

**Harmony Public Schools - Houston West**

**Harmony School of Innovation - Sugar Land**

**2025-2026 Campus Improvement Plan**



**School of Innovation  
Sugar Land**

# Mission Statement

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

## Vision

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

## 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

### School Profile

Harmony School of Innovation - Sugar Land (HSI-SL) is a branch of Harmony Public Schools which is a charter school system. The school's mission is to prepare every student for college and a career by providing a safe, caring, and collaborative environment with a quality student-centered educational program that has an emphasis on Science, Technology, Engineering, and Mathematics. The school is strong academically offering CTE, PLTW, AP, and dual credit courses that align with the mission. Additionally special programs including GT, ESL, and Special Education along with an active athletic and fine arts department enable the school to meet the varying needs of it's students. The campus, located in Sugar Land, Texas, was opened in 2011 and will graduate its eleventh class in 2025. It follows a two-semester system with nine-week quarters and consists of grades 9 through 12. HSI-SL is ranked as TOP 10 high school in the Greater Houston Area according to the 2023-24 Children at Risk School Rankings. In addition, the school ranked as a top 40 High school in the state of Texas for Children at Risk

### Student Demographics

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

DEMOGRAPHICS	# of Students in 2024-25	% of Students in 2024-25	# of Students in 2023-24	% of Students in 2023-24	# of Students in 2022-23	% of Students in 2022-23
<b>TOTAL</b>	890		854		809	
<b>ECON. DISADVANTAGED</b>	503	56.5%	467	54.7%	438	54.1%
<b>LEP</b>	160	18.0%	186	21.8%	159	19.7%
<b>SPED</b>	56	6.3%	51	6.0%	40	4.9%
<b>GT</b>	154	17.3%	159	18.6%	158	19.5%
<b>AT RISK</b>	252	28.3%	295	34.5%	269	33.3%
<b>HOMELESS</b>	1	0.001%	1	0.001%	1	0.001%
<b>MIGRANT</b>	0	0%	0	0%	0	0%
<b>MALE</b>	445	50.0%	450	52.7%	438	54.1%
<b>FEMALE</b>	445	50.0%	404	47.3%	371	45.9%
<b>AMERICAN INDIAN - ALASKAN NATIVE</b>	1	0.001%	1	0.001%	2	0.002%
<b>ASIAN</b>	352	39.6%	358	41.9%	319	39.4%
<b>BLACK</b>	193	21.7%	172	20.1%	170	21.0%

DEMOGRAPHICS	# of Students in 2024-25	% of Students in 2024-25	# of Students in 2023-24	% of Students in 2023-24	# of Students in 2022-23	% of Students in 2022-23
WHITE	150	16.9%	154	18.0%	155	19.2%
HISPANIC	180	20.2%	154	18.0%	148	18.3%
PACIFIC ISLANDER	0	0%	0	0%	1	0.001%
TWO OR MORE	14	1.6%	15	1.8%	14	1.7%

## Staff Demographics

The number of faculty at HSI Sugar Land is 79 making the student-faculty ratio just under 11:1. Having such a ratio creates a huge impact on students' learning, as the students receive more opportunity to work one on one with the teacher. 58 of the staff are teachers and 21 are in roles including front office personnel, administrators, librarian, counselors, and coordinators. The teacher/staff demographics at the HSI campus is very diverse. 65% of the staff hold masters and doctoral degrees and the number of certified teachers has increased compared to last year. Since the school has very diverse student demographics, having staff with similar races and ethnicities is a great advantage and privilege.

## Parent/Guardian/Community

It is a diverse community. A good majority of parents are well connected in the community and have careers in the STEAM field. Most families within our communities speak multiple languages at home. Sugar Land area consists of numerous high-profile regional and international corporations.

## School Stakeholders

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

## Demographics Strengths

1. Diverse student and staff populations.
2. Steady student enrollment with low mobility rate.
3. Successful home visit program.
4. Low student dropout rate.
5. National School of Character. Cultural diversity is embraced that leads to academic success.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Staff and Student Morale are low.

**Root Cause:** For our campus specifically, our primary focus on STEM tends to take precedence over communicative events and activities that would lead to an increase of morale. Additionally unclear expectations or inconsistencies for students and staff lead to confusion and frustration and lack of motivation. There are also no team building activities.

**Problem Statement 2 (Prioritized):** Students have low concentration levels and lack motivation during class time

**Root Cause:** Several factors cause low concentration and motivation including lack of sleep, poor nutrition, teaching style, anxiety, and no connection between what is being taught and real-life experience.

# Student Learning

## Student Learning Summary

**Academic Performance - STAAR Results comparison to previous year:** In terms of performance, we currently either surpass or match comparable scores with only a few exceptions. For example, our mastery rate for social studies currently sits at 58%, which far exceeds the state average of 37%. Our end of year English I and English II scores also exceeded state scores at a rate of 45% to 17% and 30% to 10% respectively. There was a big improvement in Algebra I scores with a mastery rate of 65% compared to the state's rate of 26%. With regards to Science, we exceeded the state mastery rate 35% to 19%. Results from Interim and practice EOC exams taken by students leading up to the official STAAR EOC exams align with STAAR results.

**STAAR EOC - special populations:** Improvements were seen on the US History EOC for Sped Students and on the English I, II and Algebra I EOC exams for ESL students. Overall, student performance improved compared to previous years.

**Graduation Rate:** We currently have a handful of seniors who are not on track to graduate after the first semester. They will need to recover their credits after failing the first semester which was a graduating required class. Last year for 2023-24, we had a 100 percent graduation rate.

**AP Courses/Exams:** 51% of students in 2024-25 are enrolled in one or more AP courses. That is a 4% increase from the previous school year. closer to 50% in 2024. 95% of the students enrolled in AP courses sat for the exams in 2024. The school was awarded the AP School Honor Roll Gold Award for 2023 and 2024 for providing all students, including underrepresented populations, the chance to participate in AP.

**SAT/PSAT:** The students are doing well in SAT/ACT and performing better in comparison to state levels. Six students earned National Merit Scholarship Recognition this school year.

**CCMR (College, Career, and Military Readiness):** Our performance on this metric has been consistently strong, with approximately 98% of the 2024 graduation class achieving CCMR. However improvement is needed in students earning college readiness standards through TSI. Currently our 2025 graduation class has only 78% of the class college ready through TSI.

**Special Programs:** Special Education, Bilingual/ESL as well as Gifted/Talented offer support and/or consultation; however they are not sufficient to fill the students' academic and emotional requirements. Students with IEP placements are done accordingly to their deficits and areas of growth. This year the school has a Life Skills classroom but needs innovation for better setting for the these students. Gifted/Talented programs are incorporated into PLTW, CTW classes and some clubs such as Robotics and HOSA. Via CTE courses students are offered the opportunities to get certifications aligned with their desired career pathways such as EKG, CNA, Quickbooks. Fine Arts and Athletics programs are utilized by the teachers and coaches efficiently. Students attend the community programs where they can show their dedicated and hard work. Lack of efficient funds and resources prevent students from attending more competitions in non STEM related fields.

**Reteaching Opportunities:** The campus utilized multiple strategies for reteaching students who have missed extended periods. These strategies include extended time for these "at-risk" students via IEP's and 504 plans. Saturday tutorials are available for all students with a teacher from each department. Blended learning allows time for teachers to reteach. The campus testing room is available for teachers to sign students up for a quiet space to take exams or do work that they have missed. Teachers also have the ability to meet with the parents/guardians via a home visit to discuss these students' issues and create goals with their parents/guardians with the extra incentive of keeping the student accountable at home and on campus.

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

## Student Learning Strengths

1. On going support for low achieving students with intervention classes and tutorials.
2. Strong STEM program and activities, including CTE & PLTW classes, offered to all students.
3. Quality resources available, including technological hardware and software, to increase students' academic success.

4. Data driven curriculum and intervention.

5. Good collaboration between teachers and teamwork among students which is key to creating a positive and effective learning environment on the campus.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Inconsistent Educational Outcomes and Achievement Gaps: Multiple student populations (including at-risk, special education, and English language learners) show persistent achievement gaps, while instructional effectiveness and student engagement vary significantly across classrooms.

**Root Cause:** Insufficient Specialized Support Systems: Current staffing and program structures lack adequate specialized personnel (intervention specialists, instructional coaches, train aides) to provide targeted support for both students and teachers.

**Problem Statement 2 (Prioritized):** Need to support special populations and close learning gaps.

**Root Cause:** \*Testing and other instructional materials and resources are needed to support curriculum.\*

**Problem Statement 3 (Prioritized):** Not all teachers and instruction are effective for all learners.

**Root Cause:** \*Coaches are needed to guide/train teachers for curriculum implementation and effective teaching strategies.\*

**Problem Statement 4 (Prioritized):** Students need to be prepared academically for postsecondary success.

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

**Problem Statement 5 (Prioritized):** Students have emotional and behavioral issues that hinder their learning.

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

**Problem Statement 6:** Students find it easy to cheat.

**Root Cause:** Students use AI to write essays and find answers. They also can get test answers easily from another classmate in a previous period when only 1 form is provided by the curriculum team.

**Problem Statement 7 (Prioritized):** Students have low concentration levels and lack motivation during class time

**Root Cause:** Several factors cause low concentration and motivation including lack of sleep, poor nutrition, teaching style, anxiety, and no connection between what is being taught and real-life experience.

# School Processes & Programs

## School Processes & Programs Summary

### Personnel Policies and Procedures

#### 1. Recruiting Highly qualified Teachers

Outreach & Marketing: Schools and districts aggressively advertise job vacancies via professional networks, career fairs, university collaborations, and job boards.

Targeted Recruitment: Candidates with strong qualifications, subject-matter expertise, and experience in high-need fields (such special education or STEM) are given preference.

Diversity and Equity: An attempt is made to hire a workforce that is as diverse as the student body.

#### 2. Choosing Educators

Application Review: Candidates are chosen based on their credentials, experience, and certifications.

Interviews & Demonstration Lessons: Sample teaching lessons and structured interviews aid in evaluating classroom management, pedagogical abilities, and conformity to school principles.

Reference & Background Checks: regarding guarantee appropriateness, references regarding prior performance and character are confirmed.

