

Harmony Public Schools - El Paso
Harmony School of Innovation - El Paso
2024-2025 Campus Improvement Plan



Mission Statement

Mission Statement:

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

Vision

Vision:

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

Value Statement

Harmony Core Values:

- High Expectations: Every student will learn and grow into a successful and productive citizen.
 - Dedicated Staff: We do whatever it takes to help our students reach their goals.
- Working Together: Our students, parents, and staff work in harmony to create a strong community of success.
 - Character Matters: We guide our students to value integrity, show respect, and be responsible.
- STEM for All: Every student will graduate with a strong understanding and appreciation of STEM and how it connects to the real world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

HSI Elementary-

Harmony School of Innovation is a tuition-free Texas public school located in the Northeast side of El Paso. We believe that every student deserves the opportunity to attend a school that provides them support to be successful in their educational career, and college readiness. Harmony School of Innovation was established in 2009 and served grades Kinder - 12. In 2022, the campus was expanded and split into two campuses. HSI Middle/High was created serving grades 6-12 and Harmony School of Innovation Elementary, serving grades PK-5. HSI Elementary previously Harmony School of Innovation (K-12) belongs to the state-wide Harmony Public Schools system that has been recognized on various occasions by U.S. News and World Report as having the top high schools in America and top 10 High Schools in El Paso. As an A-rated campus by TEA, HSI Elementary staff, parents and community are dedicated to serve all student groups in El Paso.

HSI Elementary and Middle/High currently serve 1,309 students and has 200 staff. Student population varies due to a high enrollment of military students and staff, therefore creating a high student/staff turnover.

The student ethnic distributions is as follows:

- Hispanic - 1,069 students (81.5%)
- White - 125 students (9.5%)
- American or Alaskan Native- 6 students (0.5%)
- Native Hawaiian or Other Pacific Islander- 3 students (0.2%)
- Black or African American- 68 students (5.2%)
- Asian- 12 students (0.9%)
- Multi-racial- 29 (2.2%)

The student gender distribution is as follows:

- Male - 632 students (51.8%)
- Female - 680 students (48.2%)

Attendance:

YTD attendance - 92.8% with an YTD absence - 7.2%

To promote high attendance we have quarter incentives such as dances, drawings for prizes, pizza parties, friendly grade-level attendance races for best overall attendance. When students have too many absences, phone calls are made on a daily basis after 3 absences, letters are also sent out, as well as meetings with parents to address the attendance and/or tardy issues as well, as providing parental support.

Community ratios:

The population of Northeast El Paso is 106,255 residents with the average annual household income in Northeast El Paso is \$75,135, while the median household income sits at \$47,778 per year. Residents aged 25 to 44 earn \$49,973, while those between 45 and 64 years old have a median wage of \$58,866. In contrast, people younger than 25 and those older than 65 earn less, at \$28,786 and \$36,703, respectively. Approximately 35.26% of the population in Northeast El Paso holds a high school degree (that's 27,891 residents), while 28.64% have attained a college certificate (22,654 locals) and 12.72% have a bachelor's degree (10,059 people).

Teacher Experience:

Highly qualified teachers are recruited yearly to positively impact student success, including special populations. Staff is highly qualified at hire and continues to grow through professional developments offered in areas of need. Staff is offered the opportunities to grow professionally to different roles, including academic leadership roles and administrative roles. Military staff create a high turnover ratio given the military mobility. Staff to student ratio is 1 to 9.

Special Programs

GT :Our GT program is committed to meeting social and emotional needs in order to foster the needs of gifted students. GT students get a weekly exposure to Project Based Learning that is geared towards the student interest and future goals. We currently have 23 students enrolled in our gifted and Talented program. With our program having a focus on engineering and problem solving, the campus could benefit from increasing student GT pull out time.

SPED: HSI Elementary has a special education population of 94 students. The program has three placements which include life skills, resource, and inclusion. The campus also has speech therapy services as well as physical therapy and occupational therapy. At this time, the campus could benefit from additional professional development as well as an increased number of placements to address the student population needs.

Athletics: 4th and 5th grade students are able to compete in athletic programs. HSI participates in volleyball, basketball, soccer,

and cheer. At this time, HSI competes with other local charter schools. A program goal is to align with UIL regulations in order to expand the athletic program and participation. The local community greatly supports the athletic program.

Fine Arts: All students at HSI participate in the fine arts program. The school offers a semester of art and a semester of music for all grade levels. The campus also offers the opportunity to have more access to fine arts through various afterschool clubs. Clubs include arts and crafts, Lego club, and 3D printing. All clubs are facilitated by teacher volunteers. The after school fine arts program has a need of community volunteers to broaden the program and expand fine arts exposure.

Special Programs Enrollment Counts with Race/Ethnicity Totals (Entity)

Enrolled As Of: 3/22/2024 12:00

HARMONY PUBLIC SCHOOLS - WEST TEXAS

Special Education Counts

Entity 040	Grade 05	13 - Enrolled	10 - Hispanic	0 - Am Ind	0 - Asian	0 - Black	0 - Pac Isl	11 - White	2 - Multi
Entity 040	Grade 04	13 - Enrolled	9 - Hispanic	1 - Am Ind	1 - Asian	0 - Black	0 - Pac Isl	9 - White	2 - Multi
Entity 040	Grade 03	13 - Enrolled	11 - Hispanic	0 - Am Ind	0 - Asian	1 - Black	0 - Pac Isl	12 - White	0 - Multi
Entity 040	Grade 02	16 - Enrolled	12 - Hispanic	1 - Am Ind	1 - Asian	3 - Black	0 - Pac Isl	11 - White	0 - Multi
Entity 040	Grade 01	4 - Enrolled	3 - Hispanic	0 - Am Ind	0 - Asian	1 - Black	0 - Pac Isl	3 - White	0 - Multi
Entity 040	Grade KG	4 - Enrolled	4 - Hispanic	0 - Am Ind	0 - Asian	0 - Black	0 - Pac Isl	3 - White	1 - Multi
Entity 040	Grade PK	1 - Enrolled	1 - Hispanic	0 - Am Ind	0 - Asian	0 - Black	0 - Pac Isl	1 - White	0 - Multi
Entity 040	Totals	64 - Enrolled	50 - Hispanic	2 - Am Ind	2 - Asian	5 - Black	0 - Pac Isl	50 - White	5 - Multi
Special Ed	Totals	64 - Enrolled	50 - Hispanic	2 - Am Ind	2 - Asian	5 - Black	0 - Pac Isl	50 - White	5 - Muti

