

Harmony Public Schools - San Antonio
Harmony Science Academy - San Antonio
2025-2026 Campus Improvement Plan

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's 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

Needs Assessment Overview

Needs Assessment Overview Summary

The teacher to student ratio is a critical factor in ensuring that each student receives the attention and support they need to succeed. When this ratio is imbalanced, it can lead to challenges in maintaining discipline and providing personalized instruction, which are essential for fostering a productive learning environment.

The enforcement of discipline is not being fully realized, which can undermine the learning environment and affect student outcomes. It is imperative that we establish and maintain clear and consistent disciplinary measures to ensure a safe and conducive atmosphere for learning.

Overcrowding in classrooms is a significant issue that impacts the quality of education. When classes are too large for the available space, it becomes difficult for teachers to manage effectively and for students to engage fully. This is particularly problematic for special populations and gifted and talented (GT) programs, where tailored instruction is crucial.

The GT program is currently unable to operate at its highest potential due to constraints such as limited space, insufficient funding, and a lack of support. These limitations hinder our ability to provide the enriched educational experiences that our gifted students require to thrive.

Access to instructional coaches, opportunities for collaboration with peers, and the necessary resources are vital for effective teaching. These elements support teachers in refining their practices and enhancing student learning outcomes, and we must ensure they are readily available.

Parental involvement is a key component of student success, and its absence can pose challenges to scholars' learning. We need to foster stronger partnerships with parents to support students' educational journeys and reinforce learning beyond the classroom.

Staff turnover, while relatively low at six out of seventy-eight, still presents challenges in maintaining continuity and stability within our school community. It is important to address the factors contributing to turnover to retain talented educators and support staff.

The lack of sufficient services for special populations creates significant barriers to accessing essential resources. It is crucial that we address these gaps to ensure that all students, regardless of their needs, have the opportunity to succeed and reach their full potential.

Demographics

Demographics Summary

The composition of our student population is diverse, reflecting a rich tapestry of cultural, socio-economic, and linguistic backgrounds. This diversity is a strength that enriches the learning environment and provides students with a broader perspective on the world. We are committed to fostering an inclusive atmosphere where every student feels valued and supported.

Our staff population is comprised of dedicated professionals who bring a wealth of experience and expertise to our school. They are committed to providing high-quality education and are continuously engaged in professional development to enhance their teaching practices. The staff's commitment to excellence is evident in their collaborative efforts to support student achievement and well-being.

Parents and the community play a vital role in the success of our school. We are fortunate to have an engaged and supportive parent body that actively participates in school activities and decision-making processes. The community's involvement is instrumental in creating a nurturing environment that supports student learning and development. We strive to maintain open lines of communication and foster strong partnerships with all stakeholders to ensure the success of our students.

Demographics Strengths

At our school, we pride ourselves on creating an environment where every individual feels valued and respected. Our commitment to inclusivity ensures that all students, regardless of their background or personal circumstances, are welcomed and supported. We celebrate cultural diversity as a cornerstone of our community, recognizing that the rich tapestry of cultures represented within our school enhances the learning experience for everyone.

Furthermore, we embrace a diverse array of languages, understanding that language is a vital part of cultural identity and communication. By supporting multilingualism, we not only help students maintain their cultural heritage but also prepare them for a globalized world. Our language programs are designed to foster an appreciation for linguistic diversity and to equip students with the skills necessary to thrive in an interconnected society.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Teacher to Student Ratio

Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.

Problem Statement 2 (Prioritized): Lack of discipline not being enforced to its totality

Root Cause: The number of students are too high and the number of staff is a conflict within these ratios.

Problem Statement 3 (Prioritized): Staff turnover is six out of seventy-eight.

Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher

Problem Statement 4 (Prioritized): The lack of sufficient services for special populations creates barriers to essential resources.

Root Cause: Due to budget cuts, these services are no longer available.

Student Learning

Student Learning Summary

At our school, we place a strong emphasis on student performance and achievement, recognizing that these are critical indicators of educational success. We are committed to providing a supportive learning environment that encourages students to reach their full potential. Through a combination of rigorous academic programs, personalized instruction, and a focus on continuous improvement, we strive to ensure that every student can excel in their studies and achieve their academic goals. Our dedicated faculty work tirelessly to identify and nurture each student's strengths, while also addressing areas for growth, to foster a culture of excellence and high achievement.

Student Learning Strengths

Our school is committed to fostering an environment where every student has the opportunity to excel academically. To this end, we offer a wide range of tutorial opportunities designed to support and enhance the learning experience for all students. These tutorials are tailored to meet the diverse needs of our student body, ensuring that each individual receives the guidance and support necessary to achieve their full potential. By providing these additional learning resources, we aim to reinforce classroom instruction and help students build confidence in their academic abilities.

In addition to our academic support initiatives, we pride ourselves on the rich diversity present within our school community. This diversity is reflected in the dynamic discussions that take place in our classrooms, where students from various backgrounds come together to share their unique perspectives. Such interactions not only enrich the learning experience but also prepare our students to thrive in a global society. By encouraging open dialogue and the exchange of ideas, we cultivate an inclusive environment that values and respects the contributions of every individual.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Classroom environments suffer in terms of overcrowding. Classes are too large for the space given (especially Spec. Pops/GT), floater teachers are unable to establish routines and procedures, etc.

Root Cause: Merging 2 campuses without the ample space to do so.

Problem Statement 2 (Prioritized): GT program is unable to run at highest performance due to a lack of space, funds, and support.

Root Cause: Not enough support and staffing to fully service GT scholars/programs without taking time, staffing, and support away from other duties.

Problem Statement 3 (Prioritized): Staff turnover is six out of seventy-eight.

Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher

Problem Statement 4 (Prioritized): The lack of sufficient services for special populations creates barriers to essential resources.

Root Cause: Due to budget cuts, these services are no longer available.

Problem Statement 5 (Prioritized): Teacher to Student Ratio

Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.

Problem Statement 6 (Prioritized): Lack of discipline not being enforced to its totality

Root Cause: The number of students are too high and the number of staff is in conflict within these ratios.

Problem Statement 7 (Prioritized): Ensure access to instructional coaches, collaboration with peers, and resources needed for effective teaching

Root Cause: Not enough support for teachers

Problem Statement 8 (Prioritized): A problem regarding scholar's learning is parent involvement.

Root Cause: Parents/guardians cannot/will not provide support at home for scholars' academic success.