#### 3. Assigning Teachers to Classrooms

Based on Student Needs: Standout educators are positioned in grade levels and disciplines where students require the greatest assistance (e.g., AP courses, struggling learners).

Matching Teacher Strengths: Teachers are assigned according to their qualifications, experience, and efficacy with particular teaching strategies or student populations.

Balanced Workload: Schools strive to assign duties equitably in order to prevent fatigue and maximize student achievement.

#### 4. Inducting and Assisting New instructors

Mentorship: To provide direction and support, new instructors are paired with seasoned mentors.

Professional development: Ongoing teaching in instructional practices, classroom management, and curriculum helps guarantee ongoing progress.

Collaborative Culture: Teachers benefit from a supportive learning environment that promotes teamwork, coaching, and frequent feedback.

#### 5. Supportive Leadership Educators

Retaining High-Quality Teachers: Job satisfaction is increased by open communication and strong administrative support.

Competitive Compensation: Talent retention is aided by equitable pay, benefits, and incentives (such as bonuses for high-need sectors).

Work-Life Harmony and Development Opportunities: Reducing turnover can be achieved by offering career growth pathways, acceptable workloads, and a positive work atmosphere.

In conclusion, excellent teachers are purposefully assigned to classrooms according to the needs of the students and their own strengths. In order to give pupils the greatest learning experience possible, a well-organized procedure guarantees that teachers are efficiently hired, encouraged, and retained.

### Professional Practices

Our campus develops instructional leaders by providing a clear pathway for advancement based on a compilation of achievements throughout the school year. These achievements may include test scores, classroom observations, micro-credentials, and general performance indicators established by the school. To build leadership capacity, we offer targeted professional development, mentorship, and opportunities for leaders to collaborate and model best practices. Their roles and responsibilities are clearly defined, encompassing tasks such as mentoring teachers, conducting observations, analyzing data, and facilitating weekly team collaborations to align instructional practices with campus goals. Transparency in expectations, regular check-ins with administration, and opportunities for reflection ensure that instructional leaders are equipped to effectively support teaching and learning while driving continuous improvement on campus. Our process for developing a focused improvement plan includes gathering data from formal and informal classroom observations, walkthroughs, and classroom performance data such as assessment results, student work samples, and progress monitoring tools. We also consider general performance indicators that highlight areas of low performance. Stakeholders, including teachers, administrators, and other relevant staff, are actively involved in analyzing the data and identifying root causes. To track progress toward intended outcomes or performance objectives, we utilize bi-weekly data meetings, mentor feedback, and periodic review cycles to adjust strategies and ensure alignment with our goals. Our school develops targeted professional development plans based on multiple data sources, including instructional rounds, teacher feedback, assessment results, and district directives. This comprehensive approach enables us to identify and address root causes of academic under performance.

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

Core Curriculum (Math , Science, Language Arts, Social Studies), STEM Programs, AP or Dual Courses, Electives (Art , Music, PE, LOTE and PCC). All these programs aligned with the school's vision, mission and values.

Our school also offers nine career-focused pathways such as Biomedical, Health Science, Engineering, Cybersecurity, Software Development, IT, Business, Marketing, and Fine Arts. These courses also help students get ready for careers through industry certifications. In Fine Arts, students can take AP Art and Dual Music classes and perform in at least four concerts a year. Students also learn through hands-on projects and participate in competitions like Robotics and CyberPatriot.

Our college and career counselors support students' well-being, academic success, and future education. They help students with their academic, career, and emotional growth. The counseling program has four parts: Guidance, Individual Student Planning, Responsive Services, and Systemic Support.

Guidance Curriculum: Counselors help students reach their potential by teaching important skills and knowledge for their age. They work with teachers to offer lessons and activities for all grades. Individual Student Planning: Counselors guide students to plan and track their progress in school, career, and personal goals.

Responsive Services: Counselors offer short-term support for students dealing with problems like bullying, family issues, or stress. They also connect students to additional help when needed.

Systemic Support: Counselors work with teachers, families, and the community to create a supportive environment for students. They collaborate with others to ensure students get the help they need.

Behavioral Counseling: The school also provides a Behavioral Counselor to help maintain a safe environment for students who need additional support.

Our school culture values respect, kindness, and inclusion. We make sure students feel safe and supported emotionally and socially by preventing bullying and discrimination. Our academic programs challenge students, offering options like honors and AP classes, as well as STEM/STEAM programs. School also offer extracurricular activities and leadership opportunities to keep students motivated. We have 50 after-school clubs and 63 teachers, with 65% of students involved.

Our special population and at-risk students are supported by their teachers with use of individual accommodations as well as content and language support to help them be successful in their learning. Teachers receive professional development through district PDs over multiple research based methods to help support students with content mastery. All teachers received a copy of EL Excellence Every Day: The Flip-to Guide for Differentiating Academic Literacy by Tonya W. Singer (Spiral-bound) at the beginning of the school year. It is an interactive book to help give teachers a quick toolkit on how to get students engaged and connected to content. Our English I, English II and Algebra I courses also include an additional 5 hours each week of Blended Learning to support student success through reteaching, reviewing and providing small group intervention to help close any gaps.

School has many hands-on courses that are project based and also CTE courses to help build skills that will provide students with a great start when looking for success after school. Each year our numbers of enrollment for each program grows. It goes to show how the community views our campus as one where anyone can achieve and be successful. The number of CTE courses jumps each year. Currently we have 91.7 % students enrolled in at least one CTE course. For Engineering and BioMed courses in CTE, we have partnered with PLTW which is a nationally recognized curriculum affiliated with Collage Board. We have 95 percent participation rate in PLTW's EOC and an average of 80% passing score on them. Our special education program has grown with a larger number of students in self contained. Our school has a wide range of academic STEM, and Arts programs. In addition to AP and dual Science and Math courses, there are many pathways offered in our school like Biomedical and Health Science, Engineering, Cybersecurity, Software Development, IT, Accounting and Financial Services to offer a wide range of courses under each pathway. AP courses in Software Development like AP Comp. Sci A and AP Comp. Sci Principles give students an exposure to the skills needed to be successful in the industry. We also introduced a new AP course (AP Cybersecurity) and our school is a pilot for College Board's new initiative to encourage Cybersecurity pathway. Students are also offered AP courses in Fine arts classes like Arts and Music and have at least four concerts per year. Students get an opportunity to have hands-on activities via project based learning (PBL) and get the

opportunity to showcase their content knowledge and skills via participating in the school's annual STEAM fest and Houston and Harmony Science and Engineering Fair (H-SEF). The curriculum offered in CTE courses help students prepare to be career ready via industry certifications. We have more than 250 students who earn these industry certifications in different pathways like Engineering, Health and Biomedical Science, Business and Accounting (Small Business and Entrepreneurship), Cybersecurity, Computer programming and software development, etc. In addition, we offer work-based learning (WBL ) opportunities through competitions like TSA (Technology Student Association), HOSA-Future Health Professionals, DECA, FTC Robotics, Senior Solar Sprint, CyberPatriot, SeaPearch, Junior Achievement (JA), etc. where students integrate academic learning with CTE content to explore careers as CS Webmaster, Programmers, Architect, Graphic Designer, Entrepreneur, Data Scientist, CAD Engineers, Veterinary, Physical Therapist, etc. to name a few and place in top-ten in regional and state level. With DECA starting this year, we encourage entrepreneurship, marketing, retail merchandise, etc. through various competitions.

Our engineering and computer science classes are equipped with enough computers taking those classes. In addition, other classes provided Chromebook carts containing the number of Chromebooks matching the highest number of students in those classes. Schoology, College Board's app classroom, CompTIA and other learning platforms provide students a personalized and blended learning experience with pre-recorded lessons, simulations and virtual labs. Students are able to learn at school and submit their work even if they miss school that day.

## Procedures

To support powerful teaching and learning, the teachers are provided with professional development and collaboration through PLCs which empower the educators with effective strategies and differentiated instruction techniques for targeted intervention to meet diverse student needs. The curriculum is completely aligned with the TEKs using formative and summative assessment, CBAs, and Interim testing. Instruction is planned using TEKs, with year-long scope and sequence, to ensure horizontal and vertical alignment across grade level. Lesson plans are provided from the district that include objectives and formative assessment is embedded into the curriculum. We administer CBAs and use the data to drive instruction in small groups and intervention. MAP scores determine intervention tiers. We have a comprehensive plan for the integration of technology to enhance instructional and administrative programs. Technology is strategically utilized to support teaching and learning across various subjects and grade levels. In math and science classes, Virtual Reality (VR) is used to create real-world connections and engage students in immersive learning experiences. Special Education (SPED) classrooms incorporate iPads to provide personalized learning and accessibility tools for students with diverse needs. Calculators are widely used to support mathematical problem-solving and computation skills.

Additionally, our classrooms are equipped with Mimeo pads, overhead cameras, and projectors to facilitate interactive and dynamic teaching methods. Various software programs are employed to support learning in core subjects, including math, science, English Language Arts (ELA), English as a Second Language (ESL), biology, and computer classes. These tools and resources enable differentiated instruction, promote student engagement, and foster collaboration.

On the administrative side, technology is integrated into data collection and analysis, communication, and resource management to ensure efficiency and informed decision-making. Overall, our plan ensures that technology is leveraged effectively to meet instructional goals and support student success. We have a master Schedule in place , 50 min instructional period for every lesson 8 hours a day . 10 hours for Algebra on level and English .Saturday tutorials and After school tutorials in function. We have IR followed by ILT support including lead teachers .

Block schedule vs 50 min schedule can be discussed for student's efficiency. We promote equity and differentiation versus equity. Middle to High School Transition: At HSI-Sugar Land, we provide strong support for the middle to high school transition. Incoming 9th-grade students participate in an orientation to familiarize themselves with the high school environment, expectations, and resources, including a campus tour and introductions to key staff. Additional support includes high school transition parent nights for both 8th-grade and high school parents, campus visits, and individual course selection meetings with counselors to help guide students in planning their high school experience.