Special Programs Enrollment Counts with Race/Ethnicity Totals (Entity)

Enrolled As Of: 3/22/2024 12:00

HARMONY PUBLIC SCHOOLS - WEST TEXAS

LEP Counts

Entity 040	Grade 05	26 - Enrolled	26 - Hispanic	0 - Am Ind	0 - Asian	1 - Black	0 - Pac Isl	24 - White	1 - Multi
Entity 040	Grade 04	28 - Enrolled	27 - Hispanic	1 - Am Ind	0 - Asian	1 - Black	0 - Pac Isl	26 - White	0 - Multi

Entity 040	Grade 03	24 - Enrolled	23 - Hispanic	1 - Am Ind	0 - Asian	0 - Black	0 - Pac Isl	23 - White	0 - Multi
Entity 040	Grade 02	24 - Enrolled	23 - Hispanic	0 - Am Ind	1 - Asian	1 - Black	0 - Pac Isl	22 - White	0 - Multi
Entity 040	Grade 01	20 - Enrolled	20 - Hispanic	0 - Am Ind	0 - Asian	0 - Black	0 - Pac Isl	20 - White	0 - Multi
Entity 040	Grade KG	24 - Enrolled	24 - Hispanic	2 - Am Ind	0 - Asian	0 - Black	0 - Pac Isl	22 - White	0 - Multi
Entity 040	Grade PK	8 - Enrolled	8 - Hispanic	0 - Am Ind	0 - Asian	0 - Black	0 - Pac Isl	8 - White	0 - Multi
Entity 040	Totals	154 - Enrolled	151 - Hispanic	4 - Am Ind	1 - Asian	3 - Black	0 - Pac Isl	145 - White	1 - Multi
LEP Totals		154 - Enrolled	151 - Hispanic	4 - Am Ind	1 - Asian	3 - Black	0 - Pac Isl	145 - White	1 - Muti

Admission:

HSI complies with state and federal regulation regarding admission. HSI shall admit any student that resides in the county of El Paso and for whom the school operates a grade level sought. The school requires applicants to submit a complete application form in order to be considered for admission. A lottery is to be conducted if the number of applicants exceeds the maximum enrollment. The lottery shall take place by the end of February of that school year via lottery selection software.

Discipline:

Current student behavior trends include fighting, struggles with emotional management and self-regulation from younger students, graffiti, and lack of respect for authority figures. This negatively affects student learning given teachers are stopping instruction to address behaviors. Negative behavior trends affect student and teacher morale as well as the quality of instruction students are able to receive. Students who are indeed of support have several systems in place. A behavior counselor is on our campus to help assist students needs and emotions. The dean of student culture has an open door policy for all students and investigates all issues reported. The dean will also address/work with students to use grounding techniques and restorative practices.

HSI Middle High

HSI M/H is two years old campus in the Northeast area in El Paso Texas. Harmony School of Innovation - El Paso Middle & High is a public charter school in El Paso that serves grades 6,7,8,9,10,11,12. HSI M/H is a charter school with a lottery open enrollment admission policy. The stakeholders are the students, parents, staff, and community members. Every stakeholder in education has a purpose. Individuals might not seem very impactful on their own. By working with other stakeholders and sharing ideas and plans, they often achieve common educational objectives. This team effort improves the chances of realizing those goals and creating positive student outcomes. Stakeholders aim to ensure that students receive a quality education. Using instruction to prepare students for life after school helps them become productive members of society. This strengthens the community as a whole. Our campus does offer GT programs, CTE, ESL, Special Education, SCE. Fine arts and athletics are available as after school clubs and programs. Harmony is considered a STEM focused school, provided STEM education to all students on campus.

Current Enrollment by Grade Level and Special Population

Student Count Numeric

Enrollment Count	Total	Gender		Ethnicity							Econ Dis	LEP		Special Ed	
		F	M	AMI	BLK	AS	HISP	HI	MRA	WHT	***	Y	N	Y	N
PK	47	24	23			1	41			5	47	8	39	1	46
KG	84	43	41		2		74	1		7	84	24	60	4	80
01	104	59	45		8	1	85		2	8	104	20	84	4	100
02	101	60	41	1	3	1	84		3	9	101	25	76	17	84
03	105	66	39	1	5		80		4	15	105	24	81	14	91
04	94	55	39		8	1	76		4	5	94	28	66	14	80
05	102	56	46		5		77		6	14	102	26	76	13	89
06	131	56	75		10	1	101		2	17	131	39	92	11	120
07	127	54	73	1	5	3	106	1	1	10	127	36	91	15	112
08	141	73	68	1	9	1	113		4	13	141	40	101	12	129
09	78	35	43	1	3		66	1		7	78	19	59	11	67
10	86	38	48	1	4	2	67		2	10	86	17	69	19	67
11	68	34	34		3		63			2	68	12	56	8	60
12	38	22	16		3	1	32		1	1	38	8	30	3	35
Total	1,306	675	631	6	68	12	1,065	3	29	123	1,306	326	980	146	1,160

Student behavior trends that contribute to referrals, suspensions and expulsions include bullying, vaping, assault, repetitive undesirable behaviors and disruption in the classrooms. These discipline issues lead to more time spent outside of the classroom. The student mobility rate for the campus is 16.3%. The average class size is around 30 students per class. Post covid the campus has been heavily impacted by truancy and low attendance rates. The average daily attendance rates is 93%. The campus is constantly communicating the parents and students in regards to truancy issues. We offer weekly attendance recovery options for students and also credit tutoring hours towards maintaining their 90% attendance requirement. In the summer of 2023 the campus did provide summer attendance recovery for students with extremely low attendance rates.