School Processes & Programs

School Processes & Programs Summary

Human capital is a critical component of our school's success, encompassing the recruitment and retention of skilled and dedicated staff who are committed to fostering a positive learning environment. We prioritize professional development and support for our educators to ensure they are equipped to meet the diverse needs of our students.

Our facilities are designed to provide a safe and conducive learning environment, with ongoing maintenance and upgrades to support the evolving needs of our school community. We strive to create spaces that inspire learning and accommodate a variety of educational activities.

Resources are allocated strategically to maximize student learning outcomes, ensuring that both students and teachers have access to the materials and tools necessary for effective teaching and learning. This includes a focus on equitable distribution to support all learners.

Instructional data, including curriculum, instruction, and assessment, is continuously analyzed to inform our teaching practices and improve student achievement. We are committed to using data-driven decision-making to tailor our educational approaches and address any gaps in learning.

Staff recruitment and retention are prioritized to maintain a high-quality teaching force. We seek to attract educators who are not only qualified but also passionate about education and committed to our school's mission and values.

Our school organization is structured to support collaboration and communication among staff, students, and families. We aim to create an inclusive and supportive community where everyone feels valued and empowered to contribute to the school's success.

Technology is integrated into our educational practices to enhance learning and prepare students for the digital world. We invest in up-to-date technological tools and training for both students and staff to ensure that technology is used effectively and responsibly in the classroom.

School Processes & Programs Strengths

Our school takes immense pride in our robust STEM programs, which are integral to our curriculum and a core requirement for all students. These programs are meticulously designed to offer hands-on, project-based learning experiences that not only engage students but also cultivate essential skills such as innovation, problem-solving, and critical thinking. By immersing students in real-world challenges and encouraging them to explore and experiment, we prepare them to navigate and excel in an increasingly complex and technology-driven world.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Ensure access to instructional coaches, collaboration with peers, and resources needed for effective teaching

Root Cause: Not enough support for teachers

Problem Statement 2 (Prioritized): A problem regarding scholar's learning is parent involvement.

Root Cause: Parents/guardians cannot/will not provide support at home for scholars' academic success.

Problem Statement 3 (Prioritized): The lack of sufficient services for special populations creates barriers to essential resources.

Root Cause: Due to budget cuts, these services are no longer available.

Problem Statement 4 (Prioritized): Teacher to Student Ratio

Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.

Problem Statement 5 (Prioritized): Lack of discipline not being enforced to its totality

Root Cause: The number of students are too high and the number of staff is a conflict within these ratios.

Problem Statement 6 (Prioritized): Classroom environments suffer in terms of overcrowding. Classes are too large for the space given (especially Spec. Pops/GT), floater teachers are unable to establish routines and procedures, etc.

Root Cause: Merging 2 campuses without the ample space to do so.

Problem Statement 7 (Prioritized): GT program is unable to run at highest performance due to a lack of space, funds, and support.

Root Cause: Not enough support and staffing to fully service GT scholars/programs without taking time, staffing, and support away from other duties.

Perceptions

Perceptions Summary

Family and community engagement is a cornerstone of our educational approach, as we believe that fostering strong partnerships with parents and local organizations enhances the learning experience for our students. By actively involving families and community members in school activities and decision-making processes, we create a supportive network that contributes to the academic and social success of our students.

School culture and climate are integral to creating an environment where students feel safe, respected, and motivated to learn. We are committed to cultivating a positive atmosphere that promotes inclusivity, respect, and collaboration among students, staff, and the broader school community. By prioritizing these elements, we aim to nurture a sense of belonging and pride in our school, which in turn supports student achievement and well-being.

Perceptions Strengths

Our school is consistently described by parents as a safe environment, which is a testament to our unwavering commitment to the well-being of our students. We have implemented comprehensive safety protocols and foster a culture of respect and inclusivity, ensuring that every child feels secure and supported while they learn and grow. Our dedicated staff works diligently to maintain a nurturing atmosphere where students can thrive both academically and socially, knowing they are in a protected and caring setting.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff turnover is six out of seventy-eight.

Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher

Problem Statement 2 (Prioritized): The lack of sufficient services for special populations creates barriers to essential resources.

Root Cause: Due to budget cuts, these services are no longer available.

Problem Statement 3 (Prioritized): Teacher to Student Ratio

Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.

Problem Statement 4 (Prioritized): Lack of discipline not being enforced to its totality

Root Cause: The number of students are too high and the number of staff is a conflict within these ratios.

Problem Statement 5 (Prioritized): Classroom environments suffer in terms of overcrowding. Classes are too large for the space given (especially Spec. Pops/GT), floater teachers are unable to establish routines and procedures, etc.

Root Cause: Merging 2 campuses without the ample space to do so.

Problem Statement 6 (Prioritized): GT program is unable to run at highest performance due to a lack of space, funds, and support.

Root Cause: Not enough support and staffing to fully service GT scholars/programs without taking time, staffing, and support away from other duties.

Priority Problem Statements

Problem Statement 1: Teacher to Student Ratio

Root Cause 1: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.

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

Problem Statement 2: Lack of discipline not being enforced to its totality

Root Cause 2: The number of students are too high and the number of staff is a conflict within these ratios.

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

Problem Statement 3: Staff turnover is six out of seventy-eight.

Root Cause 3: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher

Problem Statement 3 Areas: Demographics - Student Learning - Perceptions

Problem Statement 4: The lack of sufficient services for special populations creates barriers to essential resources.

Root Cause 4: Due to budget cuts, these services are no longer available.

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

Problem Statement 5: Classroom environments suffer in terms of overcrowding. Classes are too large for the space given (especially Spec. Pops/GT), floater teachers are unable to establish routines and procedures, etc.

Root Cause 5: Merging 2 campuses without the ample space to do so.

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

Problem Statement 6: GT program is unable to run at highest performance due to a lack of space, funds, and support.

Root Cause 6: Not enough support and staffing to fully service GT scholars/programs without taking time, staffing, and support away from other duties.

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

Problem Statement 7: Ensure access to instructional coaches, collaboration with peers, and resources needed for effective teaching

Root Cause 7: Not enough support for teachers

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

Problem Statement 8: A problem regarding scholar's learning is parent involvement.

Root Cause 8: Parents/guardians cannot/will not provide support at home for scholars' academic success.