High School to Postsecondary Transition:

College and Career Counseling: Starting in 9th grade, counselors guide students in exploring postsecondary options, including colleges, career pathways, and post-graduation plans. Students are also encouraged to take the TSI for college credit courses, with the HSI-Sugar Land campus offering the TSI three times a year. We use SchoolLinks for all postsecondary tracking and assessments, and offer PCC courses to prepare students for the SAT. This year, the campus also opened an SAT club to further support students.

College Application Assistance: In senior year, counselors support students through the application process, reviewing applications, assisting with personal statements, and submitting transcripts. Workshops on financial aid, scholarships, and internships are also provided.

Career Pathways Guidance: The campus partners with local industries and community colleges to offer career exploration, certifications, and internships for students pursuing career and technical education (CTE).

Postsecondary Events: The school organizes college and career fairs, visits, and alumni career talks to offer students valuable insights and opportunities for their post-graduation journey. We have been informed by Mr. Hasni, Dean of Student Culture and Safety, that the number of behavioral issues have steadily declined over the past year or so. Some credit is due to teachers encouraging and developing values within the classroom. Most teachers avoid removal of the student from the class as it has several drawbacks and is considered the last resort. However, some circumstances, like unruly behavior such that it may potentially harm the teacher or other students, requires stringent measures. To minimize the chances of a student escalating their disorderliness to potentially harmful behavior, it is incumbent upon the teacher to be vigilant and proactively curb such escalation. A strict verbal warning usually works out especially during the

first few weeks of a quarter, but students who fail to follow verbal instruction may get reprimanded with an RP, and then an email to parents and admins. These actions in a timely manner may save both the teacher and student some valuable time.

### **School Processes & Programs Strengths**

1. High academic standards.
2. Good technology access and digital content accessibility.
3. Solid TEKS curriculum scope and sequence provided.

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

**Problem Statement 1 (Prioritized):** Limited Professional Development Infrastructure: Teachers lack comprehensive support systems for growth, resulting in inconsistent classroom management, technology integration, and instructional practices across grade levels and subject areas.

**Root Cause:** Inadequate Professional Development Framework: The existing professional development system lacks differentiation mechanisms and systematic coaching structures to support varied teacher needs and ensure consistent implementation of best practices.

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

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

**Problem Statement 3 (Prioritized):** Poor classroom management hinders learning.

**Root Cause:** \*Training and workshops are needed to minimize discipline and classroom management issues\*

**Problem Statement 4 (Prioritized):** Not all teachers and instruction are effective for all learners.

**Root Cause:** \*Coaches are needed to guide/train teachers for curriculum implementation and effective teaching strategies.\*

**Problem Statement 5 (Prioritized):** \*Extra learning time is needed for at risk and low performing students\*

**Root Cause:** Need to hire dedicated, trained interventionists to work with at risk and low performing students.

**Problem Statement 6 (Prioritized):** \*We need educational software and hardware for students and staff along with training to utilize them effectively\*

**Root Cause:** Teachers need to be trained on how to effectively use educational software and hardware.

**Problem Statement 7 (Prioritized):** Not all teachers understand Harmony's mission and/or how to carry it out effectively.

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

**Problem Statement 8 (Prioritized):** Students have emotional and behavioral issues that hinder their learning.

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

**Problem Statement 9 (Prioritized):** Inconsistent Educational Outcomes and Achievement Gaps: Multiple student populations (including at-risk, special education, and English language learners) show persistent achievement gaps, while instructional effectiveness and student engagement vary significantly across classrooms.

**Root Cause:** Insufficient Specialized Support Systems: Current staffing and program structures lack adequate specialized personnel (intervention specialists, instructional coaches, train aides) to provide targeted support for both students and teachers.

# Perceptions

## Perceptions Summary

**Students:** Only 317 students responded to the survey with the total population of 890. Of those that responded, 62% of the population feel safe and have a sense of belonging in the school with 29% feeling maybe they feel safe and have a sense of belonging. 9% does not believe they feel safe and have a sense of belonging. 57% of the students feel the schools provides a well rounded education that is worth their time. 36% feels maybe and 7% believes the school does not provide a well rounded education that is worth their time. Question: Are the courses challenging? 44% believes their classes are challenging, 12% believes the courses are very challenging and 44% believes the courses are sort of challenging. 66% believes there are programs in place at our school help them find success from one level to the next and 34% do not know if the programs provided by the school help them find success from one grade to the next.

**Staff:** Small community oriented. Diverse student and staff student body. Student-centered. Certain process can be helpful but too many installments of new process can feel cumbersome especially when there isn't proper training on how to enact the new processes. More or less staff feel safe and feel a sense of belonging but think there could be improvement on overall safety procedures. Teachers do receive a lot of opportunities for professional development. Sometimes it is offered at convenient times, sometimes not. Teachers definitely work together to support each other. In summary, while teachers at Harmony School of Innovation express a strong commitment to their students and a passion for teaching, they also highlight areas for improvement in administrative support, professional development, and the overall school environment. There is a clear desire for more targeted support and enhanced collaboration to foster a more effective educational experience.

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

**Community:** The community has a positive perception of Harmony Public Schools. Our sugar Land community rates Harmony as one of the top public charters in the area and the school is highlighted on the community neighborhood websites. Academically, HSI-SL is considered as one of the top schools, however there are some opportunities for growth. We have created STEM Pathways working with Universities such UH-Sugar Land, UH Downtown. We are also working on creating Business and Finance Marketing pathway so we could start inviting neighboring businesses to do career talks and relay their daily jobs. Events like the STEAM Festival and alumni dinners further strengthen ties by celebrating achievements and fostering connections between students, families, and local organizations. During these events such as the STEAM festival VIP visitors such as the fire department, community liaison, local judges and politicians have visited the campus to see the accomplishments of our school.

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

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

## Perceptions Strengths

1. Diversity - staff and student populations
2. Strong home visit program
3. Growing community support

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Staff and Student Morale are low.

**Root Cause:** For our campus specifically, our primary focus on STEM tends to take precedence over communicative events and activities that would lead to an increase of morale. Additionally unclear expectations or inconsistencies for students and staff lead to confusion and frustration and lack of motivation. There are also no team building activities.

**Problem Statement 2 (Prioritized):** Limited Professional Development Infrastructure: Teachers lack comprehensive support systems for growth, resulting in inconsistent classroom management, technology integration, and instructional practices across grade levels and subject areas.

**Root Cause:** Inadequate Professional Development Framework: The existing professional development system lacks differentiation mechanisms and systematic coaching structures to support varied teacher needs and ensure consistent implementation of best practices.

**Problem Statement 3 (Prioritized):** Poor classroom management hinders learning.

**Root Cause:** \*Training and workshops are needed to minimize discipline and classroom management issues\*

**Problem Statement 4 (Prioritized):** \*There is a need to increase the number of students participating in physical activities to maintain their physical and emotional well being.\*

**Root Cause:** Students spend a lot of time on computers and are sedentary most of the day. Need more physical activity during the day such as at lunch time.

**Problem Statement 5 (Prioritized):** Parent involvement is extremely low.

**Root Cause:** Need to provide different ways for parents to participate in academic and social events besides just face to face attendance.

**Problem Statement 6 (Prioritized):** Encourage students to participate in activities to foster new interests.

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

# Priority Problem Statements

**Problem Statement 1:** Inconsistent Educational Outcomes and Achievement Gaps: Multiple student populations (including at-risk, special education, and English language learners) show persistent achievement gaps, while instructional effectiveness and student engagement vary significantly across classrooms.

**Root Cause 1:** Insufficient Specialized Support Systems: Current staffing and program structures lack adequate specialized personnel (intervention specialists, instructional coaches, train aides) to provide targeted support for both students and teachers.

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

**Problem Statement 2:** Poor classroom management hinders learning.

**Root Cause 2:** \*Training and workshops are needed to minimize discipline and classroom management issues\*

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

**Problem Statement 3:** \*There is a need to increase the number of students participating in physical activities to maintain their physical and emotional well being.\*

**Root Cause 3:** Students spend a lot of time on computers and are sedentary most of the day. Need more physical activity during the day such as at lunch time.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** Not all teachers and instruction are effective for all learners.

**Root Cause 4:** \*Coaches are needed to guide/train teachers for curriculum implementation and effective teaching strategies.\*

**Problem Statement 4 Areas:** Student Learning - School Processes & Programs

**Problem Statement 5:** Need to support special populations and close learning gaps.

**Root Cause 5:** \*Testing and other instructional materials and resources are needed to support curriculum.\*

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Parent involvement is extremely low.

**Root Cause 6:** Need to provide different ways for parents to participate in academic and social events besides just face to face attendance.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** \*Extra learning time is needed for at risk and low performing students\*

**Root Cause 7:** Need to hire dedicated, trained interventionists to work with at risk and low performing students.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** \*We need educational software and hardware for students and staff along with training to utilize them effectively\*

**Root Cause 8:** Teachers need to be trained on how to effectively use educational software and hardware.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** Staff and Student Morale are low.

**Root Cause 9:** For our campus specifically, our primary focus on STEM tends to take precedence over communicative events and activities that would lead to an increase of morale. Additionally unclear expectations or inconsistencies for students and staff lead to confusion and frustration and lack of motivation. There are also no team building activities.

**Problem Statement 9 Areas:** Demographics - Perceptions

**Problem Statement 10:** Limited Professional Development Infrastructure: Teachers lack comprehensive support systems for growth, resulting in inconsistent classroom management, technology integration, and instructional practices across grade levels and subject areas.

**Root Cause 10:** Inadequate Professional Development Framework: The existing professional development system lacks differentiation mechanisms and systematic coaching structures to support varied teacher needs and ensure consistent implementation of best practices.

**Problem Statement 10 Areas:** School Processes & Programs - Perceptions

**Problem Statement 11:** Students need to be prepared academically for postsecondary success.

**Root Cause 11:** High school curriculum should support postsecondary success which is a priority for our campus. (AP, DUAL, CTE, ASVAB-CEP, TSI)

**Problem Statement 11 Areas:** Student Learning

**Problem Statement 12:** Not all teachers understand Harmony's mission and/or how to carry it out effectively.

**Root Cause 12:** Need to train administrators on job interview skills and organize fairs.

**Problem Statement 12 Areas:** School Processes & Programs

**Problem Statement 13:** Encourage students to participate in activities to foster new interests.

**Root Cause 13:** Extra-curricular activities, clubs, after school programs and contest opportunities need to be expanded.

