:** Not enough awareness of academic readiness among students, parents and staff

**Problem Statement 5:** Students are not passing classes **Root Cause:** Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.

## Student Learning

**Problem Statement 1:** College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library; **Root Cause:** Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges

**Problem Statement 2:** We do not have enough enrollment in AP, honors and programs of study classes. **Root Cause:** Not enough awareness of academic readiness among students, parents and staff

**Problem Statement 4:** Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. **Root Cause:** Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school

**Problem Statement 5:** Students are not passing classes **Root Cause:** Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.

## School Processes & Programs

**Problem Statement 1:** College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library; **Root Cause:** Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges

**Problem Statement 2:** We do not have enough enrollment in AP, honors and programs of study classes. **Root Cause:** Not enough awareness of academic readiness among students, parents and staff

**Problem Statement 5:** Students are not passing classes **Root Cause:** Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.

**Problem Statement 7:** Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. **Root Cause:** Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school

## Perceptions

**Problem Statement 2:** We do not have enough enrollment in AP, honors and programs of study classes. **Root Cause:** Not enough awareness of academic readiness among students, parents and staff







**Problem Statement 4:** Students are not passing classes **Root Cause:** Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.

**Problem Statement 5:** Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. **Root Cause:** Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school

**Goal 4:** Goal 4: The School strives to ensure a safe, healthy and orderly environment conducive to learning for all students and staff.

**Performance Objective 1:** Objective 4.1: Provide staff development regarding discipline and classroom management issues.

- Evaluation Data Sources:** Activity calendar
- Summative Evaluation:** Exceeded Objective
- Next Year's Recommendation:** We will continue to provide staff development regarding discipline and classroom management issues.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> *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.* <b>Strategy's Expected Result/Impact:</b> Decrease in incidents on discipline reports <b>Staff Responsible for Monitoring:</b> Principal. Asst Principal  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Strategic Staffing <b>Problem Statements:</b> Demographics 1, 2, 3, 4, 5 - Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1, 2, 3, 5, 6, 7 - Perceptions 1, 2, 3, 4, 5 <b>Funding Sources:</b> - 211, 255, 289 Title I, II, IV Part A Basic Program, - 420 General Fund (Charter Schools)	Formative		
	Oct	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide Character Education classes and/or lessons for students that intentionally teach good character, and increase awareness of bullying, sexual abuse, and the dangers of drugs, alcohol, and tobacco use. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Dean of Student  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Demographics 1, 5 - Student Learning 3, 5 - School Processes & Programs 3, 5 - Perceptions 1, 4	Formative		
	Oct	Jan	Mar
			



No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 1:** Increase of learning gaps among students in special programs **Root Cause:** always shifting amounts of students, especially with a small affected group, percentages change more easily

**Problem Statement 2:** Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. **Root Cause:** Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school

**Problem Statement 3:** College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library; **Root Cause:** Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges

**Problem Statement 4:** We do not have enough enrollment in AP, honors and programs of study classes. **Root Cause:** Not enough awareness of academic readiness among students, parents and staff

**Problem Statement 5:** Students are not passing classes **Root Cause:** Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.

### Student Learning

**Problem Statement 1:** College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library; **Root Cause:** Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges

**Problem Statement 2:** We do not have enough enrollment in AP, honors and programs of study classes. **Root Cause:** Not enough awareness of academic readiness among students, parents and staff

**Problem Statement 3:** Increase of mental health issues in students **Root Cause:** increased stress that still remains from covid and other stressors

**Problem Statement 4:** Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. **Root Cause:** Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school

**Problem Statement 5:** Students are not passing classes **Root Cause:** Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.

**Problem Statement 6:** An increased number of students have not passed TSI test in the last two years" **Root Cause:** Students are not trained in taking TSI test, Missing TSI preparation classes, test anxiety, Study habits, More information about testing procedures and strategies.

### School Processes & Programs

**Problem Statement 1:** College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library; **Root Cause:** Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges

**Problem Statement 2:** We do not have enough enrollment in AP, honors and programs of study classes. **Root Cause:** Not enough awareness of academic readiness among students, parents and staff

**Problem Statement 3:** Increase of mental health issues in students **Root Cause:** increased stress that still remains from covid and other stressors

**Problem Statement 5:** Students are not passing classes **Root Cause:** Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.