Problem Statement 8 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data

Goals

Goal 1: *Student Learning*****
Student Achievement and Post-Secondary Success

Performance Objective 1: Increase the number of students achieving at "Meets" Grade Level in STAAR assessment for all students by 5%

High Priority
HB3 Goal
Evaluation Data Sources: Test results from Summative / Benchmark / State tests, Intervention logs

Strategy 1 Details	Formative Reviews		
Strategy 1: * Utilize Interventionists (K-2, Reading, Math, etc.) and other support personnel or contracted services to provide consistent assistance to all students in need of extra support such as tutorials before/ during/ after school, and/or on Saturdays* Strategy's Expected Result/Impact: Increase of State Assessment passing percentage Staff Responsible for Monitoring: "Principal, Asst. Principal" ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 4 - Student Learning 4 - School Processes & Programs 3 - Perceptions 2 Funding Sources: - 211 TITLE I, PART A Improving Basic Programs, - 263 TITLE III, PART A English Language Acquisition	Formative		
	Oct	Dec	Feb

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available.

Student Learning

Problem Statement 4: The lack of sufficient services for special populations creates barriers to essential resources. **Root Cause:** Due to budget cuts, these services are no longer available.

School Processes & Programs

Problem Statement 3: The lack of sufficient services for special populations creates barriers to essential resources. **Root Cause:** Due to budget cuts, these services are no longer available.

Perceptions

Problem Statement 2: The lack of sufficient services for special populations creates barriers to essential resources. **Root Cause:** Due to budget cuts, these services are no longer available.

Goal 1: ***Student Learning***
Student Achievement and Post-Secondary Success

Performance Objective 2: "Dedicated GT focused hours on a weekly basis. "

- High Priority
- HB3 Goal
- Evaluation Data Sources: Test results from Summative / Benchmark / State tests, Intervention logs

Strategy 1 Details	Formative Reviews		
Strategy 1: "Utilize Title I Funds for an additional staff member to fully service GT scholars/programs" Strategy's Expected Result/Impact: Dedicated GT focused hours on a weekly basis. Staff Responsible for Monitoring: "Principal, Asst. Principal Teachers" ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 2 - School Processes & Programs 7 - Perceptions 6 Funding Sources: - 211 TITLE I, PART A Improving Basic Programs, - 263 TITLE III, PART A English Language Acquisition, - 224 IDEA-B Formula	Formative		
	Oct	Dec	Feb
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: GT program is unable to run at highest performance due to a lack of space, funds, and support. Root Cause: Not enough support and staffing to fully service GT scholars/programs without taking time, staffing, and support away from other duties.
School Processes & Programs
Problem Statement 7: GT program is unable to run at highest performance due to a lack of space, funds, and support. Root Cause: Not enough support and staffing to fully service GT scholars/programs without taking time, staffing, and support away from other duties.

Perceptions
Problem Statement 6: GT program is unable to run at highest performance due to a lack of space, funds, and support. Root Cause: Not enough support and staffing to fully service GT scholars/programs without taking time, staffing, and support away from other duties.

Goal 1: ***Student Learning***
Student Achievement and Post-Secondary Success

Performance Objective 3: "Re-establishment of portable buildings to add ""floor space."" "

High Priority
Evaluation Data Sources: Test results from Summative / Benchmark / State tests, Intervention logs

Strategy 1 Details	Formative Reviews		
Strategy 1: "Utilize Title I Funds to purchase Portables to Add floor space" Strategy's Expected Result/Impact: Re-establishment of portable buildings to add "floor space." Staff Responsible for Monitoring: "Principal, Asst. Principal Teachers" ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 1 - School Processes & Programs 6 - Perceptions 5 Funding Sources: - 211 TITLE I, PART A Improving Basic Programs	Formative		
	Oct	Dec	Feb
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Classroom environments suffer in terms of overcrowding. Classes are too large for the space given (especially Spec. Pops/GT), floater teachers are unable to establish routines and procedures, etc. Root Cause: Merging 2 campuses without the ample space to do so.
School Processes & Programs
Problem Statement 6: Classroom environments suffer in terms of overcrowding. Classes are too large for the space given (especially Spec. Pops/GT), floater teachers are unable to establish routines and procedures, etc. Root Cause: Merging 2 campuses without the ample space to do so.

Perceptions

Problem Statement 5: Classroom environments suffer in terms of overcrowding. Classes are too large for the space given (especially Spec. Pops/GT), floater teachers are unable to establish routines and procedures, etc. **Root Cause:** Merging 2 campuses without the ample space to do so.

Goal 1: ***Student Learning***
Student Achievement and Post-Secondary Success

Performance Objective 4: "Increase the number of students achieving at ""Advanced"" in all 4 Domains on TELPAS (Listening/Speaking/Reading/Writing) "

High Priority
HB3 Goal
Evaluation Data Sources: Test results from Summative/ Benchmark / State / TELPAS tests

Strategy 1 Details	Formative Reviews		
Strategy 1: *Utilize Title III interventionists, ESL Coordinator and related instructional contracted services to enhance EB students performance by having Weekly Saturday Tutoring sessions for all ESL Scholars (K-12).* Strategy's Expected Result/Impact: Increase in performance in all four domains for TELPAS Staff Responsible for Monitoring: "Principal, Asst. Principal ESL Coordinator" ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 2 - Student Learning 1, 6, 8 - School Processes & Programs 2, 5, 6 - Perceptions 4, 5 Funding Sources: - 263 TITLE III, PART A English Language Acquisition	Formative		
	Oct	Dec	Feb

No ProgressAccomplishedContinue/ModifyDiscontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Lack of discipline not being enforced to its totality Root Cause: The number of students are to high and the number of staff is a conflict within these ratios.

Student Learning

Problem Statement 1: Classroom environments suffer in terms of overcrowding. Classes are too large for the space given (especially Spec. Pops/GT), floater teachers are unable to establish routines and procedures, etc. **Root Cause:** Merging 2 campuses without the ample space to do so.

Problem Statement 6: Lack of discipline not being enforced to its totality **Root Cause:** The number of students are too high and the number of staff is a conflict within these ratios.

Problem Statement 8: A problem regarding scholar's learning is parent involvement. **Root Cause:** Parents/guardians cannot/will not provide support at home for scholars' academic success.

School Processes & Programs

Problem Statement 2: A problem regarding scholar's learning is parent involvement. **Root Cause:** Parents/guardians cannot/will not provide support at home for scholars' academic success.

Problem Statement 5: Lack of discipline not being enforced to its totality **Root Cause:** The number of students are too high and the number of staff is a conflict within these ratios.

Problem Statement 6: Classroom environments suffer in terms of overcrowding. Classes are too large for the space given (especially Spec. Pops/GT), floater teachers are unable to establish routines and procedures, etc. **Root Cause:** Merging 2 campuses without the ample space to do so.