**Problem Statement 13 Areas:** Perceptions

**Problem Statement 14:** Students have emotional and behavioral issues that hinder their learning.

**Root Cause 14:** Need dedicated behavioral counselor for students to help address the emotional needs of our students and more awareness of these services available to students.

**Problem Statement 14 Areas:** Student Learning - School Processes & Programs

**Problem Statement 15:** When our students graduate from Harmony and attend a 2 or 4 year college, over the years we have seen an increase in the number of students dropping out and not earning degrees.

**Root Cause 15:** Many of our students lack of organizational skills and self-discipline and have not developed good study habits. Need to teach a time management and organization class so students can develop organizational and time management skills.

**Problem Statement 15 Areas:** School Processes & Programs

**Problem Statement 16:** Students have low concentration levels and lack motivation during class time

**Root Cause 16:** Several factors cause low concentration and motivation including lack of sleep, poor nutrition, teaching style, anxiety, and no connection between what is being taught and real-life experience.

**Problem Statement 16 Areas:** Demographics - Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

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

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

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

#### **Employee Data**

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

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

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

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

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

# Goals





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

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

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> *Utilize College and Career Counselors and Behavioral Counselor to ensure students are prepared for post-secondary college and career success.</p> <p><b>Strategy's Expected Result/Impact:</b> Students more prepared for the demands of college. See a decrease in the number of Harmony students dropping out of college due to being overwhelmed by the physical work and emotionally.</p> <p><b>Staff Responsible for Monitoring:</b> principals, dean of students, college &amp; career counselor/behavioral counseling team</p> <p><b>Title I:</b> 2.53, 2.531, 2.532</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 3, 4, 5 - School Processes &amp; Programs 2, 4, 8</p> <p><b>Funding Sources:</b> Instructional materials - 420 General Funds (Charter Schools), - 420 College Career &amp; Military Readiness (PIC38), - 211, 255, 289 Title I, II, IV Part A Basic Program</p>	Formative		
	Oct	Jan	Mar

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teach students how to apply for college including applying for financial aid and guide them through the process.</p> <p><b>Strategy's Expected Result/Impact:</b> Students more comfortable with the process and attend a college they like and are able to afford. College graduation rates increase.</p> <p><b>Staff Responsible for Monitoring:</b> College &amp; Career Counselors, Principal, Asst Principals, Behavior Counselor</p> <p><b>Title I:</b> 2.53, 2.531, 2.532</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> - 420 General Funds (Charter Schools), - 420 College Career &amp; Military Readiness (PIC38)</p>	Formative		
	Oct	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 3:</b> Not all teachers and instruction are effective for all learners. <b>Root Cause:</b> *Coaches are needed to guide/train teachers for curriculum implementation and effective teaching strategies.*</p>
<p><b>Problem Statement 4:</b> Students need to be prepared academically for postsecondary success. <b>Root Cause:</b> High school curriculum should support postsecondary success which is a priority for our campus. (AP, DUAL, CTE, ASVAB-CEP, TSI)</p>
<p><b>Problem Statement 5:</b> Students have emotional and behavioral issues that hinder their learning. <b>Root Cause:</b> Need dedicated behavioral counselor for students to help address the emotional needs of our students and more awareness of these services available to students.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> When our students graduate from Harmony and attend a 2 or 4 year college, over the years we have seen an increase in the number of students dropping out and not earning degrees. <b>Root Cause:</b> Many of our students lack of organizational skills and self-discipline and have not developed good study habits. Need to teach a time management and organization class so students can develop organizational and time management skills.</p>
<p><b>Problem Statement 4:</b> Not all teachers and instruction are effective for all learners. <b>Root Cause:</b> *Coaches are needed to guide/train teachers for curriculum implementation and effective teaching strategies.*</p>
<p><b>Problem Statement 8:</b> Students have emotional and behavioral issues that hinder their learning. <b>Root Cause:</b> Need dedicated behavioral counselor for students to help address the emotional needs of our students and more awareness of these services available to students.</p>





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

**Performance Objective 2:** The percentage of graduates that meet the criteria for CCMR will increase from 97% to 98% by August 2029 (HB3)

**HB3 Goal**

**Evaluation Data Sources:** College Readiness Benchmarks, Course Enrollment,

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Enroll students in AP, CTE and dual credit courses and encourage participation in the ASVAB-CEP program and TSI to attain post-secondary success.</p> <p><b>Strategy's Expected Result/Impact:</b> improvement in college readiness benchmarks; increase in dual/AP course enrollment; increase CTE certifications</p> <p><b>Staff Responsible for Monitoring:</b> College &amp; Career Counselors, Principals, Dean of College &amp; Career (DCC)</p> <p><b>Title I:</b> 2.51, 2.52, 2.53, 2.532</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> Qualified instructors and materials - 420 College Career &amp; Military Readiness (PIC38), CTE instructors and materials - 420 Career and Technology (PIC22), instructional and college readiness materials - 420 State Comp. Education (PIC30)</p>	Formative		
	Oct	Jan	Mar

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize a Program Advisory Committee and conduct CTE Program Evaluation in order to update and evolve student pathways to better prepare them for post-secondary success.</p> <p><b>Strategy's Expected Result/Impact:</b> Course enrollment &amp; certifications data; surveys</p> <p><b>Staff Responsible for Monitoring:</b> Committee Members, Administrators, CTE/PLTW Teachers, College Career Counselors</p> <p><b>Title I:</b> 2.51, 2.52, 2.53, 2.532</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> CTE Course &amp; Certification Materials - 420 Career and Technology (PIC22), SCE - 420 State Comp. Education (PIC30), - 420 College Career &amp; Military Readiness (PIC38)</p>	Formative		
	Oct	Jan	Mar
<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>			

**Performance Objective 2 Problem Statements:**

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

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

**Performance Objective 1:** Increase the achievement level at Approaches Grade Level or above in the following subjects in STAAR:

All Students:

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

African-American, Hispanic and Economically Disadvantaged Populations:

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

LEP students:

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

Special Education programs

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





**High Priority**

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

Strategy 1 Details	Formative Reviews		
<p><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*</p> <p><b>Strategy's Expected Result/Impact:</b> increased test scores (STAAR, AP, PLTW, CTE, TSI, SAT/PSAT)</p> <p><b>Staff Responsible for Monitoring:</b> DCC, Principal</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 5, 9</p> <p><b>Funding Sources:</b> Interventionists - 211, 255, 289 Title I, II, IV Part A Basic Program, ESL teacher and support staff - 263 TITLE III, PART A English Language Acquisition, Sped teachers and support staff - 224 IDEA-B, Interventionist and support staff - 244 Perkins V</p>	Formative		
	Oct	Jan	Mar

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> *Purchase testing materials, educational software, manipulatives, and supplemental instructional materials for STAAR Remediation and improving student performance including Special Education, ESL and at-risk students*</p> <p><b>Strategy's Expected Result/Impact:</b> improvement in special pops scores and general education students' scores on state assessments and MAP</p> <p><b>Staff Responsible for Monitoring:</b> DCC, Principal, ESL &amp; Sped Coordinators</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 7 - School Processes &amp; Programs 9</p> <p><b>Funding Sources:</b> Title I - Math manipulatives, testing and instructional materials to support curriculum; educational software and hardware for students and staff along with training to utilize them effectively - 211, 255, 289 Title I, II, IV Part A Basic Program, Instructional and certification materials for CTE courses - 420 Career and Technology (PIC22), Gen Fund - instructional supplies and resources for Sped &amp; ESL students - 420 General Funds (Charter Schools), - 244 Perkins V, Earbud Translator (2), Headphones (min of 30), and Headphones with audio jacks (min of 12) for ESL Department - 263 TITLE III, PART A English Language Acquisition, Earbud Translator (2), Headphones (min of 30), and Headphones with audio jacks (min of 12) for ESL Department - 420 Bilingual Education (PIC25)</p>	Formative		
	Oct	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> *Utilize Special Education teachers and related Instructional Contract Services to maximize the learning of students with special needs.*</p> <p><b>Strategy's Expected Result/Impact:</b> improvement in special pops scores and general education students' scores</p> <p><b>Staff Responsible for Monitoring:</b> Sped Coordinator, Principal, DCC</p> <p><b>Title I:</b> 2.51, 2.52, 2.53, 2.533</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 5, 9</p> <p><b>Funding Sources:</b> Sped teachers - 420 Special Education (PIC23), Sped teachers and aides; Contract services - 224 IDEA-B, Dyslexia instructional support and contract services - 420 Dyslexia (PIC37)</p>	Formative		
	Oct	Jan	Mar

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> *Utilize Title III interventionists and related Instructional Contract Services to enhance LEP students' performance.*  <b>Strategy's Expected Result/Impact:</b> improvement in special pops scores and general education students' scores  <b>Staff Responsible for Monitoring:</b> ESL Coordinator, Principal, DCC</p> <p><b>Title I:</b>  2.51, 2.52, 2.53  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 9  <b>Funding Sources:</b> ESL teachers and contract services - 263 TITLE III, PART A English Language Acquisition, ESL teachers and contract services - 420 Bilingual Education (PIC25)</p>	Formative		
	Oct	Jan	Mar
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide more classroom management PD's for teachers who are in need of these skills for better student academic performance  <b>Strategy's Expected Result/Impact:</b> improved classroom management will lead to more instructional time for students  <b>Staff Responsible for Monitoring:</b> Principal, assistant principals</p> <p><b>Title I:</b>  2.51  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals  - <b>ESF Levers:</b>  Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 1, 3, 4 - Perceptions 2, 3  <b>Funding Sources:</b> Campus and cluster coaches - 211, 255, 289 Title I, II, IV Part A Basic Program, Differentiated PD's for Staff - 420 General Funds (Charter Schools), Differentiated PD's for Staff - 420 State Comp. Education (PIC30)</p>	Formative		
	Oct	Jan	Mar