Teachers- 70.3 % Professional Support- 10.8% Campus Administration 7.3% Educational Aides - 11.6% Full time counselors- 1 on campus. African American 2.1% Hispanic 71.2% White 21.7% American Indian 1.1% Asian 2.1% Pacific Islander 1.1% 2 or more races 0.8% Males- 25.2% Females- 74.8% Beginning Teachers 8% 1-5 years 41.7% 6-10 years 34.1% 11-20 15.2% 21-30 1.1% over 30 yrs 0%. More than half of campus staff are certified based on their content. Campus provides consistent training to align with the needs of the students. Staff members also provide personal connection, community ties and life experiences.

Demographics Strengths

HSI Elementary-

Teachers are truly invested in HSI as the majority of school staff resides in the community. HSI has created a family environment that accepts and welcomes former students into the Harmony workforce. Campus staff has created a climate and culture that exemplifies a sense of friendship and family. Students at HSI Elementary are very confident and openly express their creativity and emotions. They are highly capable of facing challenges they are presented with. As an A-rated campus and a 2024 State of Character, and with a STEM focus, blended learning approach, high academic expectations and advanced College and Career Readiness, HSI Elementary prepares the school community for success in academic and character expectations.

HSI Middle High

Our campus offers a smaller student to teacher ratio which makes both students and parents more comfortable. Parent and teacher communication is higher than in a traditional public school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At this time, Harmony follows an immersion model. They expose all educational content in English to bilingual students. Due to program philosophy, students struggle with academic pace and content. **Root Cause:** Lack of ESL support and ESL certified teachers.

Problem Statement 2: Lack of certified teachers in general education, SPED and ESL. **Root Cause:** Certification is not mandatory.

Problem Statement 3: HSI has a high turnover and mobility of students. **Root Cause:** High Military population.

Problem Statement 4: HSI Middle High Our school is limited in SEL resources. **Root Cause:** The root cause of limited resources for SEL and educational programs includes lack funding and parent involvement and family support.

Problem Statement 5: HSI Middle High Our school is limited in Special Education resources. **Root Cause:** The root cause of limited resources to serve our student population and lack of funding.

Student Learning

Student Learning Summary

HSI Elementary-

Harmony's mission is to prepare each and every student for college and career by providing a safe, caring, and collaborative atmosphere and a quality student-centered educational program with a strong emphasis on STEM. This leads students from the classroom into the world as productive and responsible citizens. With high academic and behavioral expectations, and emotional support students' achievement and progress are reflected in assessment data.

Grades- Students' grades are reflected on student classroom performance and divided into categories (formative, summative, and practice). HSI Elementary follows the HPS grading policy for elementary and provides students with the opportunities to complete missing, or low-earned assignments.

Interventions- HSI Elementary provides interventions for struggling students utilizing small group teaching, Saturday and after-school tutoring, Just in Time interventions, and software such as Amplify, Aleks, and Dream Box.

STAAR

3rd-grade reading and reading scores dropped from 2022 to 2023 for all student races. 2023 had an increase in children with disabilities and economically disadvantaged.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Milit
STAAR Percent at Approaches Grade Level or Above																						
Grade 3																						
Reading	All Students	75%	73%	74%	80%	74%	83%	*	*	-	*	68%	88%	50%	78%	75%	68%	79%	-	-	-	
	CWD	51%	41%	50%	-	40%	*	-	*	-	-	45%	*	50%	-	*	44%	*	-	-	-	
	CWOD	80%	78%	78%	80%	79%	80%	*	*	-	*	73%	88%	-	78%	76%	76%	80%	-	-	-	
	EL	65%	71%	75%	*	71%	-	-	*	-	-	71%	*	*	76%	75%	50%	93%	-	-	-	
	Male	73%	70%	68%	*	62%	*	*	*	-	*	58%	90%	44%	76%	50%	68%	-	-	-	-	
	Female	78%	77%	79%	*	81%	*	-	-	-	*	75%	88%	*	80%	93%	-	79%	-	-	-	
Mathematics	All Students	72%	72%	59%	60%	54%	100%	*	*	-	*	53%	73%	50%	61%	54%	65%	56%	-	-	-	
	CWD	51%	50%	50%	-	40%	*	-	*	-	-	55%	*	50%	-	*	56%	*	-	-	-	
	CWOD	76%	75%	61%	60%	57%	100%	*	*	-	*	53%	76%	-	61%	48%	68%	57%	-	-	-	
	EL	67%	70%	54%	*	57%	-	-	*	-	-	52%	*	*	48%	54%	50%	57%	-	-	-	
	Male	74%	77%	65%	*	54%	*	*	*	-	*	58%	80%	56%	68%	50%	65%	-	-	-	-	
	Female	70%	68%	56%	*	55%	*	-	-	-	*	50%	69%	*	57%	57%	-	56%	-	-	-	

