

Harmony Public Schools - DFW

District Improvement Plan

2025-2026

Accountability Rating: B



Mission Statement

To prepare each and every student for college and career by providing a safe, caring and collaborative atmosphere and a quality student-centered educational program with a strong emphasis on Science, Technology, Engineering and Mathematics.

Vision

To lead our students from the classroom into the world as productive and responsible citizens.

Value Statement

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

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

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

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

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

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Comprehensive Needs Assessment

Demographics

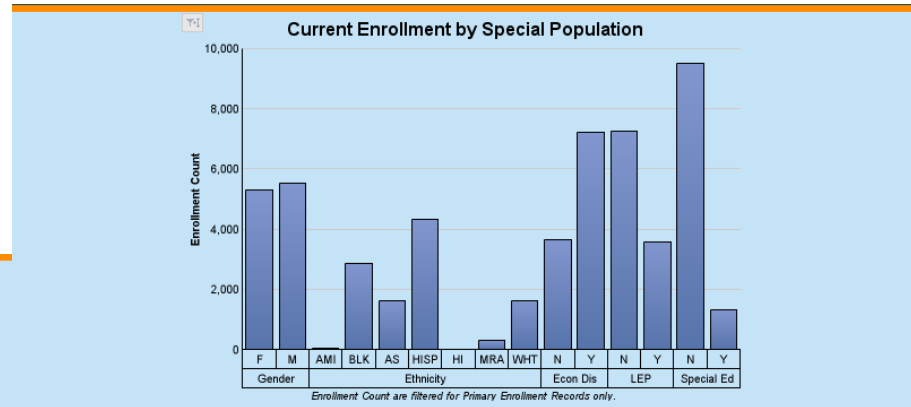
Demographics Summary

Harmony Public Schools is dedicated to providing a high-quality education with a strong emphasis on STEM—Science, Technology, Engineering, and Math. This focus ensures that students from pre-kindergarten through 12th grade are equipped with the critical thinking and problem-solving skills necessary for success in the modern world. Our curriculum is designed to engage students of all ages, fostering a lifelong love of learning and innovation.

With over 60 locations across Texas, including nine elementary campuses in the Dallas-Fort Worth area, Harmony Public Schools is committed to making quality education accessible to a diverse student body. Our lottery-based enrollment system ensures that every child has an equal opportunity to attend, as there are no prerequisites or discriminatory practices in our application process. This approach reflects our belief in inclusivity and equal access to educational opportunities for all students.

We are excited to announce the opening of our new campus in Hulen in 24-25 school year, which serve students in grades 3 through 6. This expansion is part of our ongoing commitment to growth and development, allowing us to reach more students and communities. Additionally, our existing campus at West Creek in Fort Worth will continue to serve our youngest learners, from pre-kindergarten through 2nd grade, providing a strong foundation for their educational journey.

	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
2022-23	9,989.0	10,344.8	10,277.1	10,175.8	10,080.2	10,054.6	10,024.4	10,015.2	9,992.7	9,820.0	9,159.0	9,159.0
2023-24	10,067.8	10,360.2	10,300.4	10,242.4	10,159.6	10,090.1	10,078.5	10,027.9	10,011.7	9,888.2	9,639.0	9,639.0
2024-25	10,838.9	11,113.2	11,054.3	10,998.0	10,929.0	10,870.7	10,836.5					



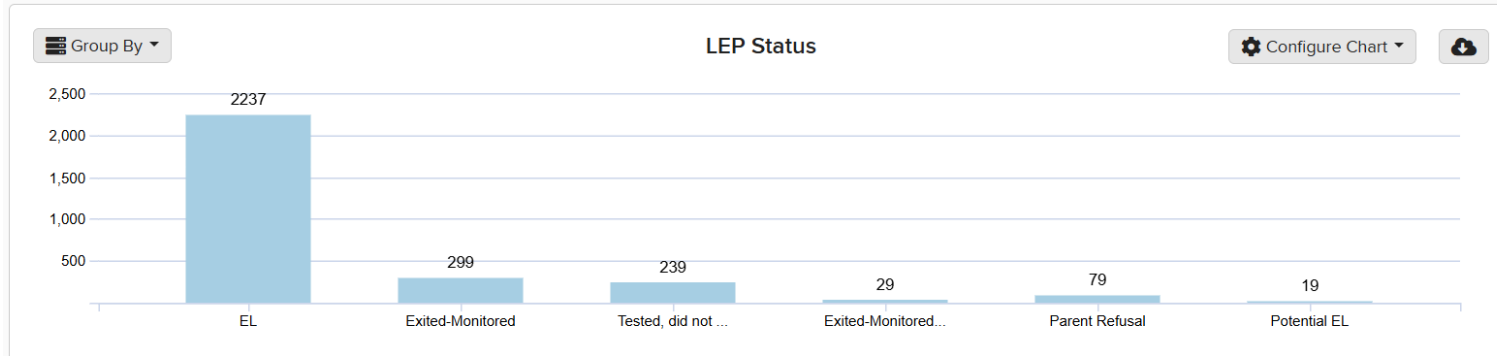
Current Enrollment by Grade Level and Special Population

Student Count Numeric

Enrollment Count	Total	Gender		Ethnicity							Econ Dis		LEP		Special Ed	
		F	M	AMI	BLK	AS	HISP	HI	MRA	WHT	Y	N	Y	N	Y	N
		PK	321	165	156	1	107	39	134		6	34	252	69	169	152
KG	755	410	345	2	229	104	291	2	25	102	540	215	285	470	43	712
01	828	419	409		268	129	271	2	28	130	604	224	332	496	90	738
02	850	395	455	2	283	123	268	3	28	143	596	254	272	578	113	737
03	823	384	439	4	260	144	277	1	25	112	547	276	271	552	121	702
04	842	422	420	9	227	131	326		24	125	556	286	269	573	124	718
05	867	429	438	4	249	113	318	2	26	125	595	272	271	596	139	728
06	1,002	513	489	7	267	133	435	2	27	131	683	319	310	692	151	851
07	958	481	477	6	216	133	436		20	147	616	342	335	623	124	834
08	914	478	436	4	229	141	386	1	32	121	584	330	285	629	124	790
09	779	349	430	1	166	118	344		20	130	479	300	275	504	96	683
10	720	340	380	1	134	102	324	1	23	135	437	283	219	501	77	643
11	626	287	339	4	126	96	282		22	96	366	260	176	450	49	577
12	546	237	309	1	108	82	242		11	102	340	206	115	431	46	500
Total	10,831	5,309	5,522	46	2,869	1,618	4,334	14	317	1,633	7,195	3,636	3,584	7,247	1,314	9,517

Enrollment Count are filtered for Primary Enrollment Records only.

Number of EB students in our Elementary campuses



Our district is proud to offer a range of programs including Gifted and Talented (GT) programs, STEM, and Computer Technology Education. These initiatives are in perfect alignment with Harmony's Core Values, which emphasize maintaining high expectations for all students, ensuring a dedicated staff, fostering a collaborative environment, upholding the importance of character, and promoting STEM education for every student. These programs are designed to challenge our students and prepare them for future success in an increasingly technological world.

Parental involvement is a cornerstone of our school community, and we are fortunate to have active participation through various channels. The Parent Teacher Organization (PTO) provides a platform for parents to engage with school activities and decision-making processes. Our Parent Academy offers educational workshops that empower parents with the knowledge and skills to support their children's learning at home. The Parent of the Year award recognizes outstanding contributions by parents to our school community. Additionally, we encourage parents to support their children's academic growth by participating in after-school tutoring programs, which provide students with additional learning opportunities and reinforce the importance of education beyond the classroom.

In recent observations, we have noted certain trends in student behavior that warrant our attention. These trends are crucial as they provide insights into the overall school climate and help us identify areas that may require intervention. By closely monitoring these patterns, we can better understand the underlying causes and work towards creating a more supportive and conducive learning environment for all students.

Discipline referrals have been a key area of focus, as they serve as indicators of behavioral issues that need addressing. Analyzing these referrals allows us to identify specific behaviors that are recurring and to implement targeted strategies to mitigate them. Our goal is to reduce the number of referrals by fostering a positive school culture and providing students with the necessary support to improve their behavior.