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide and participate more in school/club competitions &amp; activities for English and Social Studies to improve course related skills and enhance performance in yearly test scores for these subjects.</p> <p><b>Strategy's Expected Result/Impact:</b> enhance performance in test scores in non STEM as well as STEM related courses; non-STEM AP scores, STAAR EOC (USH, Eng. I &amp; II)</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal., Teachers</p> <p><b>Title I:</b> 2.52</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1, 6</p> <p><b>Funding Sources:</b> Materials and fees for club activities and competitions - 420 State Comp. Education (PIC30), Materials and fees for club activities, materials, and competitions - 461 Activity Fund</p>	Formative		
	Oct	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Staff and Student Morale are low. <b>Root Cause:</b> For our campus specifically, our primary focus on STEM tends to take precedence over communicative events and activities that would lead to an increase of morale. Additionally unclear expectations or inconsistencies for students and staff lead to confusion and frustration and lack of motivation. There are also no team building activities.</p>
<p><b>Problem Statement 2:</b> Students have low concentration levels and lack motivation during class time <b>Root Cause:</b> Several factors cause low concentration and motivation including lack of sleep, poor nutrition, teaching style, anxiety, and no connection between what is being taught and real-life experience.</p>
Student Learning
<p><b>Problem Statement 1:</b> Inconsistent Educational Outcomes and Achievement Gaps: Multiple student populations (including at-risk, special education, and English language learners) show persistent achievement gaps, while instructional effectiveness and student engagement vary significantly across classrooms. <b>Root Cause:</b> Insufficient Specialized Support Systems: Current staffing and program structures lack adequate specialized personnel (intervention specialists, instructional coaches, train aides) to provide targeted support for both students and teachers.</p>
<p><b>Problem Statement 2:</b> Need to support special populations and close learning gaps. <b>Root Cause:</b> *Testing and other instructional materials and resources are needed to support curriculum.*</p>
<p><b>Problem Statement 3:</b> Not all teachers and instruction are effective for all learners. <b>Root Cause:</b> *Coaches are needed to guide/train teachers for curriculum implementation and effective teaching strategies.*</p>
<p><b>Problem Statement 7:</b> Students have low concentration levels and lack motivation during class time <b>Root Cause:</b> Several factors cause low concentration and motivation including lack of sleep, poor nutrition, teaching style, anxiety, and no connection between what is being taught and real-life experience.</p>

## School Processes & Programs

**Problem Statement 1:** Limited Professional Development Infrastructure: Teachers lack comprehensive support systems for growth, resulting in inconsistent classroom management, technology integration, and instructional practices across grade levels and subject areas. **Root Cause:** Inadequate Professional Development Framework: The existing professional development system lacks differentiation mechanisms and systematic coaching structures to support varied teacher needs and ensure consistent implementation of best practices.

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

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

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

**Problem Statement 9:** Inconsistent Educational Outcomes and Achievement Gaps: Multiple student populations (including at-risk, special education, and English language learners) show persistent achievement gaps, while instructional effectiveness and student engagement vary significantly across classrooms. **Root Cause:** Insufficient Specialized Support Systems: Current staffing and program structures lack adequate specialized personnel (intervention specialists, instructional coaches, train aides) to provide targeted support for both students and teachers.

## Perceptions

**Problem Statement 1:** Staff and Student Morale are low. **Root Cause:** For our campus specifically, our primary focus on STEM tends to take precedence over communicative events and activities that would lead to an increase of morale. Additionally unclear expectations or inconsistencies for students and staff lead to confusion and frustration and lack of motivation. There are also no team building activities.

**Problem Statement 2:** Limited Professional Development Infrastructure: Teachers lack comprehensive support systems for growth, resulting in inconsistent classroom management, technology integration, and instructional practices across grade levels and subject areas. **Root Cause:** Inadequate Professional Development Framework: The existing professional development system lacks differentiation mechanisms and systematic coaching structures to support varied teacher needs and ensure consistent implementation of best practices.

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

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





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

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

**High Priority**

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> *Provide professional development opportunities to teachers and staff using contracted services*</p> <p><b>Strategy's Expected Result/Impact:</b> improvements noted in teacher evaluations</p> <p><b>Staff Responsible for Monitoring:</b> Principal, DCC</p> <p><b>Title I:</b> 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 1, 3, 4 - Perceptions 2, 3</p> <p><b>Funding Sources:</b> Differentiated PD's - 211, 255, 289 Title I, II, IV Part A Basic Program, Differentiated PD's - 420 State Comp. Education (PIC30), PD/Training to certify more teachers as ESL - 420 Bilingual Education (PIC25), Spec Ed Training &amp; PD's - 420 Special Education (PIC23), Dyslexia Training - 420 Dyslexia (PIC37), GT Training - 420 Gifted &amp; Talented (Intend Code: 21)</p>	Formative		
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Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> *Utilize cluster and campus coaches for mentoring, supporting and training teachers*</p> <p><b>Strategy's Expected Result/Impact:</b> improved scores on teacher evaluations</p> <p><b>Staff Responsible for Monitoring:</b> Principal, DCC, Campus Instructional Coach</p> <p><b>Title I:</b> 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 4, 6</p> <p><b>Funding Sources:</b> Campus and Cluster Coaches - 211, 255, 289 Title I, II, IV Part A Basic Program, Educational software and materials and training to utilize them effectively - 211, 255, 289 Title I, II, IV Part A Basic Program, Educational software and materials and training to utilize them effectively - 420 State Comp. Education (PIC30)</p>	Formative		
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Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide training for new and experienced AP, PLTW, CTE teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> quality instruction in AP, PLTW, CTE courses - evidence: increase in AP exam scores and increase in students earning career certifications</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principals, Dept. Chairs, ILT Team</p> <p><b>Title I:</b> 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 1 - Perceptions 2</p> <p><b>Funding Sources:</b> CTE PD's/Training - 420 Career and Technology (PIC22), Differentiated PD's - 420 General Funds (Charter Schools)</p>	Formative		
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Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide training for teachers needing to take the TOEFL exam and state and ESL certification exams.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in number of teachers that have state certification. More ESL certified teachers enables the school to meet the needs of growing ESL population.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, DCC, ESL Coordinator</p> <p><b>Title I:</b> 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1, 9 - Perceptions 2</p> <p><b>Funding Sources:</b> - 420 General Funds (Charter Schools), - 263 TITLE III, PART A English Language Acquisition, - 211, 255, 289 Title I, II, IV Part A Basic Program</p>	Formative		
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**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 1:** Inconsistent Educational Outcomes and Achievement Gaps: Multiple student populations (including at-risk, special education, and English language learners) show persistent achievement gaps, while instructional effectiveness and student engagement vary significantly across classrooms. **Root Cause:** Insufficient Specialized Support Systems: Current staffing and program structures lack adequate specialized personnel (intervention specialists, instructional coaches, train aides) to provide targeted support for both students and teachers.

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

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

## School Processes & Programs

**Problem Statement 1:** Limited Professional Development Infrastructure: Teachers lack comprehensive support systems for growth, resulting in inconsistent classroom management, technology integration, and instructional practices across grade levels and subject areas. **Root Cause:** Inadequate Professional Development Framework: The existing professional development system lacks differentiation mechanisms and systematic coaching structures to support varied teacher needs and ensure consistent implementation of best practices.

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

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

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

**Problem Statement 9:** Inconsistent Educational Outcomes and Achievement Gaps: Multiple student populations (including at-risk, special education, and English language learners) show persistent achievement gaps, while instructional effectiveness and student engagement vary significantly across classrooms. **Root Cause:** Insufficient Specialized Support Systems: Current staffing and program structures lack adequate specialized personnel (intervention specialists, instructional coaches, train aides) to provide targeted support for both students and teachers.

## Perceptions

**Problem Statement 2:** Limited Professional Development Infrastructure: Teachers lack comprehensive support systems for growth, resulting in inconsistent classroom management, technology integration, and instructional practices across grade levels and subject areas. **Root Cause:** Inadequate Professional Development Framework: The existing professional development system lacks differentiation mechanisms and systematic coaching structures to support varied teacher needs and ensure consistent implementation of best practices.





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

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

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

**High Priority**

**Evaluation Data Sources:** Teacher evaluations; PD certifications

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Train administrators on job interview skills and organize job fairs.  <b>Strategy's Expected Result/Impact:</b> qualified teachers/staff hired and retained  <b>Staff Responsible for Monitoring:</b> principal, assistant principals</p> <p><b>Title I:</b>                      2.534                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction  <b>Problem Statements:</b> School Processes &amp; Programs 5, 7  <b>Funding Sources:</b> Training - job interview skills - 211, 255, 289 Title I, II, IV Part A Basic Program, Training - 420 State Comp. Education (PIC30), Job Fairs - 420 General Funds (Charter Schools)</p>	Formative		
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**Performance Objective 2 Problem Statements:**





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

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

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

**High Priority**

**Evaluation Data Sources:** attendance at such opportunities, activity calendar

Strategy 1 Details	Formative Reviews		
<p><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> More parents involved, communication improves between school and home  <b>Staff Responsible for Monitoring:</b> principal, assistant principals, STEM/CTE/PLTW teacher leaders</p> <p><b>Title I:</b> 4.1, 4.2  <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 5  <b>Funding Sources:</b> PFE Activities - 211, 255, 289 Title I, II, IV Part A Basic Program, PFE Activities - 420 General Funds (Charter Schools)</p>	Formative		
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Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> School parental involvement policy and compact must be evaluated and revised with parents.  <b>Strategy's Expected Result/Impact:</b> Parents understand their rights and ultimately are involved with the school  <b>Staff Responsible for Monitoring:</b> Principal, Dean of Academics, Dean of Students, Federal Programs Coordinator</p> <p><b>Title I:</b> 4.1, 4.2  <b>- ESF Levers:</b> Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 5  <b>Funding Sources:</b> PFE Title I Annual Meeting Supplies &amp; Promotion - 211, 255, 289 Title I, II, IV Part A Basic Program</p>	Formative		
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**Performance Objective 1 Problem Statements:**