Perceptions

Problem Statement 4: Lack of discipline not being enforced to its totality **Root Cause:** The number of students are too high and the number of staff is a conflict within these ratios.

Problem Statement 5: Classroom environments suffer in terms of overcrowding. Classes are too large for the space given (especially Spec. Pops/GT), floater teachers are unable to establish routines and procedures, etc. **Root Cause:** Merging 2 campuses without the ample space to do so.

Goal 1: ***Student Learning***
Student Achievement and Post-Secondary Success

Performance Objective 5: "Improve Teacher to Student Ratio

High Priority

HB3 Goal

Evaluation Data Sources: Test results from Summative / Benchmark / State tests, Intervention logs

Strategy 1 Details	Formative Reviews		
Strategy 1: "Improve Teacher to Student Ratio Strategy's Expected Result/Impact: Higher more staff and cap student enrollment for classroom sizes to be more manageable Staff Responsible for Monitoring: "Principal, Asst. Principal Teachers" ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 1, 5 - School Processes & Programs 4, 6 - Perceptions 3, 5 Funding Sources: - 211 TITLE I, PART A Improving Basic Programs	Formative		
	Oct	Dec	Feb
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.
Student Learning
Problem Statement 1: Classroom environments suffer in terms of overcrowding. Classes are too large for the space given (especially Spec. Pops/GT), floater teachers are unable to establish routines and procedures, etc. Root Cause: Merging 2 campuses without the ample space to do so. Problem Statement 5: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.

School Processes & Programs
Problem Statement 4: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth. Problem Statement 6: Classroom environments suffer in terms of overcrowding. Classes are too large for the space given (especially Spec. Pops/GT), floater teachers are unable to establish routines and procedures, etc. Root Cause: Merging 2 campuses without the ample space to do so.
Perceptions
Problem Statement 3: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth. Problem Statement 5: Classroom environments suffer in terms of overcrowding. Classes are too large for the space given (especially Spec. Pops/GT), floater teachers are unable to establish routines and procedures, etc. Root Cause: Merging 2 campuses without the ample space to do so.

Goal 1: *Student Learning*****

Student Achievement and Post-Secondary Success

Performance Objective 6: Increase the number of students achieving at "Meets" Grade Level in STAAR assessment for All Students by 5%**High Priority****HB3 Goal****Evaluation Data Sources:** Improved student outcomes in targeted areas above

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Interventionists (K-2, Reading, Math, etc.) and other support personnel or contracted services to provide consistent assistance to all students in need of extra support such as tutorials before/ during/ after school, and/or on Saturdays Strategy's Expected Result/Impact: Test results from Summative / Benchmark / State tests, Intervention logs Staff Responsible for Monitoring: "Principal, Asst. Principal" Problem Statements: Demographics 2 - Student Learning 6, 7 - School Processes & Programs 1, 5 - Perceptions 4 Funding Sources: - 211 TITLE I, PART A Improving Basic Programs	Formative		
	Oct	Dec	Feb

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: Lack of discipline not being enforced to its totality Root Cause: The number of students are too high and the number of staff is a conflict within these ratios.
Student Learning
Problem Statement 6: Lack of discipline not being enforced to its totality Root Cause: The number of students are too high and the number of staff is a conflict within these ratios.
Problem Statement 7: Ensure access to instructional coaches, collaboration with peers, and resources needed for effective teaching Root Cause: Not enough support for teachers
School Processes & Programs
Problem Statement 1: Ensure access to instructional coaches, collaboration with peers, and resources needed for effective teaching Root Cause: Not enough support for teachers

School Processes & Programs
Problem Statement 5: Lack of discipline not being enforced to its totality Root Cause: The number of students are to high and the number of staff is a conflict within these ratios.
Perceptions
Problem Statement 4: Lack of discipline not being enforced to its totality Root Cause: The number of students are to high and the number of staff is a conflict within these ratios.

Goal 2: ***School Processes & Programs***
Recruit, Support, and Retain Effective Staff

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

High Priority
Evaluation Data Sources: Certificate of completion, attendance logs

Strategy 1 Details	Formative Reviews		
Strategy 1: *Provide relevant professional development opportunities to teachers and staff * Strategy's Expected Result/Impact: Improved student outcomes in targeted areas above Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 4 - Student Learning 4, 7 - School Processes & Programs 1, 3 - Perceptions 2 Funding Sources: - 211 TITLE I, PART A Improving Basic Programs	Formative		
	Oct	Dec	Feb
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available.
Student Learning
Problem Statement 4: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available.
Problem Statement 7: Ensure access to instructional coaches, collaboration with peers, and resources needed for effective teaching Root Cause: Not enough support for teachers
School Processes & Programs
Problem Statement 1: Ensure access to instructional coaches, collaboration with peers, and resources needed for effective teaching Root Cause: Not enough support for teachers

School Processes & Programs
Problem Statement 3: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available.
Perceptions
Problem Statement 2: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available.

Goal 2: *School Processes & Programs*****
Recruit, Support, and Retain Effective Staff

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

High Priority

Evaluation Data Sources: Activity calendar, attendance / meeting logs

Strategy 1 Details	Formative Reviews		
Strategy 1: *Utilize instructional coaches to support and guide teachers* Strategy's Expected Result/Impact: H-TESS, ILT processes Staff Responsible for Monitoring: Principal, Asst. Principals ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 7 - School Processes & Programs 1 Funding Sources: - 211 TITLE I, PART A Improving Basic Programs	Formative		
	Oct	Dec	Feb
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 7: Ensure access to instructional coaches, collaboration with peers, and resources needed for effective teaching Root Cause: Not enough support for teachers
School Processes & Programs
Problem Statement 1: Ensure access to instructional coaches, collaboration with peers, and resources needed for effective teaching Root Cause: Not enough support for teachers

Goal 2: *School Processes & Programs*****
 Recruit, Support, and Retain Effective Staff

Performance Objective 3: Ensure access to instructional coaches, collaboration with peers, and resources needed for effective teaching

High Priority

Evaluation Data Sources: Activity calendar, attendance / meeting logs

Strategy 1 Details	Formative Reviews		
Strategy 1: *Utilize College and Career Counselors or Advisors to ensure students are prepared for post-secondary college and career success. Strategy's Expected Result/Impact: Improved student outcomes in targeted areas above Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		
	Oct	Dec	Feb
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize mentor teachers and department chairs for onboarding new teachers, or supporting teachers in need of assistance Strategy's Expected Result/Impact: Improved student outcomes in targeted areas above Staff Responsible for Monitoring: Principal, Asst. Principals ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 3 - Student Learning 1, 3, 7 - School Processes & Programs 1, 6 - Perceptions 1, 5 Funding Sources: - 211 TITLE I, PART A Improving Basic Programs	Formative		
	Oct	Dec	Feb