**Problem Statement 6:** An increased number of students have not passed TSI test in the last two years" **Root Cause:** Students are not trained in taking TSI test, Missing TSI preparation classes, test anxiety, Study habits, More information about testing procedures and strategies.

**Problem Statement 7:** Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. **Root Cause:** Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school

### Perceptions

**Problem Statement 1:** Increase of mental health issues in students **Root Cause:** increased stress that still remains from covid and other stressors

**Problem Statement 2:** We do not have enough enrollment in AP, honors and programs of study classes. **Root Cause:** Not enough awareness of academic readiness among students, parents and staff

**Problem Statement 3:** An increased number of students have not passed TSI test in the last two years" **Root Cause:** Students are not trained in taking TSI test, Missing TSI preparation classes, test anxiety, Study habits, More information about testing procedures and strategies.








**Problem Statement 4:** Students are not passing classes **Root Cause:** Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.

**Problem Statement 5:** Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. **Root Cause:** Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school

**Goal 4:** Goal 4: The School strives to ensure a safe, healthy and orderly environment conducive to learning for all students and staff.

**Performance Objective 2:** Objective 4.2: Provide a coordinated health program to encourage students to participate physical activities.

- Evaluation Data Sources:** The participation rate of physical activities
- Summative Evaluation:** Exceeded Objective
- Next Year's Recommendation:** We will continue to provide a coordinated health program to encourage students to participate physical activities

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> *Help students track and evaluate their fitness assessment data and ensure that they participate in moderate to vigorous physical activity  <b>Strategy's Expected Result/Impact:</b> Students spend more time with physical activities, scheduling <b>Staff Responsible for Monitoring:</b> Principal. Asst. Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Student Learning 3, 6 - School Processes & Programs 3, 6 - Perceptions 1, 3 <b>Funding Sources:</b> SCE, General Fund - 420 General Fund (Charter Schools)	Formative		
	Oct	Jan	Mar
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**Performance Objective 2 Problem Statements:**








Student Learning
<b>Problem Statement 3:</b> Increase of mental health issues in students <b>Root Cause:</b> increased stress that still remains from covid and other stressors
<b>Problem Statement 6:</b> An increased number of students have not passed TSI test in the last two years" <b>Root Cause:</b> Students are not trained in taking TSI test, Missing TSI preparation classes, test anxiety, Study habits, More information about testing procedures and strategies.
School Processes & Programs
<b>Problem Statement 3:</b> Increase of mental health issues in students <b>Root Cause:</b> increased stress that still remains from covid and other stressors

School Processes & Programs
<b>Problem Statement 6:</b> An increased number of students have not passed TSI test in the last two years" <b>Root Cause:</b> Students are not trained in taking TSI test, Missing TSI preparation classes, test anxiety, Study habits, More information about testing procedures and strategies.
Perceptions
<b>Problem Statement 1:</b> Increase of mental health issues in students <b>Root Cause:</b> increased stress that still remains from covid and other stressors
<b>Problem Statement 3:</b> An increased number of students have not passed TSI test in the last two years" <b>Root Cause:</b> Students are not trained in taking TSI test, Missing TSI preparation classes, test anxiety, Study habits, More information about testing procedures and strategies.

**Goal 4:** Goal 4: The School strives to ensure a safe, healthy and orderly environment conducive to learning for all students and staff.

**Performance Objective 3:** Objective 4.3: Provide a safe school environment for all students and staff.

- Evaluation Data Sources:** Activity calendar
- Summative Evaluation:** Exceeded Objective
- Next Year's Recommendation:** We will continue to provide a safe school environment for all students and staff.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Enroll students in Character Education classes that provide awareness of sexual abuse and dangers of drugs, alcohol, and tobacco <b>Strategy's Expected Result/Impact:</b> Reports <b>Staff Responsible for Monitoring:</b> Principal, Asst. Princ.,  <b>TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Student Learning 3 - School Processes & Programs 3 - Perceptions 1 <b>Funding Sources:</b> - 420 General Fund (Charter Schools)	Formative		
	Oct	Jan	Mar
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