**Perceptions**





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

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

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

**High Priority**

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Encourage teachers to schedule home visits to all, especially economically disadvantaged students, students at risk of failing, and students with ongoing disciplinary issues.</p> <p><b>Strategy's Expected Result/Impact:</b> Better communication between school and home</p> <p><b>Staff Responsible for Monitoring:</b> principal, assistant principals</p> <p><b>Title I:</b> 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 8 - Perceptions 5</p> <p><b>Funding Sources:</b> Extra Duty pay if applicable - 420 General Funds (Charter Schools)</p>	Formative		
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Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Use a variety of strategies such as weekly mail, website, ESL newsletters, email, social media accounts, parent breakfasts with principal to increase communication and involvement with all students and families including special program students (ESL, GT, Sped).</p> <p><b>Strategy's Expected Result/Impact:</b> increased participation at events</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal., Teachers, Engagement coordinator, GT, ESL, Sped Coordinators</p> <p><b>Title I:</b> 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 5</p> <p><b>Funding Sources:</b> Materials/supplies for activities &amp; promotion - 420 State Comp. Education (PIC30), Materials/supplies for activities &amp; promotion - 420 General Funds (Charter Schools)</p>	Formative		
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**Performance Objective 2 Problem Statements:**





<b>Student Learning</b>
<b>Problem Statement 5:</b> Students have emotional and behavioral issues that hinder their learning. <b>Root Cause:</b> Need dedicated behavioral counselor for students to help address the emotional needs of our students and more awareness of these services available to students.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 8:</b> Students have emotional and behavioral issues that hinder their learning. <b>Root Cause:</b> Need dedicated behavioral counselor for students to help address the emotional needs of our students and more awareness of these services available to students.
<b>Perceptions</b>
<b>Problem Statement 5:</b> Parent involvement in extremely low. <b>Root Cause:</b> Need to provide different ways for parents to participate in academic and social events besides just face to face attendance.

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

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

**High Priority**

**Evaluation Data Sources:** PD attendance

Strategy 1 Details	Formative Reviews		
<p><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.*</p> <p><b>Strategy's Expected Result/Impact:</b> more instructional time due to improved classroom management</p> <p><b>Staff Responsible for Monitoring:</b> principals, assistant principals</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 3 - Perceptions 2, 3</p> <p><b>Funding Sources:</b> Differentiated PD's - 211, 255, 289 Title I, II, IV Part A Basic Program, Differentiated PD's - 420 State Comp. Education (PIC30)</p>	Formative		
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**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Limited Professional Development Infrastructure: Teachers lack comprehensive support systems for growth, resulting in inconsistent classroom management, technology integration, and instructional practices across grade levels and subject areas. <b>Root Cause:</b> Inadequate Professional Development Framework: The existing professional development system lacks differentiation mechanisms and systematic coaching structures to support varied teacher needs and ensure consistent implementation of best practices.</p> <p><b>Problem Statement 3:</b> Poor classroom management hinders learning. <b>Root Cause:</b> *Training and workshops are needed to minimize discipline and classroom management issues*</p>

## Perceptions





**Problem Statement 2:** Limited Professional Development Infrastructure: Teachers lack comprehensive support systems for growth, resulting in inconsistent classroom management, technology integration, and instructional practices across grade levels and subject areas. **Root Cause:** Inadequate Professional Development Framework: The existing professional development system lacks differentiation mechanisms and systematic coaching structures to support varied teacher needs and ensure consistent implementation of best practices.

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

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

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Help students track and evaluate their fitness assessment data and ensure that they participate in moderate to vigorous physical activity.</p> <p><b>Strategy's Expected Result/Impact:</b> students participate in physical activity, sports, athletics</p> <p><b>Staff Responsible for Monitoring:</b> Physical Education Staff and teachers sponsoring clubs associated with health and fitness</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 4, 6</p> <p><b>Funding Sources:</b> Sporting equipment and instructional material - 420 State Comp. Education (PIC30) - 30, Supplies and equipment for sports and clubs associated with health and fitness - 461 Activity Fund, Supplies and equipment for sports and clubs associated with health and fitness - 420 General Funds (Charter Schools)</p>	Formative		
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**Performance Objective 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 4:</b> *There is a need to increase the number of students participating in physical activities to maintain their physical and emotional well being.* <b>Root Cause:</b> Students spend a lot of time on computers and are sedentary most of the day. Need more physical activity during the day such as at lunch time.</p> <p><b>Problem Statement 6:</b> Encourage students to participate in activities to foster new interests. <b>Root Cause:</b> Extra-curricular activities, clubs, after school programs and contest opportunities need to be expanded.</p>

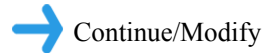
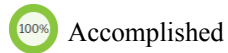
**Goal 5:** The School strives to ensure a safe, healthy and orderly environment conducive to learning for all students and staff.

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

**High Priority**

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

Strategy 1 Details	Formative Reviews		
<p><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.*</p> <p><b>Strategy's Expected Result/Impact:</b> more instructional time due to improved classroom management</p> <p><b>Staff Responsible for Monitoring:</b> principals, assistant principals, Behavior Counselor</p> <p><b>Title I:</b> 2.52, 2.53, 2.531</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 1, 3, 8 - Perceptions 2, 3</p> <p><b>Funding Sources:</b> Differentiated PD's - 211, 255, 289 Title I, II, IV Part A Basic Program, Differentiated PD's - 420 State Comp. Education (PIC30)</p>	<b>Formative</b>		
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Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Have a dedicated behavioral counselor for students and increase the use of behavioral interventions and services to better support students experiencing emotional and mental health issues.</p> <p><b>Strategy's Expected Result/Impact:</b> Emotionally healthy students are able to focus more on schoolwork. Teachers able to focus on teaching and not on counseling.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Behavioral Counselor</p> <p><b>Title I:</b> 2.531</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 5, 7 - School Processes &amp; Programs 8</p> <p><b>Funding Sources:</b> - 420 General Funds (Charter Schools), - 211, 255, 289 Title I, II, IV Part A Basic Program</p>	<b>Formative</b>		
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**Performance Objective 3 Problem Statements:**

**Demographics**

**Problem Statement 2:** Students have low concentration levels and lack motivation during class time **Root Cause:** Several factors cause low concentration and motivation including lack of sleep, poor nutrition, teaching style, anxiety, and no connection between what is being taught and real-life experience.

**Student Learning**

**Problem Statement 5:** Students have emotional and behavioral issues that hinder their learning. **Root Cause:** Need dedicated behavioral counselor for students to help address the emotional needs of our students and more awareness of these services available to students.

**Problem Statement 7:** Students have low concentration levels and lack motivation during class time **Root Cause:** Several factors cause low concentration and motivation including lack of sleep, poor nutrition, teaching style, anxiety, and no connection between what is being taught and real-life experience.

**School Processes & Programs**

**Problem Statement 1:** Limited Professional Development Infrastructure: Teachers lack comprehensive support systems for growth, resulting in inconsistent classroom management, technology integration, and instructional practices across grade levels and subject areas. **Root Cause:** Inadequate Professional Development Framework: The existing professional development system lacks differentiation mechanisms and systematic coaching structures to support varied teacher needs and ensure consistent implementation of best practices.

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

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

**Perceptions**





**Problem Statement 2:** Limited Professional Development Infrastructure: Teachers lack comprehensive support systems for growth, resulting in inconsistent classroom management, technology integration, and instructional practices across grade levels and subject areas. **Root Cause:** Inadequate Professional Development Framework: The existing professional development system lacks differentiation mechanisms and systematic coaching structures to support varied teacher needs and ensure consistent implementation of best practices.

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

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

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

**Evaluation Data Sources:** staff, parent surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue providing consistent guidelines and expectations and equally enforcing expectations amongst staff and students according to policies set. For instances disciplinary, classroom, testing, and extracurricular procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> consistency in procedures and less time wasted due to confusion in what the procedures actually are</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal., Teachers</p> <p><b>Title I:</b> 2.533</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 3, 4, 7 - Perceptions 3</p> <p><b>Funding Sources:</b> Differentiated PD's - 420 State Comp. Education (PIC30), Job interviewing training for administrators - 420 General Funds (Charter Schools), Campus and Cluster coaches - 211, 255, 289 Title I, II, IV Part A Basic Program</p>	Formative		
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Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continue implementation of Character.org's 11 Principles of Character.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals will decrease by 5% compared to the previous year.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Students, Principal, Character Committee</p> <p><b>Title I:</b> 2.533</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 3, 8 - Perceptions 3</p> <p><b>Funding Sources:</b> - 420 General Funds (Charter Schools)</p>	Formative		
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## Performance Objective 4 Problem Statements:

### Student Learning

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

**Problem Statement 5:** Students have emotional and behavioral issues that hinder their learning. **Root Cause:** Need dedicated behavioral counselor for students to help address the emotional needs of our students and more awareness of these services available to students.

### School Processes & Programs

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

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

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

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

### Perceptions

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

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

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


**High Priority**

**Evaluation Data Sources:** inventory, evaluations, training attendance logs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> *Purchase technology devices (i.e., document cameras, laptops, Chromebooks, projectors) and educational software to maximize learning and teaching.*</p> <p><b>Strategy's Expected Result/Impact:</b> improved instructions; test scores improve</p> <p><b>Staff Responsible for Monitoring:</b> principal, assistant principals, GT Coordinator, Sped &amp; ESL Coordinators</p> <p><b>Title I:</b> 2.532</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 6</p> <p><b>Funding Sources:</b> Campus and cluster coaches to train staff on how to effectively use technology and software in the classroom - 211, 255, 289 Title I, II, IV Part A Basic Program, technology devices (i.e. document camera, laptops, Chromebooks, calculators, etc.) and educational software - 420 State Comp. Education (PIC30), technology devices (i.e. document camera, laptops, Chromebooks, calculators, etc.) and educational software - 420 General Funds (Charter Schools), CTE Instructional &amp; Certification Software and Hardware - 420 Career and Technology (PIC22), - 244 Perkins V</p>	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> *Provide staff development on integration of technology in instructional and administrative programs*</p> <p><b>Strategy's Expected Result/Impact:</b> more technology integrated into lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Principal, IT manager, ILT Team</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 6 - Perceptions 2</p> <p><b>Funding Sources:</b> Campus and cluster coaches to train staff on how to effectively use technology and software in the classroom - 211, 255, 289 Title I, II, IV Part A Basic Program, Campus and cluster coaches to train staff on how to effectively use technology and software in the classroom - 420 State Comp. Education (PIC30), Differentiated PD's - 420 General Funds (Charter Schools)</p>	Formative		
	Oct	Jan	Mar

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

### Performance Objective 1 Problem Statements:

#### School Processes & Programs

**Problem Statement 1:** Limited Professional Development Infrastructure: Teachers lack comprehensive support systems for growth, resulting in inconsistent classroom management, technology integration, and instructional practices across grade levels and subject areas. **Root Cause:** Inadequate Professional Development Framework: The existing professional development system lacks differentiation mechanisms and systematic coaching structures to support varied teacher needs and ensure consistent implementation of best practices.