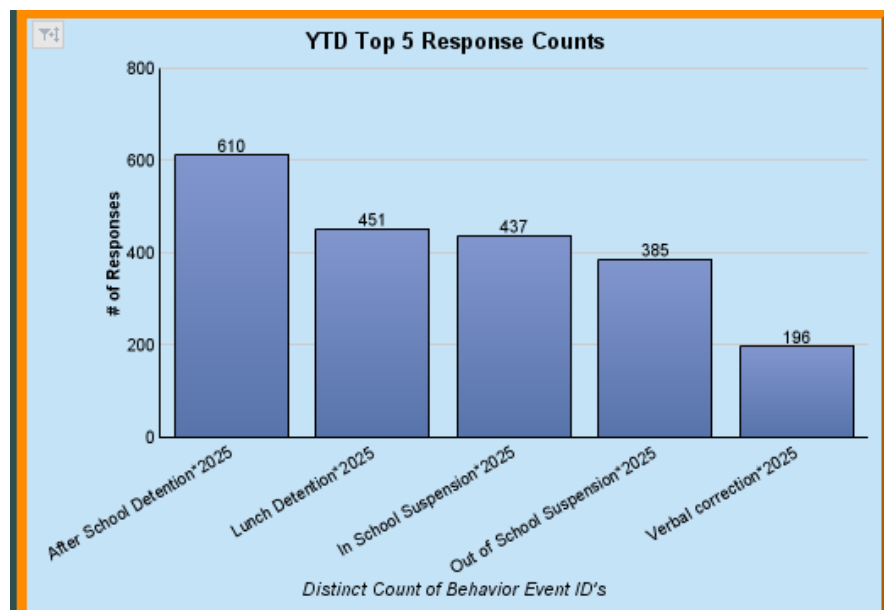
Suspensions and expulsions are serious consequences that we strive to minimize through proactive measures. These disciplinary actions can have significant impacts on a student's academic progress and social development. By implementing restorative practices and alternative disciplinary measures, we aim to keep students engaged in their education while addressing behavioral concerns effectively.

It is important to recognize that behavior trends, discipline referrals, suspensions, and expulsions can vary between different student groups. Factors such as socioeconomic background, cultural differences, and individual needs can influence these variations. By understanding these differences, we can tailor our approaches to ensure equity and inclusivity in our disciplinary practices.

The impact of these behavioral trends and disciplinary actions on students and learning is profound. Negative behaviors can disrupt the learning environment, affecting not only the students involved but also their peers. Our focus is on creating a safe and supportive atmosphere where all students can thrive academically and socially. By addressing these issues comprehensively, we aim to enhance the overall educational experience and outcomes for our students.

Our district has compiled a comprehensive snapshot of student information, which provides valuable insights into the demographics, academic performance, and needs of our student body. This data is crucial for tailoring our educational strategies to better serve our diverse student population and ensure that each child receives the support they need to succeed.

Additionally, we have detailed records of class sizes across the district, which allow us to monitor and manage the student-to-teacher ratio effectively. Maintaining optimal class sizes is essential for fostering an environment where teachers can give personalized attention to students, thereby enhancing the overall learning experience and academic outcomes.



Last 7 Days Response Counts							
Response Count	2024-25						
	2/17/25	2/18/25	2/19/25	2/20/25	2/21/25	2/24/25	2/25/25
After School Detention*2025		<u>3</u>	<u>2</u>	<u>2</u>	<u>4</u>	<u>2</u>	
Confiscation of cell phone/fee*2025		<u>1</u>		<u>1</u>			
Called Parents*2025			<u>1</u>		<u>1</u>		
Expulsion W/O Placement*2025				<u>1</u>	<u>2</u>		
Lunch Detention*2025		<u>4</u>		<u>17</u>	<u>8</u>	<u>4</u>	<u>3</u>
Out of School Suspension*2025	<u>1</u>	<u>1</u>		<u>2</u>	<u>2</u>	<u>1</u>	<u>1</u>
Partial Day ISS*2025	<u>1</u>			<u>1</u>			
Parent/guardian		<u>1</u>					

YTD Response Counts by Grade Level																
Response Count	2024-25															
	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total	
After School Detention*2025				1		2		132	193	104	75	60	34	12	613	
Assignment of school duties*2025										1		2	1		4	
Behavioral contracts*2025				1	1	2		17	24	11	9	5	1	1	72	
Called Parents*2025	14	9	1	49	6	22	18	12	11	20	12	5	2	3	184	
Community service*2025			1			1	2	4	2	7	3	4	1	3	28	
Confiscation electronic device*2025								1		2	4	4	1	1	13	
Confiscation of cell phone/fee*2025								2	1	3	3	5	1	7	22	
Confiscation Of Disrupt Mat*2025									1	1			1		3	
Cooling-off time/"time-out"*2025	8	5	3	16	3	1		3	2	2		1			44	
Discipline Letter*2025					1	1	2	1	2	2					9	
Expul/No Placement/Sp Ed*2025					2										2	
Expulsion W/O Placement*2025							3	6	7	18	7	4	5	3	53	
Grade reduction acad. dishnst*2025									11	2	6	14	14	3	50	
In School Suspension*2025	2	1	5	19	3	18	23	89	77	63	47	53	24	14	438	
Loss of computer privileges*2025					1		1				1	1	1		5	
Lunch Detention*2025		2	5	16	12	19	30	133	91	83	34	13	9	4	451	
Out of School Suspension*2025	2	4	5	10	13	13	17	88	71	72	46	26	12	11	390	
Parent/guardian conference*2025	3	4	4	12	1	3	1	13	10	6	8	4	1	2	72	
Parent/guardian contracts*2025		1						8	1		4	1			15	
Partial Day ISS*2025	1	2	5	3	4	5	5	52	26	24	11	5	5		143	
Partial Day OSS*2025				1		3	3	9	4	7	1		1	1	30	
Peer mediation*2025					3	7	3	9	6	1	3			1	33	
Placement in another class*2025		1		2			2		2			1		1	9	
Restitution/restoration*2025				1		4		3	1	2	1	2			14	
Reverse suspension*2025		3	1	2	1	2	1	1							11	
Saturday Detention*2025			1	4		4	2	13	1	2	1	1		2	31	
Seating changes in classroom*2025	1			1	1					2					5	

YTD Infraction Counts by Grade Level															
Infraction Count	2024-25												Total		
	PK	KG	01	02	03	04	05	06	07	08	09	10		11	12
15 or more tardies to class*2025								46	55	22	15	6	3		147
Abusing/distr. RX/non-RX drug*2025									1	1					2
Academic dishonesty*2025						1		8	15	10	14	27	17	5	97
Accessing restricted areas*2025			1	1			1				2	1	1		7
Alcohol Pos./U campus/event*2025							1								1
Any not weapon dangerous item*2025										1					1
Assault - Other*2025					1		1			1		1	1		5
Assault non-expellable offrs.*2025	1	4	2	2	2	5	2	10	8	5	4	2	1		48
Bullying-Generic*2025					1	1	2	5	7		2	2			20
Bullying-Race/Ethnicity*2025								4	4	4		1			13
Bullying-Sex*2025						1				1					2
Bypassing of Internet blocks*2025									4		1	3			8
Causing damage over \$50*2025				1	1	2	1	1	3	5	1	1			16
Causing damage under \$50*2025			1	1			1	2	10	2	1	2	2		22
Cellphone/pager possession*2025						1		2	3	13	6	10	2	3	40
Committ./assist. robbery/theft*2025							1								1
Computer system violations*2025						1		1		1					3
Controlled substance violation*2025								1		1	1				3
Cyberbullying-Generic*2025								3	1						4
Cyberbullying-Race/Ethnicity*2025									1						1
Discrimination/harassment*2025											1		1		2
Disrespectful to staff*2025				5	3	5	8	25	34	28	25	16	16	7	172
Disruptive behavior (in class)*2025	2	3	4	13	3	5	6	26	26	21	19	11	7	7	153
Disruptive behavior*2025	3	3	1	27	5	14	3	50	29	36	16	3	11	6	207
DIST/POS/EXBT obscene material*2025								1							1
Dress code violation*2025								1	5	8	6	5	4	3	32
Endangering health/safety oth.*2025	3	1	1	4	2	4	1	14	15	11		5	2		63
Engaging inapt. racial cultri*2025								1	1	1		1			4
Engaging online impersonation*2025							1								1
Fail report HZ,HRS,Bully Stdnr*2025									1						1
False accusation misdmmr/felon*2025									1						1
False alarm/report bomb/terror*2025							2	1			1	1			5
Falsification/forgery records*2025														1	1
Fighting or arranging a fight*2025	1		1	2	2	5	12	20	18	20	13	6	3	2	160

At our school, we strive to adhere to the central office's guidelines to the best of our ability, ensuring that our class sizes are maintained at an average of 28 students. This allows us to provide a conducive learning environment where each student can receive adequate attention and support from their teachers.

In terms of the student-to-teacher ratio, we are committed to maintaining a balance that facilitates effective teaching and learning. By keeping our class sizes at the recommended level, we ensure that teachers can manage their classrooms efficiently and deliver personalized instruction to meet the diverse needs of our students.