Grade 4																					
Reading	All Students	76%	83%	85%	*	84%	85%	-	-	*	100%	84%	87%	50%	88%	88%	86%	84%	-	-	-
	CWD	51%	53%	50%	-	50%	*	-	-	-	*	50%	*	50%	-	*	*	40%	-	-	-
	CWOD	81%	87%	88%	*	87%	92%	-	-	*	100%	88%	90%	-	88%	91%	88%	89%	-	-	-
	EL	66%	80%	88%	-	87%	-	-	-	-	-	94%	71%	*	91%	88%	*	90%	-	-	-
	Male	74%	79%	86%	*	85%	100%	-	-	-	*	86%	87%	*	88%	*	86%	-	-	-	-
	Female	79%	88%	84%	*	83%	75%	-	-	*	*	83%	88%	40%	89%	90%	-	84%	-	-	-
Mathematics	All Students	69%	71%	67%	*	64%	71%	-	-	*	83%	58%	88%	63%	67%	46%	74%	62%	-	-	-
	CWD	44%	50%	63%	-	67%	*	-	-	-	*	67%	*	63%	-	*	*	40%	-	-	-
	CWOD	74%	73%	67%	*	64%	77%	-	-	*	80%	57%	90%	-	67%	48%	73%	64%	-	-	-
	EL	63%	53%	46%	-	48%	-	-	-	-	-	35%	71%	*	48%	46%	*	50%	-	-	-
	Male	71%	73%	74%	*	73%	80%	-	-	-	*	64%	93%	*	73%	*	74%	-	-	-	-
	Female	67%	68%	62%	*	58%	67%	-	-	*	*	53%	82%	40%	64%	50%	-	62%	-	-	-
Grade 5																					
Reading	All Students	80%	84%	89%	73%	91%	94%	-	-	*	*	88%	91%	73%	91%	81%	91%	87%	-	*	-
	CWD	49%	56%	73%	-	70%	-	-	-	-	*	67%	*	73%	-	*	86%	*	-	-	-
	CWOD	86%	86%	91%	73%	94%	94%	-	-	*	*	91%	91%	-	91%	88%	92%	90%	-	*	-
	EL	72%	80%	81%	-	81%	*	-	-	-	-	83%	*	*	88%	81%	82%	80%	-	-	-
	Male	77%	84%	91%	60%	93%	100%	-	-	-	*	92%	89%	86%	92%	82%	91%	-	-	-	-
	Female	83%	84%	87%	83%	89%	89%	-	-	*	*	85%	93%	*	90%	80%	-	87%	-	*	-
Mathematics	All Students	79%	82%	80%	73%	80%	84%	-	-	*	*	77%	85%	67%	81%	69%	80%	79%	-	*	-
	CWD	59%	51%	67%	-	64%	-	-	-	-	*	60%	*	67%	-	*	63%	*	-	-	-
	CWOD	83%	85%	81%	73%	83%	84%	-	-	*	*	80%	84%	-	81%	72%	83%	79%	-	*	-
	EL	75%	76%	69%	-	68%	*	-	-	-	-	69%	*	*	72%	69%	72%	64%	-	-	-
	Male	79%	82%	80%	60%	78%	100%	-	-	-	*	78%	84%	63%	83%	72%	80%	-	-	-	-
	Female	79%	82%	79%	83%	82%	70%	-	-	*	*	76%	87%	*	79%	64%	-	79%	-	*	-
Science	All Students	64%	59%	67%	55%	65%	79%	-	-	*	*	60%	82%	42%	70%	52%	76%	58%	-	*	-
	CWD	41%	27%	42%	-	36%	-	-	-	-	*	30%	*	42%	-	*	50%	*	-	-	-
	CWOD	68%	62%	70%	55%	70%	79%	-	-	*	*	65%	81%	-	70%	60%	80%	60%	-	*	-
	EL	52%	54%	52%	-	50%	*	-	-	-	-	50%	*	*	60%	52%	56%	45%	-	-	-
	Male	67%	66%	76%	40%	74%	100%	-	-	-	*	69%	89%	50%	80%	56%	76%	-	-	-	-
	Female	60%	51%	58%	67%	56%	60%	-	-	*	*	52%	73%	*	60%	45%	-	58%	-	*	-

HSI Middle High

Progress has been made in Approaches when analyzing every single subject and grade levels 2022-2023. After analyzing, we have determined that we were able to close academic gaps by providing Just In Time Interventions. We also also observed that in most grade levels the Masters percentage stayed the same or decreased. For Domain 1 scores, we noticed a better performance compared to District and state in 6th Reading, 7th Reading, 7th Math, and 8th Math. Areas that we scored lower than District are 8th grade Reading, 8th grade Science, Eng I, Eng II and Algebra I scored lower than District, but higher than State. Concerning subjects and

grade levels, we identified that those who scored lower than District and State: 6th grade Math, 8th grade Social Studies, Biology and U.S History. Data is also showing that none of the Domain I scores of the STAAR tested subjects of high school were NOT higher than District nor State. Therefore, this will be our focus.

Internal Projected Accountability Summary

Student Learning Strengths

HSI Elementary-

Student participation increased from last year. More structured blended learning periods and small-group lessons are implemented.

HSI Middle High

HSI has maintained a projected year to year rating of being and A campus year to year

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student's lack of motivation hinders their learning. **Root Cause:** Unclear vision and understanding of our new student's culture (School of Character)

Problem Statement 2: Student learning is affected by a lack of academic support from parents/guardians when students are away from school. **Root Cause:** Parents lack of understanding in the new teaching strategies and academic expectations - ex. arrays and repeated addition.

Problem Statement 3: HSI Middle High High school STAAR subjects (English I, English II, Algebra I, Biology and U.S History) Domain I scores are all below HPS average. **Root Cause:** 60% of our high school population come from public schools. Low tutoring attendance.

Problem Statement 4: HSI Middle High AP passing rate is below HPS and State average except Spanish Language and Culture and English Language. **Root Cause:** Most students are not interested in taking AP classes, because they do plan to attend local university. Some of the AP courses are missing the prerequisite skills to be successful in their courses.

School Processes & Programs

School Processes & Programs Summary

HSI Elementary-

To support high-quality teaching and exceptional learning, HSI utilizes various methods of tracking to ensure a well rounded education is provided to all students. Tracking methods such data meetings, observational feedback, walkthroughs, instructional rounds, PLCs and professional developments are provided to teachers regularly to ensure compliance. Our in-house curriculum is aligned to the Texas TEKS through highly qualified curriculum writers and system course leaders communicated through campus and district coaches. Highly effective lesson preparations are developed by utilizing the aligned lesson plans that include exemplars, plans for errors and means of participation along with Just in Time interventions and back pocket questions. Reteach and intervention plans are designed in 6 week interval action plans. Technology and software usage is integrated in all subjects and all classrooms have access to a class set of chromebooks. These classes are embedded in the schedule and follow programs such as PLTW and Gateway. Teachers are provided with software goals that are measured regularly to ensure students are and remain on target for math, ELAR, science and social studies. A college and career curriculum is followed through social studies to ensure students have access to college readiness. Teachers also have 2 designated common planning periods that are built into the schedule to ensure proper grade-level collaboration and success. After-school and Saturday tutoring along with academic camps and sometimes summer school are offered to provide sufficient student support.

HSI provides services to all qualifying students in all populations including Emergent Bilingual, Special education and 504. Homeless, foster care and migrant students are serviced through Title I to provide school supplies, uniforms and transportation to ensure access to fair educational opportunities.

Professional Practices- Our campus develops instructional leaders using the ILT program. Some guidelines and criteria need to be met for a teacher to become an ILT leader. Experience and Micro-credentials are taken into consideration. There are specific guidelines to make the responsibilities of an ILT member clear. 1.2 Our process for developing a focused improvement plan is reviewing assessment data and comparing it to previous years. The ILT analyzes the TEKS, strengths, and weaknesses, and develops an action plan for intervention. Stakeholders include ILT, teacher-data meetings, and curriculum coaches. These members are all involved in planning for intervention. Instructional rounds are also completed to assess what needs are on the campus. From that information, professional development is planned.