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus funded staff appreciation program. Strategy's Expected Result/Impact: Staff confidence, that leads to student success. Staff Responsible for Monitoring: Principal, Asst. Principals ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Learning 1, 5, 6 - School Processes & Programs 4, 5, 6 - Perceptions 3, 4, 5	Formative		
	Oct	Dec	Feb

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.
Problem Statement 2: Lack of discipline not being enforced to its totality Root Cause: The number of students are to high and the number of staff is a conflict within these ratios.
Problem Statement 3: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher
Student Learning
Problem Statement 1: Classroom environments suffer in terms of overcrowding. Classes are too large for the space given (especially Spec. Pops/GT), floater teachers are unable to establish routines and procedures, etc. Root Cause: Merging 2 campuses without the ample space to do so.
Problem Statement 3: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher
Problem Statement 5: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.
Problem Statement 6: Lack of discipline not being enforced to its totality Root Cause: The number of students are to high and the number of staff is a conflict within these ratios.
Problem Statement 7: Ensure access to instructional coaches, collaboration with peers, and resources needed for effective teaching Root Cause: Not enough support for teachers
School Processes & Programs
Problem Statement 1: Ensure access to instructional coaches, collaboration with peers, and resources needed for effective teaching Root Cause: Not enough support for teachers

School Processes & Programs

Problem Statement 4: Teacher to Student Ratio **Root Cause:** Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.

Problem Statement 5: Lack of discipline not being enforced to its totality **Root Cause:** The number of students are too high and the number of staff is a conflict within these ratios.

Problem Statement 6: Classroom environments suffer in terms of overcrowding. Classes are too large for the space given (especially Spec. Pops/GT), floater teachers are unable to establish routines and procedures, etc. **Root Cause:** Merging 2 campuses without the ample space to do so.

Perceptions

Problem Statement 1: Staff turnover is six out of seventy-eight. **Root Cause:** Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher

Problem Statement 3: Teacher to Student Ratio **Root Cause:** Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.

Problem Statement 4: Lack of discipline not being enforced to its totality **Root Cause:** The number of students are too high and the number of staff is a conflict within these ratios.

Problem Statement 5: Classroom environments suffer in terms of overcrowding. Classes are too large for the space given (especially Spec. Pops/GT), floater teachers are unable to establish routines and procedures, etc. **Root Cause:** Merging 2 campuses without the ample space to do so.

Goal 2: ***School Processes & Programs***
Recruit, Support, and Retain Effective Staff

Performance Objective 4: Provide professional development opportunities Admins

High Priority
Evaluation Data Sources: Activity calendar, attendance logs

Strategy 1 Details	Formative Reviews		
Strategy 1: Train administrators on needed skills (interview, shedule building, etc) - District Strategy. Strategy's Expected Result/Impact: Improved student outcomes in targeted areas above Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 4 - Student Learning 2, 4, 7 - School Processes & Programs 1, 3, 7 - Perceptions 2, 6	Formative		
	Oct	Dec	Feb
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 4: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available.
Student Learning
Problem Statement 2: GT program is unable to run at highest performance due to a lack of space, funds, and support. Root Cause: Not enough support and staffing to fully service GT scholars/programs without taking time, staffing, and support away from other duties.
Problem Statement 4: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available.
Problem Statement 7: Ensure access to instructional coaches, collaboration with peers, and resources needed for effective teaching Root Cause: Not enough support for teachers
School Processes & Programs
Problem Statement 1: Ensure access to instructional coaches, collaboration with peers, and resources needed for effective teaching Root Cause: Not enough support for teachers

School Processes & Programs
Problem Statement 3: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available. Problem Statement 7: GT program is unable to run at highest performance due to a lack of space, funds, and support. Root Cause: Not enough support and staffing to fully service GT scholars/programs without taking time, staffing, and support away from other duties.
Perceptions
Problem Statement 2: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available. Problem Statement 6: GT program is unable to run at highest performance due to a lack of space, funds, and support. Root Cause: Not enough support and staffing to fully service GT scholars/programs without taking time, staffing, and support away from other duties.

Goal 2: ***School Processes & Programs***
Recruit, Support, and Retain Effective Staff

Performance Objective 5: Streamline Marketing Strategies for Recruitment, Employment, Teacher Preparation Programs

High Priority
Evaluation Data Sources: Activity calendar, attendance / meeting logs

Strategy 1 Details	Formative Reviews		
Strategy 1: Streamline Job Postings: Utilize multiple recruitment platforms, including social media, job boards, and partnerships with universities and teacher preparation programs. Strategy's Expected Result/Impact: Improved student outcomes in targeted areas above Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 3, 4 - Student Learning 3, 4 - School Processes & Programs 3 - Perceptions 1, 2	Formative		
	Oct	Dec	Feb
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 3: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher
Problem Statement 4: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available.
Student Learning
Problem Statement 3: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher
Problem Statement 4: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available.

School Processes & Programs
Problem Statement 3: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available.
Perceptions
Problem Statement 1: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher
Problem Statement 2: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available.

Goal 2: *School Processes & Programs*****
Recruit, Support, and Retain Effective Staff

Performance Objective 6: Provide Staff a new Employee referral system

High Priority
Evaluation Data Sources: Certificate of completion, attendance logs

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer Referral Incentives: Create a referral program for current staff to recommend high-quality candidates. Strategy's Expected Result/Impact: Better Teacher retention Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 3 - Student Learning 3 - Perceptions 1	Formative		
	Oct	Dec	Feb
Strategy 2 Details	Formative Reviews		
Strategy 2: More access to district coaches. Additional coaching/coaches for non-core teachers. Strategy's Expected Result/Impact: Staff confidence, that leads to student success. Staff Responsible for Monitoring: Principal, Asst. Principals ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 7 - School Processes & Programs 1	Formative		
	Oct	Dec	Feb
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 3: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher
Student Learning
Problem Statement 3: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher
Problem Statement 7: Ensure access to instructional coaches, collaboration with peers, and resources needed for effective teaching Root Cause: Not enough support for teachers
School Processes & Programs
Problem Statement 1: Ensure access to instructional coaches, collaboration with peers, and resources needed for effective teaching Root Cause: Not enough support for teachers
Perceptions
Problem Statement 1: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher

Goal 3: ***Demographics***
Parent and Community Engagement

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

High Priority
Evaluation Data Sources: Activity calendar

Strategy 1 Details	Formative Reviews		
Strategy 1: *Provide opportunities for parents to participate in academic and social events with their children* Strategy's Expected Result/Impact: Inconsistent calendar relayed at the beginning of the year caused a little hiccup. Staff Responsible for Monitoring: Principal, Asst. Principals ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 8 - School Processes & Programs 2 Funding Sources: - 211 TITLE I, PART A Improving Basic Programs, - 263 TITLE III, PART A English Language Acquisition	Formative		
	Oct	Dec	Feb
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 8: A problem regarding scholar's learning is parent involvement. Root Cause: Parents/guardians cannot/will not provide support at home for scholars' academic success.
School Processes & Programs
Problem Statement 2: A problem regarding scholar's learning is parent involvement. Root Cause: Parents/guardians cannot/will not provide support at home for scholars' academic success.