Additionally, we recognize the importance of support staff in enhancing the educational experience for our students. We aim to maintain a student-to-support staff ratio that allows for the provision of necessary resources and assistance, ensuring that all students have access to the support they need to succeed academically and personally.

Texas Education Agency

2023-24 Attendance, Graduation, and Dropout Rates
 HARMONY PUBLIC SCHOOLS - NORTH TEXAS (161807) - MCLENNAN COUNTY

[2018-19](#) | [2019-20](#) | [2020-21](#) | [2021-22](#) | [2022-23](#) | **2023-24**

	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	93.6%	94.1%	95.0%	93.4%	93.7%	94.1%	95.3%	93.5%	93.2%	92.8%	93.8%	94.4%
2021-22	92.2%	92.3%	93.2%	93.9%	92.5%	92.5%	93.7%	94.9%	90.9%	92.5%	91.5%	92.9%	93.6%
Chronic Absenteeism													
2022-23	20.3%	19.0%	18.2%	15.4%	21.1%	19.2%	20.0%	11.6%	10.0%	24.9%	24.4%	19.7%	15.4%
2021-22	25.7%	25.8%	22.6%	20.5%	25.6%	24.5%	22.9%	13.3%	27.3%	26.8%	31.5%	24.4%	19.8%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.7%	0.3%	0.4%	0.1%	0.7%	0.0%	0.8%	*	0.0%	0.0%	0.3%	0.3%
2021-22	0.7%	0.5%	0.0%	0.2%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.1%	0.0%
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.6%	0.4%	0.4%	0.6%	0.2%	0.0%	0.3%	*	0.0%	0.7%	0.6%	0.7%
2021-22	2.2%	1.9%	0.2%	0.2%	0.3%	0.2%	*	0.0%	*	0.0%	0.7%	0.4%	0.3%

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	10,268	100.0%	5,517,464	100.0%	10,272	100.0%	5,531,236	100.0%
Students by Grade								
Early Childhood Education	0	0.0%	18,968	0.3%	0	0.0%	26,847	0.5%
Pre-Kindergarten	227	2.2%	247,979	4.5%	227	2.2%	248,576	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	42,448	0.8%	0	0.0%	42,669	0.8%
Pre-Kindergarten: 4-year Old	227	2.2%	205,531	3.7%	227	2.2%	205,907	3.7%
Kindergarten	743	7.2%	361,329	6.5%	743	7.2%	361,799	6.5%
Grade 1	769	7.5%	385,096	7.0%	769	7.5%	385,471	7.0%
Grade 2	798	7.8%	402,233	7.3%	798	7.8%	402,576	7.3%
Grade 3	764	7.4%	399,869	7.2%	764	7.4%	400,181	7.2%
Grade 4	787	7.7%	399,137	7.2%	787	7.7%	399,422	7.2%
Grade 5	754	7.3%	399,200	7.2%	754	7.3%	399,419	7.2%
Grade 6	966	9.4%	400,347	7.3%	966	9.4%	400,511	7.2%
Grade 7	975	9.5%	405,118	7.3%	975	9.5%	405,298	7.3%
Grade 8	909	8.9%	414,033	7.5%	909	8.8%	414,195	7.5%
Grade 9	762	7.4%	472,595	8.6%	762	7.4%	472,783	8.5%
Grade 10	681	6.6%	439,091	8.0%	681	6.6%	439,298	7.9%
Grade 11	575	5.6%	406,681	7.4%	575	5.6%	406,966	7.4%
Grade 12	558	5.4%	365,788	6.6%	562	5.5%	367,894	6.7%

Texas Education Agency

2023-24 Student Information

HARMONY PUBLIC SCHOOLS - NORTH TEXAS (161807) - MCLENNAN COUNTY

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Ethnic Distribution								
African American	2,676	26.1%	706,235	12.8%	2,676	26.1%	707,609	12.8%
Hispanic	4,323	42.1%	2,936,051	53.2%	4,326	42.1%	2,942,144	53.2%
White	1,493	14.5%	1,379,090	25.0%	1,493	14.5%	1,384,437	25.0%
American Indian	48	0.5%	17,886	0.3%	48	0.5%	17,939	0.3%
Asian	1,413	13.8%	295,946	5.4%	1,414	13.8%	296,367	5.4%
Pacific Islander	11	0.1%	8,831	0.2%	11	0.1%	8,844	0.2%
Two or More Races	304	3.0%	173,425	3.1%	304	3.0%	173,896	3.1%
Sex								
Female	4,994	48.6%	2,695,318	48.9%	4,996	48.6%	2,700,356	48.8%
Male	5,274	51.4%	2,822,146	51.1%	5,276	51.4%	2,830,880	51.2%

Student Information	Non-Special Education Rates		Special Education Rates	
	District	State	District	State
Retention Rates by Grade				
Kindergarten	1.8%	1.3%	12.1%	3.9%
Grade 1	0.6%	2.1%	11.9%	3.3%
Grade 2	1.9%	1.3%	5.7%	1.6%
Grade 3	0.5%	0.7%	2.5%	0.7%
Grade 4	0.9%	0.4%	4.1%	0.5%
Grade 5	0.3%	0.2%	0.9%	0.3%
Grade 6	0.1%	0.3%	0.0%	0.3%
Grade 7	0.0%	0.5%	0.0%	0.4%
Grade 8	0.3%	0.4%	0.0%	0.5%

Texas Education Agency

2023-24 Student Information

HARMONY PUBLIC SCHOOLS - NORTH TEXAS (161807) - MCLENNAN COUN

Student Information	Membership			
	District		State	
	Count	Percent	Count	Percent
Mobility (2022-23)				
Total Mobile Students	1,537	15.2%	864,058	16.1%
African American	491	4.8%	181,855	3.4%
Hispanic	608	6.0%	455,070	8.5%
White	229	2.3%	165,204	3.1%
American Indian	6	0.1%	3,184	0.1%
Asian	151	1.5%	27,631	0.5%
Pacific Islander	0	0.0%	1,840	0.0%
Two or More Races	52	0.5%	29,274	0.5%
Special Ed Students who are Mobile	190	14.0%	137,466	17.6%
Count and Percent of EB Students/EL who are Mobile	398	12.5%	196,918	16.3%
Count and Percent of Econ Dis Students who are Mobile	986	14.5%	622,582	18.6%

Texas Education Agency
2023-24 Student Information
HARMONY PUBLIC SCHOOLS - NORTH TEXAS (161807) - MCLENNAN COUNTY

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Other Student Cohorts								
Economically Disadvantaged	6,961	67.8%	3,434,955	62.3%	6,962	67.8%	3,439,856	62.2%
Non-Educationally Disadvantaged	3,307	32.2%	2,082,509	37.7%	3,310	32.2%	2,091,380	37.8%
Section 504 Students	394	3.8%	399,808	7.2%	394	3.8%	400,078	7.2%
EB Students/EL	3,468	33.8%	1,344,804	24.4%	3,470	33.8%	1,345,917	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	105,976	1.9%				
Students w/ Dyslexia	460	4.5%	329,004	6.0%	460	4.5%	329,228	6.0%
Foster Care	6	0.1%	12,418	0.2%	6	0.1%	12,469	0.2%
Homeless	21	0.2%	77,809	1.4%	21	0.2%	77,942	1.4%
Immigrant	2	0.0%	158,717	2.9%	2	0.0%	158,832	2.9%
Migrant	0	0.0%	13,481	0.2%	0	0.0%	13,528	0.2%
Title I	10,268	100.0%	3,624,288	65.7%	10,272	100.0%	3,632,539	65.7%
Military Connected	1	0.0%	212,919	3.9%	1	0.0%	213,035	3.9%
At-Risk	4,053	39.5%	2,937,834	53.2%	4,057	39.5%	2,941,204	53.2%

Texas Education Agency
2023-24 Student Information
HARMONY PUBLIC SCHOOLS - NORTH TEXAS (161807) - MCLENNAN COUNTY

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students by Instructional Program								
Bilingual/ESL Education	3,342	32.5%	1,350,113	24.5%	3,343	32.5%	1,350,920	24.4%
Career and Technical Education	2,405	23.4%	1,485,646	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	2,380	92.4%	1,234,615	73.3%	-	-	-	-
Gifted and Talented Education	1,120	10.9%	469,054	8.5%	1,120	10.9%	469,170	8.5%
Special Education	1,197	11.7%	764,858	13.9%	1,197	11.7%	774,489	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	1,197		764,858					
Students with Intellectual Disabilities	587	49.0%	349,307	45.7%				
Students with Physical Disabilities	248	20.7%	144,191	18.9%				
Students with Autism	201	16.8%	124,254	16.2%				
Students with Behavioral Disabilities	**	**	134,373	17.6%				
Students with Non-Categorical Early Childhood	*	*	12,733	1.7%				

Class Size Information	District	State
Elementary		
Kindergarten	23.6	18.4
Grade 1	23.6	18.8
Grade 2	22.7	19.1
Grade 3	23.8	19.4
Grade 4	24	19.4
Grade 5	23.1	20.9
Grade 6	25.1	19.2

It is essential to maintain a comprehensive overview of our staff information to ensure that we are meeting the needs of our educational community effectively. This includes understanding the qualifications, experience, and roles of each staff member, which allows us to allocate resources and support where they are most needed. By having a clear picture of our staff composition, we can also identify areas for professional development and growth, ensuring that our team is equipped to provide the highest quality education to our students.