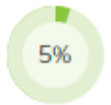









**Performance Objective 3 Problem Statements:**

Student Learning
<b>Problem Statement 3:</b> Increase of mental health issues in students <b>Root Cause:</b> increased stress that still remains from covid and other stressors
School Processes & Programs
<b>Problem Statement 3:</b> Increase of mental health issues in students <b>Root Cause:</b> increased stress that still remains from covid and other stressors
Perceptions
<b>Problem Statement 1:</b> Increase of mental health issues in students <b>Root Cause:</b> increased stress that still remains from covid and other stressors

**Goal 4:** Goal 4: The School strives to ensure a safe, healthy and orderly environment conducive to learning for all students and staff.

**Performance Objective 4:** The percentage of students with behavioral or mental health issues will decrease 5% by June 2022.

- Evaluation Data Sources:** Evaluation Data Sources  
Skyward Reports, RP Dashboard, Counseling Logs/Records, Talk Time
- Summative Evaluation:** Exceeded Objective
- Next Year's Recommendation:** We will maintain the decrease behavioral or mental health issues.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Reduce mental health issues by offering SEL lessons during regular classes and advisories <b>Strategy's Expected Result/Impact:</b> Students will learn coping strategies to deal with mental health issues <b>Staff Responsible for Monitoring:</b> Principal, behavior counselor, Dean of Students  <b>Problem Statements:</b> Student Learning 3 - School Processes & Programs 3 - Perceptions 1	Formative		
	Oct	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Have full time behavior counselors in schools to help students with mental health issues and if necessary refer to the necessary outside resources <b>Strategy's Expected Result/Impact:</b> Students know there is a place to go in case of mental health issues <b>Staff Responsible for Monitoring:</b> Principal, Dean of Students, Behavior counselors  <b>Problem Statements:</b> Student Learning 3 - School Processes & Programs 3 - Perceptions 1	Formative		
	Oct	Jan	Mar
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**Performance Objective 4 Problem Statements:**

Student Learning	
<b>Problem Statement 3:</b> Increase of mental health issues in students	<b>Root Cause:</b> increased stress that still remains from covid and other stressors
School Processes & Programs	
<b>Problem Statement 3:</b> Increase of mental health issues in students	<b>Root Cause:</b> increased stress that still remains from covid and other stressors

Perceptions
<b>Problem Statement 1:</b> Increase of mental health issues in students <b>Root Cause:</b> increased stress that still remains from covid and other stressors

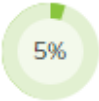


**Goal 5:** Goal 5: The School will utilize technology to maximize learning for all students and to enhance the educational practices of teachers.




**Performance Objective 1:** Objective 5.1: Ensure that all students and staff utilize technology as a tool for learning.





**Evaluation Data Sources:** Inventory, Invoices, Yearly Annual PD Plan

**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** We will ensure that all students and staff utilize technology as a tool for learning

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> *Purchase technology devices (document camera, laptop, chromebook, etc.), educational software to maximize learning and teaching, and increase internet stability by getting better broadband connection.* <b>Strategy's Expected Result/Impact:</b> STAAR results, Benchmarks <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Bussiness Manager  <b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Demographics 1, 5 - Student Learning 3, 5 - School Processes & Programs 3, 4, 5 - Perceptions 1, 4 <b>Funding Sources:</b> Title I, - 211, 255, 289 Title I, II, IV Part A Basic Program, SCE, General Fund - 420 General Fund (Charter Schools)	Formative		
	Oct	Jan	Mar
			

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> *Provide staff development on the integration of technology in instructional and administrative programs* <b>Strategy's Expected Result/Impact:</b> Attendance Roster, Support Teachers, <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 4 - Student Learning 2 - School Processes & Programs 2 - Perceptions 2 <b>Funding Sources:</b> Title I, II, - 211, 255, 289 Title I, II, IV Part A Basic Program, SCE, General Fund - 420 General Fund (Charter Schools)	Formative		
	Oct	Jan	Mar
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Increase of learning gaps among students in special programs <b>Root Cause:</b> always shifting amounts of students, especially with a small affected group, percentages change more easily <b>Problem Statement 4:</b> We do not have enough enrollment in AP, honors and programs of study classes. <b>Root Cause:</b> Not enough awareness of academic readiness among students, parents and staff <b>Problem Statement 5:</b> Students are not passing classes <b>Root Cause:</b> Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.
Student Learning
<b>Problem Statement 2:</b> We do not have enough enrollment in AP, honors and programs of study classes. <b>Root Cause:</b> Not enough awareness of academic readiness among students, parents and staff <b>Problem Statement 3:</b> Increase of mental health issues in students <b>Root Cause:</b> increased stress that still remains from covid and other stressors <b>Problem Statement 5:</b> Students are not passing classes <b>Root Cause:</b> Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.