Goal 3: ***Demographics***
Parent and Community Engagement

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

High Priority
Evaluation Data Sources: Newsletters

Strategy 1 Details	Formative Reviews		
Strategy 1: Use website announcements, weekly newsletters, and/or email to increase communication with parents and families Strategy's Expected Result/Impact: Too many newsletters and often with grammatical mistakes that are sent to not only staff but also to parents, social media, websites, ect. Staff Responsible for Monitoring: Principal, Asst. Principals, Teachers Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 4 - Perceptions 3	Formative		
	Oct	Dec	Feb
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.
Student Learning
Problem Statement 5: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.
School Processes & Programs
Problem Statement 4: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.
Perceptions
Problem Statement 3: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.

Goal 3: ***Demographics***
Parent and Community Engagement

Performance Objective 3: Continue with offering parent opportunities to join our campus activities with scholars.

High Priority

Evaluation Data Sources: Home visit logs

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage teachers to schedule home visits to all students, especially economically disadvantaged students. Strategy's Expected Result/Impact: The function of the home visits are not applicable to the student/teacher/parent dynamics on the day-to-day. Only 31 home visits have been logged this year...not meaningful..."selling" Harmony but this year home visits have been appointed to us Staff Responsible for Monitoring: Principal, Asst. Principals, Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Learning 5, 6 - School Processes & Programs 4, 5 - Perceptions 3, 4	Formative		
	Oct	Dec	Feb

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.
Problem Statement 2: Lack of discipline not being enforced to its totality Root Cause: The number of students are to high and the number of staff is a conflict within these ratios.
Student Learning
Problem Statement 5: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.
Problem Statement 6: Lack of discipline not being enforced to its totality Root Cause: The number of students are to high and the number of staff is a conflict within these ratios.

School Processes & Programs

Problem Statement 4: Teacher to Student Ratio **Root Cause:** Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.

Problem Statement 5: Lack of discipline not being enforced to its totality **Root Cause:** The number of students are to high and the number of staff is a conflict within these ratios.

Perceptions

Problem Statement 3: Teacher to Student Ratio **Root Cause:** Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.

Problem Statement 4: Lack of discipline not being enforced to its totality **Root Cause:** The number of students are to high and the number of staff is a conflict within these ratios.

Goal 3: ***Demographics***
Parent and Community Engagement

Performance Objective 4: Engaging PBL including community.

High Priority

Evaluation Data Sources: Newsletters, Activity calendar

Strategy 1 Details	Formative Reviews		
Strategy 1: Research about community needs Strategy's Expected Result/Impact: The function of the home visits are not applicable to the student/teacher/parent dynamics on the day-to-day. Only 31 homevisits have been logged this year...not meaningful..."selling" Harmony but this year homevisits have been appointed to us Staff Responsible for Monitoring: Principal, Asst. Principals, Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 1, 2, 5 - School Processes & Programs 4, 6, 7 - Perceptions 3, 5, 6	Formative		
	Oct	Dec	Feb
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.
Student Learning
Problem Statement 1: Classroom environments suffer in terms of overcrowding. Classes are too large for the space given (especially Spec. Pops/GT), floater teachers are unable to establish routines and procedures, etc. Root Cause: Merging 2 campuses without the ample space to do so. Problem Statement 2: GT program is unable to run at highest performance due to a lack of space, funds, and support. Root Cause: Not enough support and staffing to fully service GT scholars/programs without taking time, staffing, and support away from other duties. Problem Statement 5: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.

School Processes & Programs

Problem Statement 4: Teacher to Student Ratio **Root Cause:** Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.

Problem Statement 6: Classroom environments suffer in terms of overcrowding. Classes are too large for the space given (especially Spec. Pops/GT), floater teachers are unable to establish routines and procedures, etc. **Root Cause:** Merging 2 campuses without the ample space to do so.

Problem Statement 7: GT program is unable to run at highest performance due to a lack of space, funds, and support. **Root Cause:** Not enough support and staffing to fully service GT scholars/programs without taking time, staffing, and support away from other duties.

Perceptions

Problem Statement 3: Teacher to Student Ratio **Root Cause:** Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.

Problem Statement 5: Classroom environments suffer in terms of overcrowding. Classes are too large for the space given (especially Spec. Pops/GT), floater teachers are unable to establish routines and procedures, etc. **Root Cause:** Merging 2 campuses without the ample space to do so.

Problem Statement 6: GT program is unable to run at highest performance due to a lack of space, funds, and support. **Root Cause:** Not enough support and staffing to fully service GT scholars/programs without taking time, staffing, and support away from other duties.

Goal 3: *Demographics*****
Parent and Community Engagement

Performance Objective 5: More community involvement with goods/services foods, clothing, hygiene

Evaluation Data Sources: Newsletters, Activity calendar

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide opportunities for scholars to volunteer for community service hours at Food Bank, etc Strategy's Expected Result/Impact: The function of the home visits are not applicable to the student/teacher/parent dynamics on the day-to-day. Only 31 homevisits have been logged this year...not meaningful..."selling" Harmony but this year homevisits have been appointed to us; social media is updated regularly Staff Responsible for Monitoring: Principal, Asst. Principals, Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 3 - Student Learning 3, 5 - School Processes & Programs 4 - Perceptions 1, 3	Formative		
	Oct	Dec	Feb

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth. Problem Statement 3: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher
Student Learning
Problem Statement 3: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher Problem Statement 5: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.

School Processes & Programs
Problem Statement 4: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.
Perceptions
Problem Statement 1: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher
Problem Statement 3: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.