In addition to staff information, analyzing teachers' pay distribution data is crucial for maintaining fairness and equity within our institution. This data helps us to ensure that our compensation practices are competitive and aligned with industry standards, which is vital for attracting and retaining talented educators. By examining pay distribution, we can also address any disparities and work towards a more equitable pay structure, fostering a positive and motivating work environment for all our teachers.

Texas Education Agency
2023-24 Staff Information

HARMONY PUBLIC SCHOOLS - NORTH TEXAS (161807) - MCLENNAN COUNTY

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	989.2	100.0%	775,882.5	100.0%
Professional Staff	858.6	86.8%	496,151.0	63.9%
Teachers	663.9	67.1%	374,799.9	48.3%
Professional Support	118.9	12.0%	86,026.7	11.1%
Campus Administration (School Leadership)	68.8	7.0%	25,836.1	3.3%
Central Administration	7	0.7%	9,488.3	1.2%
Educational Aides	60.8	6.1%	88,200.6	11.4%
Auxiliary Staff	69.8	7.1%	191,530.9	24.7%

Texas Education Agency
2023-24 Staff Information

HARMONY PUBLIC SCHOOLS - NORTH TEXAS (161807) - MCLENNAN COUNTY

Staff Information	District		State	
	Count	Percent	Count	Percent
Librarians and Counselors (Headcount)				
Full-time Librarians	0	n/a	4,187.0	n/a
Part-time Librarians	0	n/a	651	n/a
Full-time Counselors	11	n/a	13,870.0	n/a
Part-time Counselors	2	n/a	1,172.0	n/a
Total Minority Staff	454.9	46.0%	421,896.4	54.4%

Texas Education Agency
2023-24 Staff Information

HARMONY PUBLIC SCHOOLS - NORTH TEXAS (161807) - MCLENNAN COUNTY

Staff Information	District		State	
	Count	Percent	Count	Percent
Teachers by Ethnicity				
African American	105.3	15.9%	47,341.1	12.6%
Hispanic	127	19.1%	112,921.8	30.1%
White	357.7	53.9%	200,118.0	53.4%
American Indian	2	0.3%	1,286.9	0.3%
Asian	59.7	9.0%	7,914.7	2.1%
Pacific Islander	0	0.0%	490.9	0.1%
Two or More Races	12.2	1.8%	4,726.6	1.3%
Teachers by Sex				
Males	189	28.5%	91,815.2	24.5%
Females	474.9	71.5%	282,984.6	75.5%

Texas Education Agency
2023-24 Staff Information

HARMONY PUBLIC SCHOOLS - NORTH TEXAS (161807) - MCLENNAN COUNTY

Staff Information	District		State	
	Count	Percent	Count	Percent
Teachers by Highest Degree Held				
No Degree	1.7	0.3%	9,453.8	2.5%
Bachelors	422	63.6%	268,886.4	71.7%
Masters	224.5	33.8%	93,414.7	24.9%
Doctorate	15.7	2.4%	3,044.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	34.2	5.1%	32,507.6	8.7%
1-5 Years Experience	246.7	37.2%	102,619.4	27.4%
6-10 Years Experience	188.8	28.4%	75,585.4	20.2%
11-20 Years Experience	151.6	22.8%	101,415.3	27.1%
21-30 Years Experience	42.7	6.4%	51,471.9	13.7%
Over 30 Years Experience	0	0.0%	11,200.2	3.0%
Number of Students per Teacher	15.5	n/a	14.7	n/a

Texas Education Agency
2023-24 Staff Information

HARMONY PUBLIC SCHOOLS - NORTH TEXAS (161807) - MCLENNAN COUNTY

Staff Information	District		State	
	Count	Percent	Count	Percent
Beginning Teachers	34.2	5.1%	32,507.6	8.7%
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6-10 Years Experience	188.8	28.4%	75,585.4	20.2%
11-20 Years Experience	151.6	22.8%	101,415.3	27.1%
21-30 Years Experience	42.7	6.4%	51,471.9	13.7%
Over 30 Years Experience	0	0.0%	11,200.2	3.0%
Number of Students per Teacher	15.5	n/a	14.7	n/a

Texas Education Agency
2023-24 Staff Information

HARMONY PUBLIC SCHOOLS - NORTH TEXAS (161807) - MCLENNAN COUNTY

Staff Information	District	
	Count	Percent
Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	4.8	6
Average Years Experience of Principals with District	4.7	5.1
Average Years Experience of Assistant Principals	5.4	5.1
Average Years Experience of Assistant Principals with District	4.7	4.3
Average Years Experience of Teachers	8.2	11.1
Average Years Experience of Teachers with District	4	6.9
A	B	C

Texas Education Agency
2023-24 Staff Information

HARMONY PUBLIC SCHOOLS - NORTH TEXAS (161807) - MCLENNAN COUNTY

Average Teacher Salary by Years of Experience (regular duties only)	District	
	Beginning Teachers	\$54,557
1-5 Years Experience	\$59,799	\$58,185
6-10 Years Experience	\$63,680	\$61,494
11-20 Years Experience	\$67,476	\$65,219
21-30 Years Experience	\$69,823	\$69,723
Over 30 Years Experience	-	\$74,014
Average Actual Salaries (regular duties only)		
Teachers	\$63,030	\$62,474
Professional Support	\$72,482	\$73,783
Campus Administration (School Leadership)	\$80,600	\$86,738
Central Administration	\$115,347	\$116,028
Instructional Staff Percent	79.2%	65.0%
Turnover Rate for Teachers	21.3%	19.1%

Texas Education Agency
2023-24 Staff Information

HARMONY PUBLIC SCHOOLS - NORTH TEXAS (161807) - MCLENNAN COUNTY

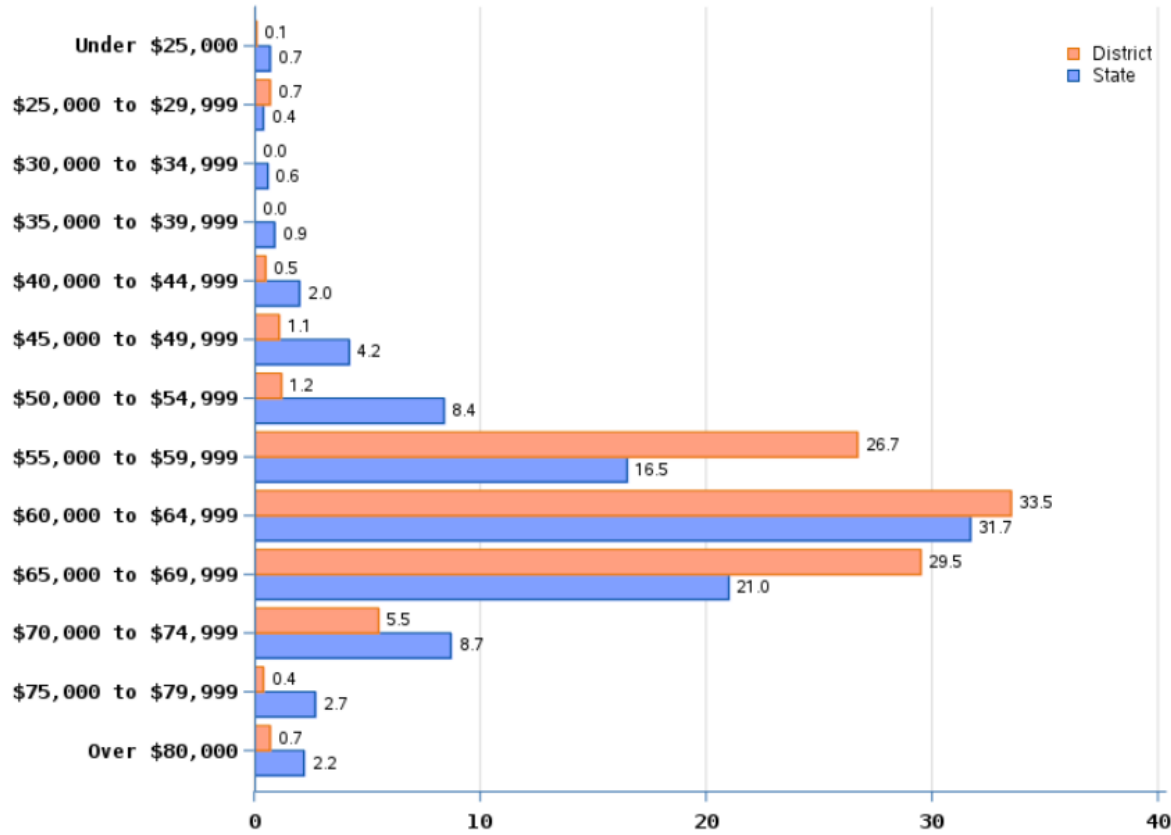
	District		State	
Staff Exclusions				
Shared Services Arrangement Staff:				
Professional Staff	0	1,284.6		
Educational Aides	0	181.6		
Auxiliary Staff	0	373.8		
Contracted Instructional Staff	0	1,970.1		
	District		State	
Designation	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment				
Recognized	73	\$5,162	9,429	\$5,848
Exemplary	108	\$9,655	10,279	\$11,434
Master	55	\$19,331	5,255	\$21,235