Recruitment- An open position is posted on Indeed, and the campus administrators schedule interviews with qualified applicants. The campus annually participates in job fairs to search for candidates. There are ten open-ended questions for the interviewees. The campus administrators evaluate candidates using a rubric. Background, job-related experience, and certification are taken into consideration before placement. The best candidate is matched to the most relevant position.

Bullying- While bullying, aggression and harassment may occur, many measures are in place to prevent and ensure student safety. Restorative practices have been implemented within all grades and sections. Cameras, investigations, security guard, staff duties and general safety practices are ongoing every day. Many bullying reports have been entered, however, only 2 have qualified as true bullying incidents. There are no drugs or violence incidents up to date. Behavioral counselor handles suicide outcries, communicates with parents and local services, and provides resources for parents. Number of cases has decreased from previous years.

Middle High

The process for recruiting, selecting, assigning, inducting, and retaining highly qualified educators has a lot to do with campus-based needs. Usually toward the end of the school year, in preparation for the upcoming year, there is a staffing plan created. This plan includes the number of students that are currently enrolled, along with the projected number of students enrolling from the feeder campus, which for us is the elementary HSI. The student population, along with the anticipated class sizes, will be ONE deciding factor of our staffing needs. As an administrative team, we see how many classes we need to fill with highly qualified teachers, and how many employees we already have that meet those needs. If there is a need to hire an educator, a job posting will be placed, and teachers can apply. Usually there is a recruitment process once a year, or a few times a year, to include partnering with our University, to be present at the teacher fair. When selecting to hire, it is important to choose a teacher that is certified in the area that they want to teach. When they have the certification to teach, it makes them a highly qualified teacher. We also look at the experience that they are coming with, although it is not necessary, but it does help to know what they have done in the past. As far as retaining, we do provide several incentives, and opportunities for financial compensation. We also provide good benefits, such as affordable insurance, TRS, and matching savings plan. Hiring teachers who have technical experience as CTE teachers. Global talent recruiting teachers.

Harmony develops instructional leaders through different programs. One of them being the HEEP (Harmony Employee Educational Program) which provides financial support to eligible HPS employees through tuition assistance and tuition-related expenses incurred by employees trying to attain certification or graduate degrees. Another program is HALA (Harmony Aspiring Leaders Academy) which is cohort based professional development program that prepares future HPS leaders on their leadership skills. This gives the cohort a better chance of being recruited for administration-level positions. ESF 1.2* Observations and walkthroughs are two data collection tools that provide data regarding the root causes of low performances. The data collections and actions steps are being made by campus admins and instructional coaches. Additionally, each new teacher is assigned to a mentor teacher who have experience in teaching same content. The mentor and mantee need to meet regularly and practice the provided strategies to get better and faster. ILT Team collect day monthly by making instructional rounds which are visits of 50% of the classroom by checking Core4 expectations. Based on the collected data, ILT team which is made of teacher leaders, admins and coaches plan for professional learning session or campus PD session.

The programs operating in our school STEM: engineering path, biomedical path, and law enforcement, and computer science.* Programs are aligned to our ALPHA core values. All students, including high risk students, are given the opportunities to meet challenging standards because lesson plans are aligned to TEKS standards. They are taken from a blueprint that TEA makes available on their website. Lessons are designed to provide high-interest learning opportunities for students. After school tutoring is available, as well as Saturday tutoring. *HSI middle high has the highest number of special ed and 504 students. We also have EB close to 170 EB students on our campus. Our GT student population is lowest in the district. Dyslexia students get pulled out of the class for additional support. Because of these numbers, we are constantly thinking of ways on how to differentiate and adjust our teaching in the classroom. *We do have teachers attending staff development to further their education in STEM. We have programs that are geared toward STEAM; we have robotics on our campus, and they do compete with other schools. *We have counselors on campus that collaborate with other outside sources to provide necessary information to students that will be graduating and want to continue college. They make all seniors complete financial aid so that once they graduate, they have financial aid in place. They also visit other colleges/ university campuses to get more information. Counselors also advise students regularly to see where they are at as far as credits go. We offer dual credit classes and pre-AP classes. As far as military guidance, we have a recruiting parent in the military that will come to campus to speak with students about joining. He is also knowledgeable on how our special population can join military if that is a route they would like to take. Our counselors try to bring speakers in to give additional information to high school students. We provide FAFSA and college support. *Technology is available for students throughout the campus. We do, however, share COWs(carts on wheels) with other teachers, but the resources are there for students. Our campus has programs purchased that allow students to use these resources during blended learning. The apps are aligned to the students' own individualized learning. These programs include, but not limited to: No Red Ink, ALEKS, Summit K-12, Lexia Powerup, Newsela, Stemscoopes, etc.

School Processes & Programs Strengths

HSI Elementary-

Harmony School of Innovation Elementary has strong support for Personnel Policies and professional practices by following the HPS system practices. Placing highly qualified teachers in the classroom, developing instructional leaders and working endlessly on closing achievement gaps are areas of high strength. Academic opportunities and interventions for all students including at-risk, EB, SPED/504 and GT students. Variety of student clubs and activities like CRLP, student counsel, VEX robotics, sports and others. All student populations are exposed to technology by having a 1-1 Chromebook ratio and software being integrated in all subjects. Lesson preparation replacing lesson plans has also strengthened our campus. HSI Elementary was recognized as a 2024 State School of Character.

HSI Middle High

One of the program strengths we have is GYOT (grow your own teachers) at Harmony. This is a program that allows students to prepare themselves for being teachers. Currently we have two GYOT on our campus; twenty-seven students are from West Texas. Active GYOT Grads are 49 students. Students write articles, and they will be published before they graduate. College and Career department is strong.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The campus needs to improve RTI processes and execution. **Root Cause:** Lack of adequate training in this area.

Problem Statement 2: The campus needs to improve the number of GT students. **Root Cause:** Lack of parent communication and teacher/parent referrals.