School Processes & Programs
<p><b>Problem Statement 2:</b> We do not have enough enrollment in AP, honors and programs of study classes. <b>Root Cause:</b> Not enough awareness of academic readiness among students, parents and staff</p> <p><b>Problem Statement 3:</b> Increase of mental health issues in students <b>Root Cause:</b> increased stress that still remains from covid and other stressors</p> <p><b>Problem Statement 4:</b> Language barriers affect effective learning, especially in the 9th and 10th-grade levels. <b>Root Cause:</b> Many students are from various countries.</p> <p><b>Problem Statement 5:</b> Students are not passing classes <b>Root Cause:</b> Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.</p>
Perceptions
<p><b>Problem Statement 1:</b> Increase of mental health issues in students <b>Root Cause:</b> increased stress that still remains from covid and other stressors</p> <p><b>Problem Statement 2:</b> We do not have enough enrollment in AP, honors and programs of study classes. <b>Root Cause:</b> Not enough awareness of academic readiness among students, parents and staff</p> <p><b>Problem Statement 4:</b> Students are not passing classes <b>Root Cause:</b> Students work full/part-time. They are not able to attend after school tutorials and Saturday tutorials. Students who are not working are not able to attend tutorials due to a lack of transportation and family problems.</p>

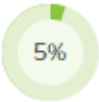






**Goal 6:** The School will give students the opportunity to expand their knowledge in the subject of their interest beyond curriculum level.

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

**Evaluation Data Sources:** Schedule, sign-in sheets

**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** We will maintain the number of students enrolled in extracurricular programs offered by the school.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Offer after-school extended learning opportunities, whether teacher-led clubs or through contracted partner programs and volunteers. Ask teachers to offer variety of clubs and contract with organizations to offer programs at school <b>Strategy's Expected Result/Impact:</b> Students build social connections and expand their experiences with curriculum outside the classroom <b>Staff Responsible for Monitoring:</b> Principal, Asst. Princ., Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 3, 4 - School Processes & Programs 1, 3, 4, 7 - Perceptions 1, 5 <b>Funding Sources:</b> - 420 General Fund (Charter Schools)	Formative		
	Oct	Jan	Mar
	 5%	 85%	 100%
<div><div>0% No Progress</div><div>100% Accomplished</div><div>Continue/Modify</div><div>Discontinue</div></div>			

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Increase of learning gaps among students in special programs <b>Root Cause:</b> always shifting amounts of students, especially with a small affected group, percentages change more easily
<b>Problem Statement 2:</b> Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. <b>Root Cause:</b> Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school

Demographics
<p><b>Problem Statement 3:</b> College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library; <b>Root Cause:</b> Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges</p>
Student Learning
<p><b>Problem Statement 1:</b> College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library; <b>Root Cause:</b> Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges</p> <p><b>Problem Statement 3:</b> Increase of mental health issues in students <b>Root Cause:</b> increased stress that still remains from covid and other stressors</p> <p><b>Problem Statement 4:</b> Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. <b>Root Cause:</b> Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library; <b>Root Cause:</b> Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges</p> <p><b>Problem Statement 3:</b> Increase of mental health issues in students <b>Root Cause:</b> increased stress that still remains from covid and other stressors</p> <p><b>Problem Statement 4:</b> Language barriers affect effective learning, especially in the 9th and 10th-grade levels. <b>Root Cause:</b> Many students are from various countries.</p> <p><b>Problem Statement 7:</b> Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. <b>Root Cause:</b> Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school</p>
Perceptions
<p><b>Problem Statement 1:</b> Increase of mental health issues in students <b>Root Cause:</b> increased stress that still remains from covid and other stressors</p> <p><b>Problem Statement 5:</b> Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. <b>Root Cause:</b> Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school</p>