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

#### Perceptions

**Problem Statement 2:** Limited Professional Development Infrastructure: Teachers lack comprehensive support systems for growth, resulting in inconsistent classroom management, technology integration, and instructional practices across grade levels and subject areas. **Root Cause:** Inadequate Professional Development Framework: The existing professional development system lacks differentiation mechanisms and systematic coaching structures to support varied teacher needs and ensure consistent implementation of best practices.





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

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

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** activities calendar

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Ask teachers to offer a variety of clubs, sports, competitions and contract with organizations to offer programs at school.</p> <p><b>Strategy's Expected Result/Impact:</b> students get involved, feel part of the school, have school pride, want to remain enrolled at school because learning and participating in new activities</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal., Teachers</p> <p><b>Title I:</b> 2.52</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 4, 6</p> <p><b>Funding Sources:</b> Materials and activity fees for clubs, competitions, and sporting events - 420 State Comp. Education (PIC30) - 30, Extra duty pay for sponsors of extracurricular activities - 420 General Funds (Charter Schools), - 420 College Career &amp; Military Readiness (PIC38)</p>	Formative		
	Oct	Jan	Mar
<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>			

**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 4:</b> *There is a need to increase the number of students participating in physical activities to maintain their physical and emotional well being.* <b>Root Cause:</b> Students spend a lot of time on computers and are sedentary most of the day. Need more physical activity during the day such as at lunch time.</p> <p><b>Problem Statement 6:</b> Encourage students to participate in activities to foster new interests. <b>Root Cause:</b> Extra-curricular activities, clubs, after school programs and contest opportunities need to be expanded.</p>

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





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

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** activities calendar

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Educational and career and college readiness trips and academic events and competitions to foster student awareness of college and career options need to be planned out carefully at the beginning of the year.</p> <p><b>Strategy's Expected Result/Impact:</b> College Acceptance, Awards, Feedback on Student &amp; parent surveys</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselors, Dean of Academics, Engagement Coordinator, Teacher</p> <p><b>Title I:</b> 2.532</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 7 - Perceptions 6</p> <p><b>Funding Sources:</b> post secondary test prep materials and activities - 420 College Career &amp; Military Readiness (PIC38), instructional materials for CTE courses and certification exams - 420 Career and Technology (PIC22), Fees associated with college readiness activities and trips - 420 General Funds (Charter Schools), Fees associated with college readiness activities and trips - 461 Activity Fund , - 244 Perkins V</p>	Formative		
	Oct	Jan	Mar

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Host a fine arts gala to showcase the students' achievements and work in fine arts.</p> <p><b>Strategy's Expected Result/Impact:</b> More student interest in participating in activities related to the fine arts</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Fine Arts Department, Engagement</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 7 - Perceptions 5, 6</p> <p><b>Funding Sources:</b> supplies and promotional materials for the event - 461 Activity Fund, Extra duty pay for sponsors and supplies and promotional materials for the event - 420 General Funds (Charter Schools), Art Supplies for Art Classes; Music Supplies for Music Classes &amp; Pram - more musical instruments in general, more piano/keyboards and guitars for students enrolled in piano and guitar classes, more stage storage for musical equipment. - 211, 255, 289 Title I, II, IV Part A Basic Program, Art Supplies for Art Classes; Music Supplies for Music Classes &amp; Pram - more musical instruments in general, more piano/keyboards and guitars for students enrolled in piano and guitar classes, more stage storage for musical equipment. - 420 General Funds (Charter Schools)</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide opportunities for GT students to showcase their advanced level products.</p> <p><b>Strategy's Expected Result/Impact:</b> Students products, projects showcased; increase awareness of GT program</p> <p><b>Staff Responsible for Monitoring:</b> GT personnel, Dean of Academics</p> <p><b>Title I:</b> 2.52</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2, 7 - Perceptions 6</p> <p><b>Funding Sources:</b> - 420 Gifted &amp; Talented (Intend Code: 21), - 420 General Funds (Charter Schools), - 461 Activity Fund</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> Students have low concentration levels and lack motivation during class time <b>Root Cause:</b> Several factors cause low concentration and motivation including lack of sleep, poor nutrition, teaching style, anxiety, and no connection between what is being taught and real-life experience.</p>

### Student Learning

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

**Problem Statement 7:** Students have low concentration levels and lack motivation during class time **Root Cause:** Several factors cause low concentration and motivation including lack of sleep, poor nutrition, teaching style, anxiety, and no connection between what is being taught and real-life experience.

### Perceptions

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

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

## Targeted Support Strategies

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

# Campus Program Evaluation Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Luisa Botero	ILT Member & Teacher
Administrator	Charity Meyers	Campus Coach/Math Teacher
Operations Manager	Khalil Davrishov	Campus Operations Manager
Coordinator	Dawn Gerard	Testing & Federal Programs Coordinator
Parent	Lubna Jumshyd	Parent Representative
Community Representative	Carol Anderson	Community Representative
Classroom Teacher	Medine Zorluer	SPED Teacher
Coordinator	Katherine McCarthy	ESL Coordinator
Classroom Teacher	Bharvi Shah	CTE Coordinator & Teacher
Administrator	Sabri Topsakal	Dean of College and Career
Administrator	Atif Hasni	Dean of Student Culture
Administrator	Gokay Besli	Principal

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Counselor	Lejla Alushi	College Career Counselor
Community Representative	Carol Anderson	Community Representative
Administrator	Gokay Besli	Head Principal
Classroom Teacher	Luisa Botero	LOTE/Art Teacher/ILT Memeber
Classroom Teacher	Kayla Brans	Social Studies Teacher/ILT Member
Classroom Teacher/Notetaker	Britany Garza	Art/Music Teacher/Meeting Notetaker
Coordinator/Facilitator	Dawn Gerard	Testing & Federal Programs Coordinator; Meeting Leader
Classroom Teacher	Nancy Huynh	Science Teacher/ILT Member
Classroom Teacher/Timekeeper	Joseph Huttenhoff	Science Teacher; Meeting Timekeeper
Classroom Teacher	Nicole Keller	Music Teacher
Classroom Teacher	Charity Meyers	Math Teacher/Campus Coach
Administrator	Sena Qutob	Dean of College & Career

# Perceptions

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Counselor	Nada Abbasey	College & Career Counselor
Paraprofessional	Agata Ansari	Sped / Teacher Aide
Paraprofessional	Hatice Arslan	Teacher Aide
Classroom Teacher	Meryem Atik	Science Teacher
Counselor	Muhsine Aykac	College & Career Counselor
Classroom Teacher	Huma Channa	Science Teacher
Classroom Teacher	Julia Cortez	English Teacher
Paraprofessional	Zubeyde Gunduz	Sped/Teacher Aide
Classroom Teacher	Misbah Kabani	Social Studies Teacher
Non-classroom Professional	Sundas Kamboh	Support Staff
Classroom Teacher	Tugba Karagul	Math Teacher
Classroom Teacher	Asude Kavafoglu	Social Studies Teacher
Classroom Teacher	Rumeysa Kaya	Technology Teacher
Classroom Teacher/Committee Chair	Nicole Keller	Music Teacher
Classroom Teacher	La Shaunika Ladmirault	English / Business Management Teacher
Classroom Teacher/Committee Chair	Britany Lovett-Garza	Art & MusicTeacher
Non-classroom Professional	Lucero Moreno	Front Office Staff/Nutrition
Classroom Teacher	Erick Pena	ELA Teacher
Classroom Teacher	Emine Sevinc	Math Teacher
Classroom Teacher	Hakan Sonmez	Science Teacher
Classroom Teacher	Aydin Targil	Math Teacher
Classroom Teacher	Kaela Tollett	PE Teacher

# School Processes and Programs

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Selmir Avdic	IT Manager
Classroom Teacher	Mirza Baig	Science Teacher
Administrator	Gokay Besli	Head Principal
Classroom Teacher/Committee Chair	Kayla Brans	Social Studies Teacher
Classroom Teacher	Dora Cepeda	LOTE Teacher
Classroom Teacher	Christine Farris	PE Teacher
Non-classroom Professional	Rehana Faruque	Support Staff-Discipline
Counselor	Jerome Flanagan	Behavioral Counselor
Administrator	Atif Hasni	Dean of Student Culture
Classroom Teacher/Committee Chair	Joseph Huttenhoff	Science Teacher
Classroom Teacher	Kiran Kajani	ELA Teacher
Coordinator	Katherine McCarthy	ESL Coordinator
Counselor	Mustafa Ocakbegi	College & Career Counselor
Classroom Teacher	Guvanchmyrat Paytakov	Science Teacher
Classroom Teacher	Hulya Polat	Math Teacher
Paraprofessional	Menekse Sahin	Teacher Aide
Classroom Teacher	Fnu Saifunnahar	English Teacher
Classroom Teacher	Bharvi Shah	Technology Applications Teacher
Classroom Teacher	Kubra Tolgay	Math
Administrator	Sabri Topsakal	Dean of College & Career
Classroom Teacher	Karnarajsinh Vaghela	Teacher
Classroom Teacher	Muhammed Yildiz	Math Teacher