Texas Education Agency
2023-24 Staff Information

HARMONY PUBLIC SCHOOLS - NORTH TEXAS (161807) - MCLENNAN COUNTY

	District		State	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served)				
Bilingual/ESL Education	20.3	3.1%	22,656.0	6.0%
Career and Technical Education	24	3.6%	20,454.1	5.5%
Compensatory Education	6.9	1.0%	11,626.3	3.1%
Gifted and Talented Education	2.9	0.4%	6,181.4	1.6%
Regular Education	560.9	84.5%	261,452.4	69.8%
Special Education	47	7.1%	38,736.9	10.3%
Other	2	0.3%	13,749.8	3.7%

Percentage of Teachers within Each Salary Range
HARMONY PUBLIC SCHOOLS - NORTH TEXAS vs State



Salary Range	District		State	
	FTE Count	Percent	FTE Count	Percent
Under \$25,000	0.7	0.1	2,788.0	0.7
\$25,000 to \$29,999	5.0	0.7	1,424.5	0.4
\$30,000 to \$34,999	0.0	0.0	2,088.2	0.6
\$35,000 to \$39,999	0.0	0.0	3,515.8	0.9
\$40,000 to \$44,999	3.6	0.5	7,548.9	2.0
\$45,000 to \$49,999	7.3	1.1	15,581.9	4.2
\$50,000 to \$54,999	8.1	1.2	31,456.9	8.4
\$55,000 to \$59,999	177.5	26.7	61,811.1	16.5
\$60,000 to \$64,999	222.5	33.5	118,626.2	31.7
\$65,000 to \$69,999	195.9	29.5	78,874.0	21.0
\$70,000 to \$74,999	36.3	5.5	32,793.4	8.7
\$75,000 to \$79,999	2.5	0.4	10,139.5	2.7
Over \$80,000	4.5	0.7	8,157.6	2.2

TEA | Analytics, Assessment, and Reporting | Performance Reporting

Staff retention rate:

Our staff retention rate has consistently remained both steady and high, which is a testament to the positive work environment and supportive culture we have cultivated within our school community. When comparing the retention rates from the 2022-2023 academic year to the projected rates for 2023-2024, we observe a continuation of this trend, indicating our ongoing commitment to staff satisfaction and professional development. This stability not only benefits our staff but also enhances the learning experience for our students, as they are able to build lasting relationships with experienced and dedicated educators.

Notes:
 1. Data compares rosters as of 9/1/2022 and 9/1/2023
 2. Temp workers not included (Substitutes, Interns, Security Guards, Crossing Guards, Tutors)
 3. High performing (HP) teachers are those who hold a TIA designation OR have a minimum of 3.0 H-TESS score average. TILT and H-STEP bonus recipients also qualify for the HP teacher status, but they are not reflected in these calculations because those bonuses have not been finalized yet.
 4. Admin Staff: Band 0-4 / Professional Staff: Band 5-6

2022-23 RETENTION DATA

Campus	All Staff	Admin	Professional	Support Staff	Teacher	HP Teacher
North TX-E	78.9%	97.4%	86.0%	70.5%	78.3%	85.7%
001 HSA - WACO	75.4%	100.0%	100.0%	57.1%	76.5%	90.9%
002 HSA - GARLAND	77.9%	100.0%	83.3%	54.5%	81.3%	80.5%
003 HSA - DALLAS ELEMENTARY	81.8%	100.0%	60.0%	85.7%	81.4%	83.3%
004 HSI - CARROLLTON	65.2%	66.7%	80.0%	50.0%	66.7%	64.7%
007 HSA - FT WORTH	81.3%	100.0%	100.0%	81.3%	77.5%	92.9%
008 HSA - GRAND PRAIRIE	80.4%	100.0%	100.0%	50.0%	81.3%	92.0%
012 HSI - EULESS	86.6%	100.0%	100.0%	83.3%	84.8%	86.5%
015 HSA - PLANO	75.4%	100.0%	50.0%	73.3%	78.8%	88.0%
016 HSI - GRAND PRAIRIE	77.1%	100.0%	100.0%	77.8%	71.0%	88.9%
999 DFW WACO DSTRCT OFF ELEM	100.0%	100.0%	100.0%	N/A	N/A	N/A
All of HPS	78.90%	89.30%	75.50%	69.90%	80.10%	87.60%

Notes:
 1. Data compares rosters as of 9/1/2023 and 9/1/2024
 2. Temp workers not included (Substitutes, Interns, Security Guards, Crossing Guards, Tutors)
 3. High performing (HP) teachers are those who hold a TIA designation OR have a minimum of 3.0 H-TESS score average. TILT and H-STEP bonus recipients also qualify for the HP teacher status, but they are not reflected in these calculations because those bonuses have not been finalized yet.
 4. Admin Staff: Band 0-4 / Professional Staff: Band 5-7

2023-24 RETENTION DATA

Campus	All Staff	Admin	Professional	Support Staff	Teacher	HP Teacher
North TX-E	81.23%	92.86%	84.44%	67.86%	82.69%	86.55%
001 HSA - WACO	72.55%	66.67%	66.67%	88.89%	69.70%	68.00%
002 HSA - GARLAND	86.36%	100.00%	100.00%	50.00%	93.48%	95.24%
003 HSA - DALLAS ELEMENTARY	77.05%	100.00%	80.00%	50.00%	80.95%	87.50%
004 HSI - CARROLLTON	78.05%	66.67%	75.00%	83.33%	78.57%	86.96%
007 HSA - FT WORTH	84.48%	100.00%	100.00%	75.00%	83.33%	88.57%
008 HSA - GRAND PRAIRIE	80.43%	66.67%	80.00%	71.43%	83.87%	88.89%
012 HSI - EULESS	81.67%	100.00%	80.00%	50.00%	86.36%	87.80%
015 HSA - PLANO	86.79%	100.00%	100.00%	90.91%	82.86%	83.33%
016 HSI - GRAND PRAIRIE	72.92%	100.00%	75.00%	28.57%	79.41%	85.00%
999 DFW WACO DSTRCT OFF ELEM	100.00%	100.00%	100.00%	100.00%	N/A	N/A
All of HPS	84.54%	94.98%	84.02%	76.05%	84.42%	89.05%

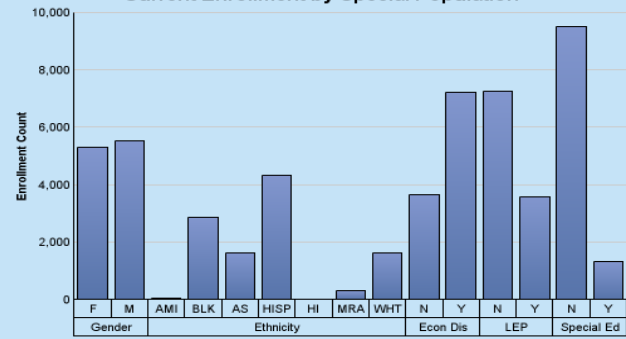
HPS-NTX Secondary District;

Harmony Public Schools - North Texas Secondary District serves middle and high school students across multiple campuses in the Dallas-Fort Worth region. Our district provides a rigorous, college-preparatory curriculum with a strong emphasis on STEM (Science, Technology, Engineering, and Mathematics), career readiness, and leadership development. We operate under an open-enrollment charter model, ensuring that all students—regardless of academic background, socioeconomic status, or prior schooling—have access to a high-quality education.