**Goal 6:** 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.

**Evaluation Data Sources:** Schedule, sign-in sheets

**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** We will continue to look for opportunities to provide projects and support them to join competitions and contests.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Encourage students to participate in various competitions. Math Counts, Math League, Science Fairs, I-SWEEEP, Science Olympiad, Robotics etc. <b>Strategy's Expected Result/Impact:</b> Schedule, sign-in sheets <b>Staff Responsible for Monitoring:</b> Principal, Asst. Princ., Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Demographics 1, 2, 3, 4 - Student Learning 1, 2, 4 - School Processes & Programs 1, 2, 4, 7 - Perceptions 2, 5 <b>Funding Sources:</b> - 420 General Fund (Charter Schools)	Formative		
	Oct	Jan	Mar
	 5%	 75%	 100%
<div><div>0% No Progress</div><div>100% Accomplished</div><div>Continue/Modify</div><div>Discontinue</div></div>			

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Increase of learning gaps among students in special programs <b>Root Cause:</b> always shifting amounts of students, especially with a small affected group, percentages change more easily
<b>Problem Statement 2:</b> Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. <b>Root Cause:</b> Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school
<b>Problem Statement 3:</b> College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library; <b>Root Cause:</b> Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges
<b>Problem Statement 4:</b> We do not have enough enrollment in AP, honors and programs of study classes. <b>Root Cause:</b> Not enough awareness of academic readiness among students, parents and staff

### Student Learning

**Problem Statement 1:** College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library; **Root Cause:** Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges

**Problem Statement 2:** We do not have enough enrollment in AP, honors and programs of study classes. **Root Cause:** Not enough awareness of academic readiness among students, parents and staff

**Problem Statement 4:** Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. **Root Cause:** Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school

### School Processes & Programs

**Problem Statement 1:** College readiness test scores could use improvement; buy-in to the college prep structure; students enrolling in CC is growing as compared to 4-year university; local university (UH) has raised tuition and admittance standards leaving some students out; limited location and facilities; lack of bussing; lack of resources for athletics; no library; **Root Cause:** Potential first-gen college students from parts of the world where education isn't emphasized; students don't see the benefit in traditional educational structures; focus on part-time jobs instead of the school; undocumented student admissions challenges

**Problem Statement 2:** We do not have enough enrollment in AP, honors and programs of study classes. **Root Cause:** Not enough awareness of academic readiness among students, parents and staff

**Problem Statement 4:** Language barriers affect effective learning, especially in the 9th and 10th-grade levels. **Root Cause:** Many students are from various countries.

**Problem Statement 7:** Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. **Root Cause:** Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school

### Perceptions

**Problem Statement 2:** We do not have enough enrollment in AP, honors and programs of study classes. **Root Cause:** Not enough awareness of academic readiness among students, parents and staff

**Problem Statement 5:** Our SPED and ESL student population is growing. We see an increase in families/parents who don't speak English yet. This affects the parent involvement, as parents are more hesitant to contact the school and participate. **Root Cause:** Houston has an influx of international families moving here for job opportunities. Many families speak other languages at home, which impedes communication between parents and school

# CNA Perceptions, School Culture

Committee Role	Name	Position
Classroom Teacher	Seref Yagli	Teacher
Non-classroom Professional	Alfonso Tejada	Counselor
Classroom Teacher	Chantel Jones	Teacher
Classroom Teacher	Ahmet Cakir	Teacher
Classroom Teacher	Fadime Dogan	counselor
Classroom Teacher	Leonardo Tulod	Teacher

# CNA School Progress & Programs

Committee Role	Name	Position
Classroom Teacher	Dominic Zuccone	Teacher
Classroom Teacher	Chance Richmond	Teacher
Classroom Teacher	Jackelyn Scrivener	Teacher
Classroom Teacher	Shivani Madhugiri	Teacher
Classroom Teacher	John Lindgren	Teacher
Classroom Teacher	Mustafa Tasdelen	Teacher
Classroom Teacher	Selami Bingol	Teacher
Non-classroom Professional	Mesut Atik	Counselor
Classroom Teacher	Michele Alfaro	Teacher