Problem Statement 3: HSI Middle High HSI needs to hire highly qualified CTE instructors and provide continuing education for current positions upheld. **Root Cause:** Low number of experienced teachers in the hiring pool.

Problem Statement 4: HSI Middle High HSI needs to increase rigor throughout campus. **Root Cause:** There is a need for additional training

Perceptions

Perceptions Summary

HSI Elementary-

HSI Elementary is a safe, energetic, and collaborative environment to work and learn. Based on our culture survey, the perception between staff, students, and parents varies, but students perceive the school as more aligned with staff than with parents. HSI Elementary offers a variety of academic, social, and engaging clubs that allow students and staff the opportunity to build relationships, competition, and responsibility. Teachers and staff perceive HSI Elementary as a place with a positive culture that can be overwhelming at times with the amount of work they have. However, different implementations have been set to allow assistance to an overwhelming day. Teachers have been assigned collaborative, grade-level prep periods, which gives them time to work together within their grade level 2 times per week. Staff release time has also been shortened on Fridays to allow for mental health days. This in itself has given students and staff some time on Fridays to decompress from the week. Teachers love to teach and see their student's results, achievements, and overall success. Students and staff feel safe and agree that disciplinary policies are followed through, however, parents feel that some students are not safe from bullying and/or racism.

Parent academies on different topics have been implemented to build that bridge between parents and the school. Academies for bullying, academic expectations, disciplinary actions, and others, have received little to no response. Parent communication has been broadened to include: school-wide class dojo, School Messenger, monthly newsletters, counselor's monthly newsletter, social media, parent-teacher conferences, and PTO. Surveys are sent and utilized to give insight and given to all stakeholders, parents, students, and staff. The level of support from the community can be low given the lack of attendance at events. Given the high enrollment of military families, our neighborhood demographics, and socioeconomic status, some hindrance in attendance from parents is evident.

Community engagement events have been established to ensure all of the community is welcomed at HSI Elementary. These events are open to the community and the whole family can attend. Events like Dr. Seuss Week, Trunk or Treat, STEM Festival, Fall Festival, canned food and clothing drives, Spring Festival, and HSI Elementary's Chili Cook-off. Open houses are scheduled regularly to invite new families to our Harmony Family. After the pandemic, parent involvement decreased dramatically, and we are working on new and innovative ways to increase it.

HSI Middle High

Based on data average years of experience at HSI MH is higher than district and State. 70% of staff are Teachers. New teachers ratio is 8% compared to 9.7% at state and 1-5 years of experience ratio ay campus is 41.7% compared to state 26.3% or district 39.3%. Turnout ratio is higher than district and State. In terms of salary Harmony has higher salary compared to State. 68.7% of teachers have BA degree, and 28.3% has Masters degree. Every year in August campus has District and campus PD for new and returning teachers and staff. During school year campus organize campus PD, PLC monthly based on campus needs determined by instructional rounds results. Campus

provide mentor teacher to new staff. Summer PD is intense and covers a lot of items in short period time which makes it difficult to digest, but monthly PD and PLC helps staff refresh their knowledge and gain expertise they need. Some staff think during PD they learn about same things, especially experienced teachers. Mentoring program that we provide is effective. Providing new teachers with more professional development, more peer to peer lessons. More related professional development that relates to the respective contents.

Campus provide surveys, takes attendance to measure participation rates. Campus provides community engagement activities such as festivals, farmers market, blood drives, FAFSA, movie. Community support and ratings for school are low. Barriers that prevent participation by parents could be language, lack of communication and low ratings.

Students describe their school and learning environment as needed. Courses are not engaging (12th grade), not aligned with grade TEKS. Processes in place do not help find success from one grade to another because of challenging curriculum. Some students mentioned at times it is too challenging and when moved to next grade level it doesn't help. Students for the most part do feel safe, due to having security, the gates outside, and alarms. Students feel they can reach out to certain teachers for help if they need help. Half of the High school students that were asked about the sense of belonging mentioned that the language barrier is a concern. For the other half of students they felt that there is a sense of belonging due to the diversity. For well-rounded and challenging, students multiple opportunities are given to students to pass, providing low expectations.

Community engagement can be improved. Campus have not received any major complaint so far, only complaint is traffic. Campus organized Farmers market open to the public, parent FAFSA night, high school transition night for parents.

Perceptions Strengths

HSI Elementary-

The campus is perceived as a safe place for students and staff, welcoming to families, and with high academic expectations. Our school brings together staff, students, and parents to collaborate and work closely as a team to ensure student success. High expectations are set both academically and behaviorally and work endlessly to achieve goals. Home visits are scheduled by all staff members to create that communication and relationship bridge between school and home life. HSI Elementary was designated as a 2024 State School of Character, a great achievement for our school.

HSI Middle High

Student feel safe overall and families are generally content with process and programs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students have bigger learning gaps due to a lack of instruction time. **Root Cause:** Offer more incentives for attendance and being on time to school.

Problem Statement 2: Student learning is affected by behavior. **Root Cause:** Lack of bullying understanding, home environment, and self-awareness in the lower grades.

Problem Statement 3: HSI Middle High There is a Lack of parent/community involvement **Root Cause:** Low impact communication.

Problem Statement 4: HSI Middle High Much of the staff is overwhelmed **Root Cause:** Understaffed, low budget due to low student enrollment

Priority Problem Statements

Goals

Goal 1: Student Achievement and Post-Secondary Success

Performance Objective 1: Increase the number of students achieving at "Meets" Grade Level in STAAR assessment for:


- All Students: Reading by % Math by % Science by % Social Studies by %
- African-American, Hispanic, Econ. Disadvantaged: Reading by % Math by % Science by % Social Studies by %
- LEP students: Reading by % Math by % Science by % Social Studies by %
- Special Education: Reading by % Math by % Science by % Social Studies by %


Evaluation Data Sources: Summative / Benchmark / State test results, Intervention logs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize Interventionists and other support personnel or contracted services to provide consistent assistance to all students in need of extra support such as tutorials before/during/after school, and/or on Saturdays.</p> <p>Strategy's Expected Result/Impact: Increase of benchmark Results, NWEA MAP, STAAR/EOC Results</p> <p>Staff Responsible for Monitoring: Principal, Dean of Academics, Instructional coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 420 State Comp Education (PIC30), - 263 TITLE III, PART A English Language Acquisition, - Title I,II,IV Part A (Fund Codes 211,255,289)</p>	Formative		
	Oct	Dec	Feb