Our student body is diverse, representing a wide range of cultural, linguistic, and socioeconomic backgrounds. We take pride in fostering a supportive and inclusive learning environment that prepares students for higher education, professional careers, and civic engagement. Our schools emphasize personalized learning, character development, and college readiness, with structured pathways that allow students to pursue Advanced Placement (AP) courses, dual-credit opportunities, career and technical education (CTE), and specialized programs that align with workforce demands and community needs.

T-1

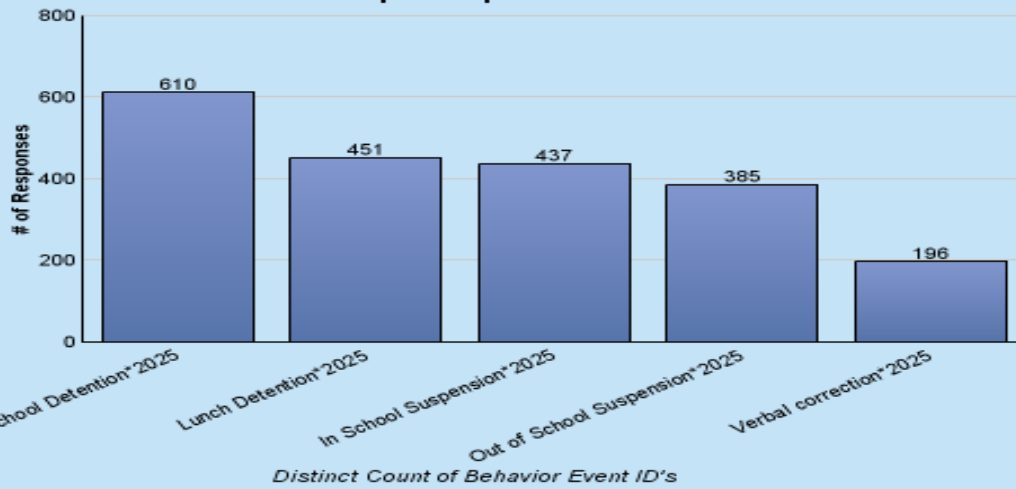
Current Enrollment by Special Population



Enrollment Count are filtered for Primary Enrollment Records only.

T-1

YTD Top 5 Response Counts



Distinct Count of Behavior Event ID's

Texas Education Agency
2023-24 Staff Information

HARMONY PUBLIC SCHOOLS - NORTH TEXAS (161807) - MCLENNAN COUNTY

	District		State	
Staff Exclusions				
Shared Services Arrangement Staff:				
Professional Staff	0	1,284.6		
Educational Aides	0	181.6		
Auxiliary Staff	0	373.8		
Contracted Instructional Staff	0	1,970.1		
	District		State	
Designation	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment				
Recognized	73	\$5,162	9,429	\$5,848
Exemplary	108	\$9,655	10,279	\$11,434
Master	55	\$19,331	5,255	\$21,235

Our secondary district provides specialized programs that support the needs of our diverse student body:

- Career and Technical Education (CTE): Offering industry-relevant skills, certifications, and pathways in high-demand fields such as engineering, health sciences, and computer science.
- Advanced Placement (AP) and Dual Credit Courses: Providing rigorous academic challenges and college-credit earning opportunities to prepare students for post-secondary success.
- Gifted and Talented (GT) Programs: Enhancing learning opportunities for high-achieving students through accelerated coursework, project-based learning, and enrichment activities.
- Fine Arts & Extracurricular Activities: Encouraging creative expression through music, theater, visual arts, robotics, and competitive academic teams.
- English Learner (EL) Support & Bilingual Education: Implementing targeted interventions, language acquisition strategies, and culturally responsive teaching to ensure equitable access to academic success for multilingual learners.

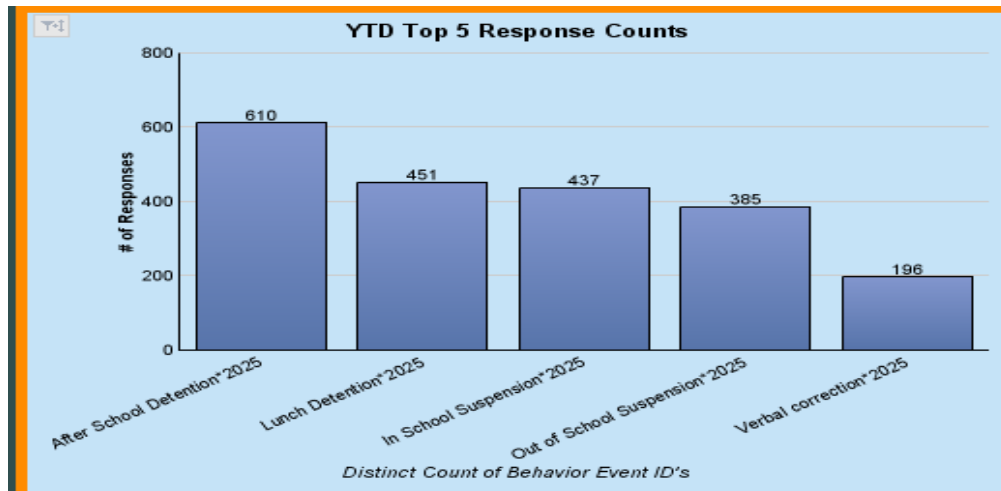
These programs are continuously evaluated through parent feedback, student achievement data, and community needs assessments to ensure alignment with our district’s mission of fostering academic excellence, equity, and college/career readiness.

Our secondary district tracks student participation in special programs to ensure equitable access and support. Based on recent enrollment data:

- Special Education (SpEd): 11.7% – Students with disabilities receive individualized instructional support through IEPs, accommodations, and inclusion models.
- English Learners/Emergent Bilinguals: 35.73%
- Gifted & Talented (GT): 14.82%
- Homeless: 0.2% – Students experiencing homelessness receive wraparound services, transportation assistance, and targeted academic interventions.
- Migrant: 0.0% – While there are currently no identified migrant students, the district remains prepared to support potential enrollees with federal and state-funded programs.

- At-Risk: 39.5% – At-risk students receive early interventions, mentoring, and academic monitoring to prevent dropout and improve graduation rates.

Our district is committed to ensuring that all students in these groups receive the specialized support and opportunities needed to succeed.



YTD Response Counts by Grade Level

Response Count	2024-25														Total
	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	
After School Detention*2025				1		2		132	193	104	75	60	34	12	613
Assignment of school duties*2025										1		2	1		4
Behavioral contracts*2025				1	1	2		17	24	11	9	5	1	1	72
Called Parents*2025	14	9	1	49	6	22	18	12	11	20	12	5	2	3	184
Community service*2025			1			1	2	4	2	7	3	4	1	3	28
Confiscation electronic device*2025								1		2	4	4	1	1	13
Confiscation of cell phone/fee*2025								2	1	3	3	5	1	7	22
Confiscation Of Disrupt Mat*2025									1	1			1		3
Cooling-off time/time-out**2025	8	5	3	16	3	1		3	2	2		1			44
Discipline Letter*2025					1	1	2	1	2	2					9
Expul/No Placement/Sp Ed*2025					2										2
Expulsion W/O Placement*2025							3	6	7	18	7	4	5	3	53
Grade reduction acad. dishnst*2025									11	2	6	14	14	3	50
In School Suspension*2025	2	1	5	19	3	18	23	89	77	63	47	53	24	14	438
Loss of computer privileges*2025					1		1					1	1	1	5
Lunch Detention*2025		2	5	16	12	19	30	133	91	83	34	13	9	4	451
Out of School Suspension*2025	2	4	5	10	13	13	17	88	71	72	46	26	12	11	390
Parent/guardian conference*2025	3	4	4	12	1	3	1	13	10	6	8	4	1	2	72
Parent/guardian contracts*2025		1						8	1		4	1			15
Partial Day ISS*2025		1	2	5	3	4	5	52	26	24	11	5	5		143
Partial Day OSS*2025				1		3	3	9	4	7	1		1	1	30
Peer mediation*2025					3	7	3	9	6	1	3			1	33
Placement in another class*2025		1		2			2		2			1		1	9
Restitution/restoration*2025				1		4		3	1	2	1	2			14
Reverse suspension*2025		3	1	2	1	2	1	1							11
Saturday Detention*2025			1	4		4	2	13	1	2	1	1		2	31
Seating changes in classroom*2025	1			1	1					2					5

Behavioral trends indicate that most disciplinary incidents stem from attendance-related concerns, classroom disruptions, and technology misuse.

- Discipline Referrals: Current Discipline Referrals, that include items such as After School Detention, Behavior Contracts, Lunch Detention, Suspension, Parent Contact, etc., are 2727 incidences. This is on par with previous years.
- Suspensions: 540 students received in-school suspensions, while 382 were suspended out-of-school.
- Expulsions: Remain low at 54, accounting for less than 1.1% of the secondary student body.