# CNA Student Learning

Committee Role	Name	Position
Non-classroom Professional	Tiffany Washington	SPED case manager
Non-classroom Professional	Fadime Dogan	Counselor
Classroom Teacher	Chantel Jones	Teacher
Non-classroom Professional	Orcun Cakiroglu	Counselor
Paraprofessional	Karen Guerrero	SPED Aide
Classroom Teacher	Mustafa Tasdelen	Teacher
Classroom Teacher	Michele Baron Alfaro	Teacher
Classroom Teacher	Cuneyt Kilic	Teacher
Classroom Teacher	Alexander Fyffe	Teacher
Classroom Teacher	Chance Richmond	Teacher
Classroom Teacher	Ahmet Cakir	Teacher
Classroom Teacher	Fatma Nur Uguz	SPED Resource Teacher
Administrator	Sara Sevinc Dok	DCC
Non-classroom Professional	Zachary Scott	Instructional Coach ELA
Classroom Teacher	Shivani Madhugiri	Teacher
Classroom Teacher	Keishelle Pete	Teacher
Classroom Teacher	Jane Villanueva	Teacher
Classroom Teacher	Nurcan Civelek	Teacher
Classroom Teacher	Karama Bourghol	Teacher

# CNA Demographics

Committee Role	Name	Position
Paraprofessional	Tania Aviles	Lunch Clerk
Paraprofessional	Flor Ortega	Attendance Clerk
Paraprofessional	Kardelen Ozturk	Registrar
Non-classroom Professional	Alfanzo Tejada	Counselor
Classroom Teacher	Ali Atar	Teacher
Classroom Teacher	Sena Ademoglu	Music Teacher
Classroom Teacher	Danielle Britton	PE Teacher
Paraprofessional	Jarel Reyes	SPED Aide
Classroom Teacher	Jacquelyn Scrivener	Teacher
Classroom Teacher	Ibrahim Taskin	Teacher
Classroom Teacher	Mark Beaumier	Teacher
Classroom Teacher	Halil Asiret	Teacher
Classroom Teacher	Mucayit Avcı	Teacher
Non-classroom Professional	Touria Porter	Operations Manager
Classroom Teacher	Hayriye Guni	Teacher
Classroom Teacher	Erol Dede	Teacher
Administrator	Ineke Kerkhofs	Dean of Student
Classroom Teacher	Blane Fitzhenry	Teacher
Classroom Teacher	Marel Castro	Teacher

# Campus Leadership Team

Committee Role	Name	Position
Administrator	Sara Sevinc Dok	Dean of College and Career
Administrator	Mehmet Ozgun	Dean of College and Career
Administrator	Ineke Kerkhofs	Dean of Students
Administrator	Ryan Paul	Principal

# 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
1	1	2			\$0.00
1	1	3			\$0.00
2	1	2			\$0.00
2	2	2	Title II,		\$0.00
2	2	3	Title II,		\$0.00
3	1	1			\$0.00
4	1	1			\$0.00
5	1	1	Title I,		\$0.00
5	1	2	Title I, II,		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$435,559.00
+/- Difference					\$435,559.00
224 IDEA-B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$95,052.00
+/- Difference					\$95,052.00
244 Perkins V					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$39,173.00
+/- Difference					\$39,173.00

263 TITLE III, PART A English Language Aquisition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	4			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$16,005.00
+/- Difference					\$16,005.00
420 Career & Technology (CTE) ( Intent Code: 22)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$584,159.00
+/- Difference					\$584,159.00
420 State Comp. Education ( Intent Code: 30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$446,527.00
+/- Difference					\$446,527.00
420 Special Education (Intent Code: 23)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$233,916.00
+/- Difference					\$233,916.00
420 Early Childhood Education ( Intent Code: 36)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