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Purchase testing materials, educational software, and/or other supplemental instructional materials for STAAR remediation and to improve student academic performance, including Special Education, ESL, and at-risk students*</p> <p>Strategy's Expected Result/Impact: Increase STAAR results</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal Teachers, Business manager, IT</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Funding Sources: - 224 IDEA-B, - Title I,II,IV Part A (Fund Codes 211,255,289) , - 420 State Comp Education (PIC30), - 420 Special Education (PIC23)</p>	Formative		
	Oct	Dec	Feb
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize Special Education teachers and related instructional contracted services to maximize the learning of students with special needs.</p> <p>Strategy's Expected Result/Impact: Increase of benchmark Results, STAAR/EOC Results for special needs students.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal Case Load Managers, SPED teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: - 224 IDEA-B, - 420 Special Education (PIC23), - 420 State Comp Education (PIC30)</p>	Formative		
	Oct	Dec	Feb
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize Reading Language Specialists and related instructional contracted services to enhance Emergent Bilingual student's performance.</p> <p>Strategy's Expected Result/Impact: Increase of benchmark Results, STAAR/EOC Results for Emergent Bilinguals students.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal ESL Coordinator, Reading Language Specialists</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: - 263 TITLE III, PART A English Language Acquisition, - 420 State Comp Education (PIC30)</p>	Formative		
	Oct	Dec	Feb

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 1: Student Achievement and Post-Secondary Success

Performance Objective 2: Increase Advanced Placement (AP) course participation and passing rates by 2%. (High School Only)

HB3 Goal





Evaluation Data Sources: College Board Advance Placement Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: AP teachers will undergo timely training, participate in Central Office and district/campus PLCs, receive dedicated planning time during professional development, and maintain continuity by teaching the same courses annually to the maximum extent possible.</p> <p>Strategy's Expected Result/Impact: Increase Advanced Placement enrollment and Advanced Placement passing rate.</p> <p>Staff Responsible for Monitoring: Principal, District College and Career Success Coordinator, Dean of College Counseling</p> <p>TEA Priorities: Connect high school to career and college - Results Driven Accountability</p> <p>Funding Sources: - Title I,II,IV Part A (Fund Codes 211,255,289) , - 420 College Career & Military Readiness (PIC 38)</p>	Formative		
	Oct	Dec	Feb
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Student Achievement and Post-Secondary Success

Performance Objective 3: Enhance Postsecondary readiness for Harmony Students and Alumni (High School Only)





HB3 Goal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize College and Career Counselors or Advisors to ensure students are prepared for post-secondary college and career success, and military readiness</p> <p>Strategy's Expected Result/Impact: Increase overall student performance, Increase Partnerships with Military Agencies and Colleges offering ROTC</p> <p>Staff Responsible for Monitoring: Principal, District College and Career Success Coordinator, Dean of College Counseling</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - 420 College Career & Military Readiness (PIC 38), - 420 State Comp Education (PIC30)</p>	Formative		
	Oct	Dec	Feb
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Recruitment, Development, and Retention of Highly Effective Staff

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

Evaluation Data Sources: Certificate of completion, attendance logs, PD schedules and planning





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide relevant and differentiated professional development opportunities to teachers and staff</p> <p>Strategy's Expected Result/Impact: Improved student outcomes. Improvement in teacher observation and walkthrough scores.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - Title I,II,IV Part A (Fund Codes 211,255,289)</p>	Formative		
	Oct	Dec	Feb
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize instructional coaches to support and guide teachers through OBFs, LPs, and Data Meetings</p> <p>Strategy's Expected Result/Impact: Increase teacher quality support and teacher effectiveness on student achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - Title I,II,IV Part A (Fund Codes 211,255,289)</p>	Formative		
	Oct	Dec	Feb
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Recruitment, Development, and Retention of Highly Effective Staff

Performance Objective 2: Recruit and retain highly effective teachers, counselors, and staff for all students.

Evaluation Data Sources: Activity calendar, attendance / meeting logs, adult emotional wellbeing

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize mentor teachers and lead teachers in onboarding new teachers and teachers in need of assistance</p> <p>Strategy's Expected Result/Impact: Improve faculty and staff morale</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Funding Sources: - Title I,II,IV Part A (Fund Codes 211,255,289) , - 420 State Comp Education (PIC30)</p>	Formative		
	Oct	Dec	Feb
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide adult SEL for Emotional Well-being.</p> <p>Strategy's Expected Result/Impact: Improve staff morale and teacher retention</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - Title I,II,IV Part A (Fund Codes 211,255,289)</p>	Formative		
	Oct	Dec	Feb





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Hold meetings, social events and team building activities with faculty to improve the school environment</p> <p>Strategy's Expected Result/Impact: Improve staff culture and morale, improve teacher retention</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Title I,II,IV Part A (Fund Codes 211,255,289) , - 420 State Comp Education (PIC30)</p>	Formative		
	Oct	Dec	Feb
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Parent and Community Engagement and Communication

Performance Objective 1: Enhance communication, collaboration, and engagement among staff, parents, and community to support the students.

Evaluation Data Sources: Surveys, home visit logs, newsletters

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide opportunities for parents to participate in academic and social events with their children</p> <p>Strategy's Expected Result/Impact: Increase parent involvement, Increase student academic performance, and positive influence on student attitude and behavior.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>Funding Sources: - 420 State Comp Education (PIC30), - Title I,II,IV Part A (Fund Codes 211,255,289)</p>	Formative		
	Oct	Dec	Feb
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use website announcements, monthly newsletters, and email to increase communication with parents and families</p> <p>Strategy's Expected Result/Impact: Increase parent and school partnerships to keep and build trust.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal Teachers</p> <p>Funding Sources: - 420 State Comp Education (PIC30)</p>	Formative		
	Oct	Dec	Feb
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Encourage teachers to schedule home visits to all, especially economically disadvantaged students.</p> <p>Strategy's Expected Result/Impact: Develop stronger relationships with parents to help bridge cultural differences that can hinder learning.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 420 State Comp Education (PIC30)</p>	Formative		
	Oct	Dec	Feb


Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Promote student retention for al grades by promoting programs, new initiatives, and incentives, with an increased focus on transitional grades.</p> <p>Strategy's Expected Result/Impact: increased average daily membership, increase in positive school culture, increased student outcomes</p> <p>Funding Sources: - 420 State Comp Education (PIC30), - Title I,II,IV Part A (Fund Codes 211,255,289)</p>	Formative		
	Oct	Dec	Feb
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			


Goal 4: Safe Schools


Performance Objective 1: Provide staff development regarding behavior, de-escalations, and classroom management issues.