Goal 3: ***Demographics***
Parent and Community Engagement

Performance Objective 6: Bring in local representatives to speak to scholars and parents and community engagement

High Priority
Evaluation Data Sources: Socia Media, home visit, participation

Strategy 1 Details	Formative Reviews		
Strategy 1: Read to people, letters to local hereos, Texas cultural heritage festival, etc Strategy's Expected Result/Impact: TBD Staff Responsible for Monitoring: Principal, Asst. Principals, Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 3 - Student Learning 3 - Perceptions 1	Formative		
	Oct	Dec	Feb
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 3: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher
Student Learning
Problem Statement 3: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher
Perceptions
Problem Statement 1: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher

Goal 4: *Perceptions*****
Social Media, home visit, participation

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

High Priority
Evaluation Data Sources: Activity calendar,

Strategy 1 Details	Formative Reviews		
Strategy 1: *Provide staff development in school safety* Strategy's Expected Result/Impact: A.L.I.C.E training was provided at the beginning of the year. Staff must complete SAFE Schools training. Staff Responsible for Monitoring: Principal, Asst. Principals, Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2, 3, 4 - Student Learning 3, 4, 5, 6 - School Processes & Programs 3, 4, 5 - Perceptions 1, 2, 3, 4	Formative		
	Oct	Dec	Feb
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.
Problem Statement 2: Lack of discipline not being enforced to its totality Root Cause: The number of students are to high and the number of staff is a conflict within these ratios.
Problem Statement 3: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher
Problem Statement 4: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available.

Student Learning

Problem Statement 3: Staff turnover is six out of seventy-eight. **Root Cause:** Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher

Problem Statement 4: The lack of sufficient services for special populations creates barriers to essential resources. **Root Cause:** Due to budget cuts, these services are no longer available.

Problem Statement 5: Teacher to Student Ratio **Root Cause:** Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.

Problem Statement 6: Lack of discipline not being enforced to its totality **Root Cause:** The number of students are too high and the number of staff is a conflict within these ratios.

School Processes & Programs

Problem Statement 3: The lack of sufficient services for special populations creates barriers to essential resources. **Root Cause:** Due to budget cuts, these services are no longer available.

Problem Statement 4: Teacher to Student Ratio **Root Cause:** Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.

Problem Statement 5: Lack of discipline not being enforced to its totality **Root Cause:** The number of students are too high and the number of staff is a conflict within these ratios.

Perceptions

Problem Statement 1: Staff turnover is six out of seventy-eight. **Root Cause:** Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher

Problem Statement 2: The lack of sufficient services for special populations creates barriers to essential resources. **Root Cause:** Due to budget cuts, these services are no longer available.

Problem Statement 3: Teacher to Student Ratio **Root Cause:** Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.

Problem Statement 4: Lack of discipline not being enforced to its totality **Root Cause:** The number of students are too high and the number of staff is a conflict within these ratios.

Goal 4: *Perceptions*****
Social Media, home visit, participation

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

High Priority

Evaluation Data Sources: Activity calendar, Course Schedule

Strategy 1 Details	Formative Reviews		
Strategy 1: *Provide Social Emotional Learning and Well Being activities that address behavior/conflict management, bullying, sexual abuse, suicide prevention, and dangers of drugs, alcohol, and tobacco use.* Strategy's Expected Result/Impact: Each department implements SEL lessons for all grade levels throughout the year. Staff Responsible for Monitoring: Principal, Asst. Principals, Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		
	Oct	Dec	Feb
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: ***Perceptions***
Social Media, home visit, participation

Performance Objective 3: Ensure that the lack of sufficient services for special populations will not create barriers to essential resources.

High Priority
Evaluation Data Sources: Activity calendar, Course Schedule

Strategy 1 Details	Formative Reviews		
Strategy 1: *Help students track and evaluate their fitness assessment data and ensure that they participate in moderate to vigorous physical activity * Strategy's Expected Result/Impact: Students take the Fitness Gram PACER test. Staff Responsible for Monitoring: Physical Education Staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 3 - Student Learning 3, 5 - School Processes & Programs 4 - Perceptions 1, 3	Formative		
	Oct	Dec	Feb

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.
Problem Statement 3: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher
Student Learning
Problem Statement 3: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher
Problem Statement 5: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.

School Processes & Programs
Problem Statement 4: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.
Perceptions
Problem Statement 1: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher
Problem Statement 3: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.

Goal 4: *Perceptions*****
Social Media, home visit, participation

Performance Objective 4: Ensure that Staff turnover is not six out of seventy-eight.

High Priority

Evaluation Data Sources: "Smaller classes, consistency in discipline and management schoolwide, eliminate rewards for students who are removed from class or take a break and come back to disrupt others. "

Strategy 1 Details	Formative Reviews		
Strategy 1: "Smaller classes, consistency in discipline and management schoolwide, eliminate rewards for students who are removed from class or take a break and come back to disrupt others. " Strategy's Expected Result/Impact: Increase learning for all students Staff Responsible for Monitoring: Principal, Asst. Principals, Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2, 3, 4 - Student Learning 3, 4, 5, 6 - School Processes & Programs 3, 4, 5 - Perceptions 1, 2, 3, 4	Formative		
	Oct	Dec	Feb
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.

Demographics
Problem Statement 2: Lack of discipline not being enforced to its totality Root Cause: The number of students are to high and the number of staff is a conflict within these ratios. Problem Statement 3: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher Problem Statement 4: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available.
Student Learning
Problem Statement 3: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher Problem Statement 4: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available. Problem Statement 5: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth. Problem Statement 6: Lack of discipline not being enforced to its totality Root Cause: The number of students are to high and the number of staff is a conflict within these ratios.
School Processes & Programs
Problem Statement 3: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available. Problem Statement 4: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth. Problem Statement 5: Lack of discipline not being enforced to its totality Root Cause: The number of students are to high and the number of staff is a conflict within these ratios.
Perceptions
Problem Statement 1: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher Problem Statement 2: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available. Problem Statement 3: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth. Problem Statement 4: Lack of discipline not being enforced to its totality Root Cause: The number of students are to high and the number of staff is a conflict within these ratios.

Goal 4: *Perceptions*****

Social Media, home visit, participation

Performance Objective 5: Students will work towards creating a safe and respectful space by managing their emotions, following classroom expectations, and asking for help when they feel overwhelmed, ensuring the well-being of themselves, their peers, and their teacher.