420 Bilingual Education (Intent Code: 25)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$53,578.00
+/- Difference					\$53,578.00
420 Dyslexia Intent Code: 37)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,734.00
+/- Difference					\$1,734.00
420 College Career & Military Readiness (PIC38)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$99,602.00
+/- Difference					\$99,602.00
420 General Fund (Charter Schools)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	2	1	CTE, High School Allotment, SCE, General Fund,		\$0.00
1	2	2	CTE, High School Allotment, SCE, General Fund,		\$0.00
2	1	1			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	2	1	SCE, General Fund		\$0.00
2	2	2	SCE, General Fund		\$0.00
2	2	3	General Fund, SCE		\$0.00

420 General Fund (Charter Schools)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
3	1	3			\$0.00
3	2	2	SCE, General Fund		\$0.00
4	1	1			\$0.00
4	2	1	SCE, General Fund		\$0.00
4	3	1			\$0.00
5	1	1	SCE, General Fund		\$0.00
5	1	2	SCE, General Fund		\$0.00
6	1	1			\$0.00
6	2	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,193,315.00
+/- Difference					\$1,193,315.00
461 Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$8,000.00
+/- Difference					\$8,000.00
Grand Total Budgeted					\$3,206,620.00
Grand Total Spent					\$0.00
+/- Difference					\$3,206,620.00

# Addendums

## 2021-22 Federal and State Programs Budget Estimate

**Campus/District:**

**HSA-Houston**

**Estimated Annual Salary of 1 FTE:**

**\$60,000**

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	\$392,003	90.0%	6.5	Payroll – Instructional Support	\$0		0.0
Instructional Contract Services	\$26,134	6.0%		Instructional Contract Services	\$0		
Instructional Supplies	\$17,422	4.0%		Instructional Supplies	\$39,173	100.0%	
Total	\$435,559	100.0%	6.5	Total	\$39,173	100.0%	0.0
Title III Part A (Fund Code: 263; Intent Code: 25)				IDEA B (Fund Code: 224; Intent Code: 23)			
Payroll – Instructional Support	\$16,005	100.0%	0.3	Payroll – Instructional Support	\$0	0.0%	0.0
Instructional Contract Services	\$0			Instructional Contract Services	\$0	0.0%	
Instructional Supplies	\$0	0.0%		Instructional Supplies	\$92,052	100.0%	
Total	\$16,005	100.0%	0.3	Total	\$92,052	100.0%	0.0
Carer & Technology (CTE) (Fund Code: 420; Intent Code: 22)				State Comp. Education (Fund Code: 420; Intent Code: 30)			
Payroll – Instructional Support	\$461,486	79.0%	7.7	Payroll – Instructional Support	\$0		0.0
Instructional Contract Services	\$0			Instructional Contract Services	\$0		
Instructional Supplies	\$122,673	21.0%		Instructional Supplies	\$446,527	100.0%	
Total	\$584,159	100.0%	7.7	Total	\$446,527	100.0%	0.0
Special Education (Fund Code: 420; Intent Code: 23)				Early Childhood Education (Fund Code: 420; Intent Code: 36)			
Payroll – Instructional Support	\$58,479	25.0%	1.0	Payroll – Instructional Support	\$0		0.0
Instructional Contract Services	\$0			Instructional Contract Services	\$0		
Instructional Supplies	\$175,437	75.0%		Instructional Supplies	\$0	100.0%	
Total	\$233,916	100.0%	1.0	Total	\$0	100.0%	0.0
Bilingual Education (Fund Code: 420; Intent Code: 25)				Dyslexia (Fund Code: 420; Intent Code: 37)			
Payroll – Instructional Support	\$0		0.0	Payroll – Instructional Support	\$0		0.0
Instructional Contract Services	\$0			Instructional Contract Services	\$0		
Instructional Supplies	\$53,578	100.0%		Instructional Supplies	\$1,734	100.0%	
Total	\$53,578	100.0%	0.0	Total	\$1,734	100.0%	0.0
				College Career Military Readiness (Fund Code: 420; Intent Code: 38)			
Gifted & Talented (Fund Code: 420; Intent Code: 21)				Payroll – Instructional Support	\$86,653.7	87.0%	1.4
Payroll – Instructional Support			0.0	Instructional Contract Services	\$0.0		
				Instructional Supplies	\$12,948.3	13.0%	
				Total	\$99,602	100.0%	1.4

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