Evaluation Data Sources: activity calendar, attendance logs, PD schedules

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide staff development in school safety and procedures</p> <p>Strategy's Expected Result/Impact: Decrease in student behavior in the classroom, and efficacy in all safety procedures</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Teachers</p> <p>Funding Sources: - 420 State Comp Education (PIC30), - Title I,II,IV Part A (Fund Codes 211,255,289)</p>	Formative		
	Oct	Dec	Feb
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide Social Emotional Learning and well-being learning activities that increase awareness of bullying, conflict resolution, sexual abuse, and the dangers of drugs, alcohol, and tobacco use.</p> <p>Strategy's Expected Result/Impact: Increase social, emotional, behavioral, and academic outcomes for all students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Behavioral Counselors</p> <p>Funding Sources: - 420 State Comp Education (PIC30), - Title I,II,IV Part A (Fund Codes 211,255,289)</p>	Formative		
	Oct	Dec	Feb
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Enforce a school safety program that addresses conflict management, bullying, suicide prevention, behavior management, violence prevention, and intervention methods.</p> <p>Strategy's Expected Result/Impact: Increase school climate, and student motivation, reduce behavior problems, and build partnerships with the community.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Teachers</p> <p>Funding Sources: - 420 State Comp Education (PIC30), - Title I,II,IV Part A (Fund Codes 211,255,289)</p>	Formative		
	Oct	Dec	Feb

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 4: Safe Schools

Performance Objective 2: Encourage students to participate in physical activities.





Evaluation Data Sources: Participation rate of physical activities, Course schedule, Activity Calendar

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Help students track and evaluate their fitness assessment data and ensure that they participate in moderate to vigorous physical activity</p> <p>Strategy's Expected Result/Impact: Increase student motivation to promote healthy habits and set personal fitness goals.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Physical Education staff</p>	Formative		
	Oct	Dec	Feb
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 5: Technology and Software Use

Performance Objective 1: Ensure that all students and staff utilize technology and software programs as tools for learning.





Evaluation Data Sources: Inventory, Invoices, Annual PD Plan, Software usage implementation and data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Purchase technology devices (such as document cameras, laptops, Chromebooks, tablets, etc.) and educational software to maximize learning and teaching.</p> <p>Strategy's Expected Result/Impact: Increase student engagement, knowledge retention, and classroom collaboration.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Business Manager IT Teachers</p> <p>Funding Sources: - Title I,II,IV Part A (Fund Codes 211,255,289) , - 420 State Comp Education (PIC30)</p>	Formative		
	Oct	Dec	Feb
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide staff development on integration of technology in instructional and administrative programs</p> <p>Strategy's Expected Result/Impact: Increase learning opportunities, support, and engagement for students. Improve teacher instruction methods and personalize learning.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>Funding Sources: - Title I,II,IV Part A (Fund Codes 211,255,289) , - 420 State Comp Education (PIC30)</p>	Formative		
	Oct	Dec	Feb
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: Extracurricular Programs

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





Evaluation Data Sources: Parent/student interest survey. Showcase of clubs for students to know.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Offer after-school extended learning opportunities, whether teacher-led clubs or through contracted partner programs.</p> <p>Strategy's Expected Result/Impact: Increase positive youth development, reduce risky behavior after school, and increase physical health.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers</p> <p>Funding Sources: - 420 State Comp Education (PIC30)</p>	Formative		
	Oct	Dec	Feb
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 6: Extracurricular Programs

Performance Objective 2: Facilitate student participation in extended learning projects, competitions, and contests.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Encourage students to participate in various academic competitions (ex. MathCounts, Science / STEM Fair, Olympiad, Odyssey of the Mind, Robotics, etc.).</p> <p>Strategy's Expected Result/Impact: Improve teamwork and collaboration, enhance social and emotional learning, and facilitate a growth mindset.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers</p> <p>Funding Sources: - 420 State Comp Education (PIC30)</p>	Formative		
	Oct	Dec	Feb
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Campus Funding Summary

224 IDEA-B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$211,554.00
+/- Difference					\$211,554.00
263 TITLE III, PART A English Language Acquisition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	4			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$40,406.00
+/- Difference					\$40,406.00
244 Perkins V					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$50,332.00
+/- Difference					\$50,332.00
420 Career and Technology (PIC22)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$324,227.00
+/- Difference					\$324,227.00

420 Special Education (PIC23)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$499,046.00
+/- Difference					\$499,046.00
420 Bilingual Education (PIC 25)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$87,897.00
+/- Difference					\$87,897.00
420 State Comp Education (PIC30)					
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	3	1			\$0.00
2	2	1			\$0.00
2	2	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
6	1	1			\$0.00

420 State Comp Education (PIC30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	2	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$829,135.00
+/- Difference					\$829,135.00
420 Early Childhood Education (PIC 36)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$244,248.00
+/- Difference					\$244,248.00
420 Dyslexia (PIC37)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$11,755.00
+/- Difference					\$11,755.00
420 College Career & Military Readiness (PIC 38)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	3	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$41,937.00
+/- Difference					\$41,937.00
Title I,II,IV Part A (Fund Codes 211,255,289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00

Title I,II,IV Part A (Fund Codes 211,255,289)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
3	1	1			\$0.00
3	1	4			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$678,300.00
+/- Difference					\$678,300.00

Gifted and Talented (Fund Code 420, Pic 21)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$12,226.00
+/- Difference					\$12,226.00
Grand Total Budgeted					\$3,031,063.00
Grand Total Spent					\$0.00
+/- Difference					\$3,031,063.00