Variation Between Student Groups: Data analysis shows that disciplinary incidents disproportionately affect certain student populations, particularly at-risk students, English Learners, and students with disabilities.

To address this, our district is implementing:

- Restorative discipline practices to reduce punitive measures and improve student-teacher relationships.
- Social-emotional learning (SEL) initiatives to enhance student behavior, conflict resolution, and mental well-being.

- Positive Behavior Interventions and Supports (PBIS) to create proactive systems for classroom management and engagement.
- Teacher Retention Rate: 88.1%
- Support Staff Retention: 82.22%
- Administrator Retention: 87.93%
- Factors Influencing Retention: Retention is influenced by competitive salaries, professional development opportunities, mentorship programs, and work-life balance considerations.

2023-24 RETENTION DATA

Notes:

1. Data compares rosters as of 9/1/23 and 9/1/24
2. Temp workers not included (Substitutes, Interns, Security Guards, Crossing Guards, Tutors)
3. High performing (HP) teachers are those who hold a TIA designation OR have a minimum of 3.0 H-TESS score average. TILT and H-STEP bonus recipients also qualify for the HP teacher status, but they are not reflected in these calculations because those bonuses have not been finalized yet.
4. Admin Staff: Band 0-4 / Professional Staff: Band 5-7

Campus	All Staff	Admin	Professional	Support Staff	Teacher	HP Teacher
North TX-S	85.50%	87.93%	72.58%	82.22%	88.10%	92.21%
003 HSA - DALLAS	90.91%	100.00%	62.50%	75.00%	100.00%	100.00%
005 HSI - DALLAS	86.67%	100.00%	60.00%	100.00%	87.50%	95.83%
006 HSI - GARLAND	94.64%	100.00%	87.50%	100.00%	94.74%	94.59%
009 HSA - EULESS	88.89%	75.00%	66.67%	83.33%	94.74%	96.67%
010 HSE - DALLAS	83.02%	100.00%	85.71%	80.00%	81.08%	81.82%
011 HSI - FT WORTH	80.23%	75.00%	70.00%	66.67%	84.13%	90.24%
013 HSA - CARROLLTON	84.00%	100.00%	66.67%	100.00%	83.33%	90.63%
014 HSI - WACO	78.57%	50.00%	75.00%	66.67%	84.21%	90.48%
999 DFW WACO DSTRCT OFF SECON	87.50%	88.89%	75.00%	100.00%	N/A	N/A
HPS	84.54%	94.98%	84.02%	76.05%	84.42%	89.05%

HARMONY PUBLIC SCHOOLS - NORTH TEXAS (161807) - MCLENNAN COUNTY

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	989.2	100.0%	775,882.5	100.0%
Professional Staff	858.6	86.8%	496,151.0	63.9%
Teachers	663.9	67.1%	374,799.9	48.3%
Professional Support	118.9	12.0%	86,026.7	11.1%
Campus Administration (School Leadership)	68.8	7.0%	25,836.1	3.3%
Central Administration	7	0.7%	9,488.3	1.2%
Educational Aides	60.8	6.1%	88,200.6	11.4%
Auxiliary Staff	69.8	7.1%	191,530.9	24.7%

Average Enrollment by Month

	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
2022-23	9,989.0	10,344.8	10,277.1	10,175.8	10,080.2	10,054.6	10,024.4	10,015.2	9,992.7	9,820.0	9,159.0	9,159.0
2023-24	10,067.8	10,360.2	10,300.4	10,242.4	10,159.6	10,090.1	10,078.5	10,027.9	10,011.7	9,888.2	9,639.0	9,639.0
2024-25	10,838.9	11,113.2	11,054.3	10,998.0	10,929.0	10,870.7	10,836.5					

Last 7 Days Response Counts							
Response Count	2024-25						
	2/17/25	2/18/25	2/19/25	2/20/25	2/21/25	2/24/25	2/25/25
After School Detention*2025		3	2	2	4	2	
Confiscation of cell phone/fee*2025		1		1			
Called Parents*2025			1		1		
Expulsion W/O Placement*2025				1	2		
Lunch Detention*2025		4		17	8	4	3
Out of School Suspension*2025	1	1		2	2	1	1
Partial Day ISS*2025	1			1			
Parent/guardian		1					

- Average Class Size: 26
- Student-to-Teacher Ratio: 16.3
- Student-to-Support Staff Ratio: 31.7

These ratios align with Harmony Public Schools' guidelines for maintaining personalized instruction, differentiated learning, and small-group interventions to maximize student success.

- Average Attendance Rate: 94.1%
- Chronic Absenteeism Rate: 18.2%
- Dropout Rate:
- Grades 7-8: 0.3%
- Grades 9-12: 0.4%
- Retention Rate: (Data not explicitly listed in TAPR.)

Trends: Attendance has been impacted by transportation issues, illness, and disengagement. To combat absenteeism, our district has implemented:

Frequent communication with parents and students regarding attendance expectations and concerns.

Student recognition programs that highlight and celebrate strong attendance.

Campus-level attendance competitions to foster a culture of accountability and motivation.

Regular attendance tracking and interventions for students at risk of chronic absenteeism, ensuring early intervention and support.

- Hispanic/Latino: 42.1%

- African American: 26.1%
- White: 14.5%
- Asian: 13.8%
- Other (Two or More Races): 3.0%

Trend Analysis: Over the past several years, there has been a notable increase in Hispanic enrollment, reflecting broader demographic shifts in the Dallas-Fort Worth region.

Last 7 Days Response Counts							
Response Count	2024-25						
	2/17/25	2/18/25	2/19/25	2/20/25	2/21/25	2/24/25	2/25/25
After School Detention*2025		3	2	2	4	2	
Confiscation of cell phone/fee*2025		1		1			
Called Parents*2025			1		1		
Expulsion W/O Placement*2025				1	2		
Lunch Detention*2025		4		17	8	4	3
Out of School Suspension*2025	1	1		2	2	1	1
Partial Day ISS*2025	1			1			
Parent/guardian		1					

The district employs 989.2 staff members, with 663.9 teachers, making up 67.1% of the total staff. Professional support staff account for 12.0%, while campus administrators, including principals and assistant principals, make up 7.0%. The teacher turnover rate is 21.3%, which is higher than the state average of 19.1%, indicating a potential challenge in retaining experienced educators. On average, teachers in the district have 8.2 years of experience, compared to the state average of 11.1 years, and they tend to stay in the district for about 4 years, significantly below the state average of 6.9 years. A notable portion, 37.2%, have between 1-5 years of experience, while 28.4% fall in the 6-10 year range, and only 6.4% have been teaching for more than 20 years.

Regarding teacher qualifications, 63.6% hold a bachelor’s degree, 33.8% have a master’s degree, and 2.4% have a doctorate. The district also has a number of teachers recognized for excellence under the Teacher Incentive Allotment, with 73 recognized teachers, 108 exemplary teachers, and 55 master teachers. In terms of specialization, 84.5% of teachers serve in general education, 7.1% in special education, 3.6% in career and technical education (CTE), and 3.1% in bilingual/ESL education. Given that 32.5% of students are English Learners (EB/ELs), the percentage of bilingual-certified teachers may be lower than necessary to meet the demand.

When comparing teacher demographics to student populations, there is a noticeable diversity gap. The Hispanic student population (44.9%) is significantly higher than the Hispanic teacher representation (19.1%), suggesting a need for more bilingual or Spanish-speaking educators to better support students. Similarly, while 11.7% of students receive special education services, only 7.1% of teachers specialize in this area, indicating a possible staffing gap in meeting those needs. The overall racial breakdown of teachers is 53.9% White, 15.9% African American, 19.1% Hispanic, and 9.0% Asian, while the student population is 21.9% White, 15.4% African American, 44.9% Hispanic, and 13.3% Asian. Additionally, 71.5% of teachers are female, compared to 28.5% male.

The district's staff composition and qualifications indicate strengths in academic credentials and recognition, but also highlight key areas for improvement. The relatively low percentage of bilingual and CTE-certified teachers may not fully meet the needs of a diverse student body, and teacher retention remains a challenge, with fewer experienced teachers than the state average. Strengthening recruitment and retention strategies, increasing bilingual and special education staffing, and enhancing career and technical education opportunities could help bridge these gaps and better support student success.