High Priority

Evaluation Data Sources: Self-regulation skills would be incorporated through SEL with support from counseling services.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teach Self-Regulation Skills - Introduce coping strategies like deep breathing, counting, or using a calm-down space. Practice Conflict Resolution - Role-play scenarios to teach problem-solving and de-escalation. Strategy's Expected Result/Impact: Self-regulation skills would be incorporated through SEL with support from counseling services. Staff Responsible for Monitoring: Principal, Asst. Principals, Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 3, 4 - Student Learning 3, 4 - School Processes & Programs 3 - Perceptions 1, 2	Formative		
	Oct	Dec	Feb

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 3: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher
Problem Statement 4: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available.
Student Learning
Problem Statement 3: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher
Problem Statement 4: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available.

School Processes & Programs
Problem Statement 3: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available.
Perceptions
Problem Statement 1: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher
Problem Statement 2: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available.

Goal 5: *School Processes and Programs*****
Technology Use

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

High Priority

Evaluation Data Sources: Inventory, Invoices

Strategy 1 Details	Formative Reviews		
Strategy 1: *Purchase technology devices (such as document cameras, tablets, etc.) and educational software to maximize learning and instruction.* Strategy's Expected Result/Impact: Improved student outcomes in targeted areas above Staff Responsible for Monitoring: Principal, Asst. Principals, Teachers ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 3, 4 - Student Learning 3, 4 - School Processes & Programs 3 - Perceptions 1, 2 Funding Sources: - 211 TITLE I, PART A Improving Basic Programs, - 224 IDEA-B Formula	Formative		
	Oct	Dec	Feb
Strategy 2 Details	Formative Reviews		
Strategy 2: *Provide staff development on technology use in instructional and administrative programs* Strategy's Expected Result/Impact: Increase student engagement Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 4 - Student Learning 4 - School Processes & Programs 3 - Perceptions 2	Formative		
	Oct	Dec	Feb
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher Problem Statement 4: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available.
Student Learning
Problem Statement 3: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher Problem Statement 4: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available.
School Processes & Programs
Problem Statement 3: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available.
Perceptions
Problem Statement 1: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher Problem Statement 2: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available.

Goal 5: ***School Processes and Programs***
Technology Use

Performance Objective 2: Ensure that all staff have access to all hallway printers on campus

High Priority
Evaluation Data Sources: Annual PD Plan

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide all staff New Campus Printers Strategy's Expected Result/Impact: Better preperation for teachers Staff Responsible for Monitoring: Principal, Asst. Principals, Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 4 - Student Learning 4 - School Processes & Programs 3 - Perceptions 2 Funding Sources: - 211 TITLE I, PART A Improving Basic Programs	Formative		
	Oct	Dec	Feb
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available.
Student Learning
Problem Statement 4: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available.
School Processes & Programs
Problem Statement 3: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available.

Perceptions
Problem Statement 2: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available.

Goal 5: ***School Processes and Programs***
Technology Use

Performance Objective 3: Ensure that all scholars have the latest technology for more efficient classroom engagement in classrooms

High Priority

Evaluation Data Sources: Inventory, Invoices

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide computers and appropriate technology for all scholars Strategy's Expected Result/Impact: Increase student engagement and classroom efficiency Staff Responsible for Monitoring: Principal, Asst. Principals, Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		
	Oct	Dec	Feb
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: *Perceptions*****
Extracurricular Programs

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

High Priority

Evaluation Data Sources: Schedule, sign-in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer after school extended learning opportunities, whether teacher-led clubs or through contracted partner programs Strategy's Expected Result/Impact: Thirty-three active programs and/or afterschool clubs are offered to all students. Saturday and after school tutoring are offered for Math. Staff Responsible for Monitoring: Principal, Asst. Principals, Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1, 3 - Student Learning 3, 5 - School Processes & Programs 4 - Perceptions 1, 3	Formative		
	Oct	Dec	Feb

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.
Problem Statement 3: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher
Student Learning
Problem Statement 3: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher
Problem Statement 5: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.

School Processes & Programs
Problem Statement 4: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.
Perceptions
Problem Statement 1: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher
Problem Statement 3: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.

Goal 6: ***Perceptions***
Extracurricular Programs

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

High Priority

Evaluation Data Sources: Schedule, sign-in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to participate in various academic competitions (ex. MathCounts, Science / STEM Fair, Olympiad, Odyssey of the Mind, Robotics etc.) Strategy's Expected Result/Impact: Seven to ten academic competitions are offered throughout the year. Staff Responsible for Monitoring: Principal, Asst. Principals, Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 3, 4 - Student Learning 3, 4, 5 - School Processes & Programs 3, 4 - Perceptions 1, 2, 3	Formative		
	Oct	Dec	Feb

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Teacher to Student Ratio Root Cause: Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.
Problem Statement 3: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher
Problem Statement 4: The lack of sufficient services for special populations creates barriers to essential resources. Root Cause: Due to budget cuts, these services are no longer available.
Student Learning
Problem Statement 3: Staff turnover is six out of seventy-eight. Root Cause: Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher

Student Learning

Problem Statement 4: The lack of sufficient services for special populations creates barriers to essential resources. **Root Cause:** Due to budget cuts, these services are no longer available.

Problem Statement 5: Teacher to Student Ratio **Root Cause:** Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.

School Processes & Programs

Problem Statement 3: The lack of sufficient services for special populations creates barriers to essential resources. **Root Cause:** Due to budget cuts, these services are no longer available.

Problem Statement 4: Teacher to Student Ratio **Root Cause:** Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.

Perceptions

Problem Statement 1: Staff turnover is six out of seventy-eight. **Root Cause:** Changes in financial opportunities year to year, less behavioral and SPED support, large class sizes, insufficient training as a new teacher

Problem Statement 2: The lack of sufficient services for special populations creates barriers to essential resources. **Root Cause:** Due to budget cuts, these services are no longer available.

Problem Statement 3: Teacher to Student Ratio **Root Cause:** Not enough staff and too many students being placed into the same classes; having our SPED Program students being all placed within the same classes creates a shift between students learning and intervention/blended learning almost impossible for teachers to achieve growth.

Campus Funding Summary

211 TITLE I, PART A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	5	1			\$0.00
1	6	1			\$0.00
2	1	1			\$0.00
2	2	1			\$0.00
2	3	2			\$0.00
3	1	1			\$0.00
5	1	1			\$0.00
5	2	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$298,148.69
+/- Difference					\$298,148.69
224 IDEA-B Formula					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
5	1	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$156,037.44
+/- Difference					\$156,037.44
263 TITLE III, PART A English Language Acquisition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
1	4	1			\$0.00

263 TITLE III, PART A English Language Acquisition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$22,718.78
+/- Difference					\$22,718.78
Grand Total Budgeted					\$476,904.91
Grand Total Spent					\$0.00
+/- Difference					\$476,904.91