# Student Learning

Committee Role	Name	Position
Counselor	Habibe Agdeniz	College & Career Counselor
Classroom Teacher	Sarah Bhaskaran	Science Teacher
Classroom Teacher	Zahriye Caglar	LOTE/Art Teacher
Classroom Teacher	Thomas Cardamone	English Teacher
Classroom Teacher	Cody Dean	Social Studies Teacher
Classroom Teacher	Farhad Fatih	Technology Teacher
Administrator	Syed Hasan	Dean of College & Career
Classroom Teacher	Nimra Hassan	ELA Teacher
Classroom Teacher/Committee Chair	Nancy Huynh	Science Teacher
Classroom Teacher	Adebukola Jebutu	SpEd Teacher
Classroom Teacher	Carlos Lazo	Social Studies Teacher
Classroom Teacher	June Lu	Math Teacher
Classroom Teacher/Committee Chair	Charity Meyers	Math Teacher/Campus Coach
Classroom Teacher	Alexandra Otalora	LOTE Teacher
Administrator	Sena Qutob	Dean of College & Career
Classroom Teacher	Nebi Sahin	Science Teacher
Classroom Teacher	Alejandra Solano	English Teacher
Classroom Teacher	Yuko Thibault	Math Teacher
Classroom Teacher	Cindy Tran	Math Teacher
Classroom Teacher	Sheirah Wilson	ELA Teacher
Classroom Teacher	Omer Yazici	Science Teacher
Classroom Teacher	Medine Zorluer	SpEd Teacher

# Demographics

Committee Role	Name	Position
Classroom Teacher	Farha Ahmed	Science Teacher
Non-Classroom Professional	Shima Alawi	Support Staff-Registrar
Counselor/Committee Chair	Lejla Alushi	College & Career Counselor
Classroom Teacher	Ferhat Alaydin	Science Teacher
Classroom Teacher	Erjona Beqaj	Social Studies Teacher
Classroom Teacher/Committee Chair	Luisa Botero	LOTE/Art Teacher
Counselor	Liam Bozyigit	College & Career Counselor
Non-classroom Professional	Lejla Colic	Front Office / Attendance
Non-classroom Professional	Khalil Davrishov	Operations Manager
Non-classroom Professional	Melinda Jenkins	Support Staff - Discipline
Non-classroom Professional	Marta LeMay	Campus Nurse
Counselor	Gianina Mayorga	College & Career Counselor
Paraprofessional	Habiba Syed	Sped / Teacher Aide

# Campus Funding Summary

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

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
2	1	1	Interventionists		\$0.00
2	1	2	Title I - Math manipulatives, testing and instructional materials to support curriculum; educational software and hardware for students and staff along with training to utilize them effectively		\$0.00
2	1	5	Campus and cluster coaches		\$0.00
3	1	1	Differentiated PD's		\$0.00
3	1	2	Campus and Cluster Coaches		\$0.00
3	1	2	Educational software and materials and training to utilize them effectively		\$0.00
3	1	4			\$0.00
3	2	1	Training - job interview skills		\$0.00
4	1	1	PFE Activities		\$0.00
4	1	2	PFE Title I Annual Meeting Supplies & Promotion		\$0.00
5	1	1	Differentiated PD's		\$0.00
5	3	1	Differentiated PD's		\$0.00
5	3	2			\$0.00
5	4	1	Campus and Cluster coaches		\$0.00
6	1	1	Campus and cluster coaches to train staff on how to effectively use technology and software in the classroom		\$0.00
6	1	2	Campus and cluster coaches to train staff on how to effectively use technology and software in the classroom		\$0.00
7	2	2	Art Supplies for Art Classes; Music Supplies for Music Classes & Pram - more musical instruments in general, more piano/keyboards and guitars for students enrolled in piano and guitar classes, more stage storage for musical equipment.		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$293,985.27
<b>+/- Difference</b>					<b>\$293,985.27</b>

224 IDEA-B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Sped teachers and support staff		\$0.00
2	1	3	Sped teachers and aides; Contract services		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$118,696.40
<b>+/- Difference</b>					\$118,696.40
244 Perkins V					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Interventionist and support staff		\$0.00
2	1	2			\$0.00
6	1	1			\$0.00
7	2	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$18,580.41
<b>+/- Difference</b>					\$18,580.41
263 TITLE III, PART A English Language Acquisition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	ESL teacher and support staff		\$0.00
2	1	2	Earbud Translator (2), Headphones (min of 30), and Headphones with audio jacks (min of 12) for ESL Department		\$0.00
2	1	4	ESL teachers and contract services		\$0.00
3	1	4			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$19,973.70
<b>+/- Difference</b>					\$19,973.70
420 Career and Technology (PIC22)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	CTE instructors and materials		\$0.00
1	2	2	CTE Course & Certification Materials		\$0.00
2	1	2	Instructional and certification materials for CTE courses		\$0.00
3	1	3	CTE PD's/Training		\$0.00

420 Career and Technology (PIC22)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	CTE Instructional & Certification Software and Hardware		\$0.00
7	2	1	instructional materials for CTE courses and certification exams		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$628,867.00
<b>+/- Difference</b>					\$628,867.00
420 State Comp. Education (PIC30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	instructional and college readiness materials		\$0.00
1	2	2	SCE		\$0.00
2	1	5	Differentiated PD's for Staff		\$0.00
2	1	6	Materials and fees for club activities and competitions		\$0.00
3	1	1	Differentiated PD's		\$0.00
3	1	2	Educational software and materials and training to utilize them effectively		\$0.00
3	2	1	Training		\$0.00
4	2	2	Materials/supplies for activities & promotion		\$0.00
5	1	1	Differentiated PD's		\$0.00
5	2	1	Sporting equipment and instructional material	30	\$0.00
5	3	1	Differentiated PD's		\$0.00
5	4	1	Differentiated PD's		\$0.00
6	1	1	technology devices (i.e. document camera, laptops, Chromebooks, calculators, etc.) and educational software		\$0.00
6	1	2	Campus and cluster coaches to train staff on how to effectively use technology and software in the classroom		\$0.00
7	1	1	Materials and activity fees for clubs, competitions, and sporting events	30	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$412,964.00
<b>+/- Difference</b>					\$412,964.00
420 Early Childhood Education (PIC36)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

**420 Early Childhood Education (PIC36)**

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

**420 Special Education (PIC23)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Sped teachers		\$0.00
3	1	1	Spec Ed Training & PD's		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$224,159.00
<b>+/- Difference</b>					\$224,159.00

**420 Bilingual Education (PIC25)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Earbud Translator (2), Headphones (min of 30), and Headphones with audio jacks (min of 12) for ESL Department		\$0.00
2	1	4	ESL teachers and contract services		\$0.00
3	1	1	PD/Training to certify more teachers as ESL		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$50,001.00
<b>+/- Difference</b>					\$50,001.00

**420 Dyslexia (PIC37)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Dyslexia instructional support and contract services		\$0.00
3	1	1	Dyslexia Training		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$2,899.00
<b>+/- Difference</b>					\$2,899.00

**420 College Career & Military Readiness (PIC38)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00

420 College Career & Military Readiness (PIC38)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Qualified instructors and materials		\$0.00
1	2	2			\$0.00
7	1	1			\$0.00
7	2	1	post secondary test prep materials and activities		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$115,540.00
<b>+/- Difference</b>					\$115,540.00
420 General Funds (Charter Schools)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional materials		\$0.00
1	1	2			\$0.00
2	1	2	Gen Fund - instructional supplies and resources for Sped & ESL students		\$0.00
2	1	5	Differentiated PD's for Staff		\$0.00
3	1	3	Differentiated PD's		\$0.00
3	1	4			\$0.00
3	2	1	Job Fairs		\$0.00
4	1	1	PFE Activities		\$0.00
4	2	1	Extra Duty pay if applicable		\$0.00
4	2	2	Materials/supplies for activities & promotion		\$0.00
5	2	1	Supplies and equipment for sports and clubs associated with health and fitness		\$0.00
5	3	2			\$0.00
5	4	1	Job interviewing training for administrators		\$0.00
5	4	2			\$0.00
6	1	1	technology devices (i.e. document camera, laptops, Chromebooks, calculators, etc.) and educational software		\$0.00
6	1	2	Differentiated PD's		\$0.00
7	1	1	Extra duty pay for sponsors of extracurricular activities		\$0.00
7	2	1	Fees associated with college readiness activities and trips		\$0.00
7	2	2	Extra duty pay for sponsors and supplies and promotional materials for the event		\$0.00

420 General Funds (Charter Schools)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	2	2	Art Supplies for Art Classes; Music Supplies for Music Classes & Pram - more musical instruments in general, more piano/keyboards and guitars for students enrolled in piano and guitar classes, more stage storage for musical equipment.		\$0.00
7	2	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$500,000.00
<b>+/- Difference</b>					\$500,000.00
461 Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	Materials and fees for club activities, materials, and competitions		\$0.00
5	2	1	Supplies and equipment for sports and clubs associated with health and fitness		\$0.00
7	2	1	Fees associated with college readiness activities and trips		\$0.00
7	2	2	supplies and promotional materials for the event		\$0.00
7	2	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$20,000.00
<b>+/- Difference</b>					\$20,000.00
420 Gifted & Talented (Intend Code: 21)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	GT Training		\$0.00
7	2	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$17,551.00
<b>+/- Difference</b>					\$17,551.00
<b>Grand Total Budgeted</b>					\$2,423,216.78
<b>Grand Total Spent</b>					\$0.00
<b>+/- Difference</b>					\$2,423,216.78

# Addendums

### 2025-2026 Federal and State Programs Projected Budget Estimate

<b>Campus/District Name:</b>		<b>Sugar Land-Innovation</b>		<b>Campus/District CDCN:</b>		101862002	
<b>Title-I Payroll (61XX)</b>	<b>Title-I Non-Payroll (63XX)</b>	<b>Title-II Payroll (61XX)</b>	<b>Title-IV Payroll (61XX)</b>	<b>Title-III (263)</b>	<b>IDEA-B (224)</b>	<b>Perkins V (224)</b>	
\$151,083.29	\$91,000.00	\$36,086.12	\$15,815.86	\$19,973.70	\$118,696.40	\$18,580.41	
<b>PIC 21 GT</b>	<b>PIC 22 CTE</b>	<b>PIC 23 SPED</b>	<b>PIC 25 Bilingual</b>	<b>PIC 30 SCE</b>	<b>PIC 36 Early Education</b>	<b>PIC 37 Dyslexia</b>	<b>PIC 38 CCMR</b>
\$17,551.00	\$628,867.00	\$224,159.00	\$50,001.00	\$412,964.00	\$0.00	\$2,899.00	\$115,540.00