Last 7 Days Response Counts							
Response Count	2024-25						
	2/17/25	2/18/25	2/19/25	2/20/25	2/21/25	2/24/25	2/25/25
After School Detention*2025		3	2	2	4	2	
Confiscation of cell phone/fee*2025		1		1			
Called Parents*2025			1		1		
Expulsion W/O Placement*2025				1	2		
Lunch Detention*2025		4		17	8	4	3
Out of School Suspension*2025	1	1		2	2	1	1
Partial Day ISS*2025	1			1			
Parent/guardian		1					

Infraction Count	YTD Infraction Counts by Grade Level													Total	
	PK	KG	01	02	03	04	05	06	07	08	09	10	11		12
15 or more tardies to class*2025								46	55	22	15	6	3		147
Abusing/distr. RX/non-RX drug*2025									1	1					2
Academic dishonesty*2025						1		8	15	10	14	22	17	5	92
Accessing restricted areas*2025			1	1			1				2	1	1		7
Alcohol Pos./U campus/event*2025							1								1
Any not weapon dangerous item*2025										1					1
Assault - Other*2025					1		1			1		1	1		5
Assault non-exposable offns.*2025	1	4	2	2	2	5	2	10	8	5	4	2	1		48
Bullying-Generic*2025					1	1	2	5	2	2	2	2			20
Bullying-Race/Ethnicity*2025							1		1	1		1			4
Bullying-Sex*2025							1			1					2
Bypassing of Internet blocks*2025									4		1	3			8
Causing damage over \$50*2025				1	1	2	1	1	3	5	1	1			16
Causing damage under \$50*2025			1	1			1	2	10	2	1	2	2		22
CellPhone/pager possession*2025						1	1	2	3	13	6	10	2	2	40
Commst./assist. robbery/theft*2025															1
Computer system violations*2025						1	1	1		1					4
Controlled substance violation*2025							1	1		1	1				4
Cyberbullying-Generic*2025								2	1						3
Cyberbullying-Race/Ethnicity*2025									1						1
Discrimination/Harassment*2025											1		1		2
Disrespectful to staff*2025				5	3	5	8	25	34	28	25	16	16	7	172
Disruptive behavior (in class)*2025	2	3	4	13	3	5	5	26	26	21	19	11	7	7	153
Disruptive behavior*2025	2	3	1	22	5	14	3	50	29	36	16	3	11	6	207
DIST/POS/EXBT obscene material*2025								1							1
Dress code violation*2025								1	5	8	6	5	4	2	32
Endangering health/safety oth.*2025	2	1	1	4	2	4	1	14	15	11		5	2		57
Engaging insprt. racial cultst*2025								1	1	1		1			4
Engaging online impersonation*2025							1								1
Fall report HZ,HRS,Bully Stdrnt*2025									1						1
False accusation misdmmr/felon*2025									1						1
False alarm/report bomb/teror*2025							2	1			1	1			5
Falsification/forgery records*2025														1	1
Fighting or arranging a fight*2025	1		1	2	2	5	12	20	18	20	13	6	3	2	160

[Student and parent handbook](#)

- Sexual Abuse, Sex Trafficking, maltreatment of children (TEC 38.0041) à Pg. 51
- Sexual Harassment (TEC 37.083) à Pg. 43
- Dating Violence (TEC 37.0831) à Pg. 42
- Bullying Prevention (TEC 37.0832) à Pg. 48
- Trauma-Informed Care (TEC 38.036) à Pg. 40

[Board Resolution - Peace Officer](#) (TEC 37.081)

Demographics Strengths

Our district prides itself on embracing students from all socio-economic backgrounds, creating a rich tapestry of experiences and perspectives that enhance the learning environment for everyone. This diversity fosters a culture of inclusivity and understanding, preparing our students to thrive in a global society.

We are committed to ensuring that our special programs reflect the diversity of our student body, with careful attention to maintaining balanced representation. This approach ensures that all students have equitable access to the resources and support they need to succeed, regardless of their individual circumstances.

Our district maintains a low and reasonable student-to-teacher ratio, which allows for more personalized attention and tailored instruction. This environment supports differentiated learning and helps teachers address the unique needs of each student, fostering academic growth and success.

We are proud to welcome students of all races and ethnicities, creating a multicultural community where every student feels valued and respected. This commitment to diversity enriches our educational programs and promotes a deeper understanding and appreciation of different cultures.

Our average class size is thoughtfully managed to ensure that students receive the attention and support they need to excel. Smaller class sizes facilitate more interactive and engaging learning experiences, allowing teachers to implement innovative teaching strategies effectively.

The success of our home-visit programs is a testament to our dedication to building strong partnerships with families. These visits strengthen the connection between home and

school, providing valuable insights into students' lives and fostering a supportive network that enhances their educational journey.

Finally, the growing diversity among our teachers and staff reflects our commitment to creating an inclusive and representative educational environment. A diverse faculty brings a wealth of perspectives and experiences, enriching the curriculum and serving as role models for our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Increase our enrollment by increasing applications, recruitment events

Root Cause: Increased competition from charter schools, private schools, or homeschooling

Problem Statement 2 (Prioritized): The student population is becoming more diverse, but the district lacks the resources to support multilingual learners and culturally relevant curriculum.

Root Cause: Immigration patterns bringing in non-English-speaking families. Lack of bilingual staff and culturally responsive training for teachers. Insufficient funding for English as a Second Language (ESL) programs

Problem Statement 3 (Prioritized): The district is seeing an increase in low-income students, leading to higher needs for free and reduced lunch programs, transportation, and social services.

Root Cause: Increase in housing insecurity and homelessness Economic downturn or job losses in the region

Student Learning

Student Learning Summary

The STAAR data from the previous school year provides us with valuable insights into our students' academic performance. By analyzing this data, we can identify areas where our students excelled and areas that may require additional support and resources. This information is crucial for tailoring our instructional strategies to better meet the needs of our students and to ensure that we are providing a high-quality education that promotes academic growth and success.

Furthermore, the data allows us to evaluate the effectiveness of our current curriculum and teaching methods. By understanding the strengths and weaknesses highlighted by the STAAR results, we can make informed decisions about potential curriculum adjustments and professional development opportunities for our teachers. This continuous improvement process is essential for maintaining high educational standards and fostering an environment where all students can thrive.

Additionally, the STAAR data serves as a benchmark for setting future academic goals. It helps us to establish clear, measurable objectives for student achievement and to track progress over time. By setting these goals, we can motivate both students and staff to strive for excellence and to work collaboratively towards achieving our shared educational mission.

[The TAPR report](#) provides a comprehensive analysis of STAAR performance across the district, offering valuable insights into student achievement levels. It breaks down the data by grade level and subject, allowing us to identify areas where students excel and where additional support may be needed. This detailed information helps us to tailor our instructional strategies to better meet the needs of our students.

Furthermore, the report includes performance metrics for various student demographics, enabling us to assess how different groups are performing relative to one another. This is crucial for ensuring equity in education, as it highlights any disparities that may exist and guides us in implementing targeted interventions. By examining these metrics, we can work towards closing achievement gaps and fostering an inclusive learning environment.

Additionally, the TAPR report tracks performance trends over time, providing a longitudinal view of student progress. This allows us to evaluate the effectiveness of our educational programs and initiatives, making data-driven decisions to enhance our curriculum and teaching methods. By continuously monitoring these trends, we can adapt to changing educational needs and maintain a high standard of academic excellence across the district.

All of our English Bilingual (EB) students demonstrated measurable growth on the State of Texas Assessments of Academic Readiness (STAAR) during the 2024 school year. This achievement reflects the dedication of our students and the effectiveness of our instructional strategies tailored to meet the diverse needs of our bilingual learners. Our educators have worked diligently to provide a supportive and enriching learning environment, and this progress is a testament to their commitment to fostering academic excellence.

A significant number of our Special Education students demonstrated measurable growth on the State of Texas Assessments of Academic Readiness (STAAR) for the 2024 school year. This achievement reflects the dedication of our students, the effectiveness of our specialized instructional strategies, and the unwavering commitment of our educators to support each student's unique learning needs. Our focus on individualized education plans and targeted interventions has proven successful, and we remain committed to fostering an inclusive environment where all students can thrive academically.

Here is comparison of our district with another larger charter school in our area:

	Harmony Public Schools - North Texas	IDEA Public Schools
2023-24 Performance		
Overall Accountability Rating	\$	\$
Approaches Grade Level or Above	78%	75%
Meets Grade Level or Above	53%	47%
Masters Grade Level	23%	18%
Annual Growth	70%	65%

Image Caption

	Harmony Public Schools - North Texas	IDEA Public Schools
2023-24 Student Information		
Total Enrollment	10,268	76,819
% Economically Disadvantaged	67.8%	84.0%
% Receiving Special Education Services	11.7%	10.2%
% Emergent Bilingual/English Learner	33.8%	44.8%
% African American	26.1%	7.3%
% Asian	13.8%	1.1%
% Hispanic	42.1%	85.6%
% American Indian	0.5%	0.1%
% Pacific Islander	0.1%	0.2%
% Two or More Races	3.0%	0.5%
% White	14.5%	5.2%
Enrollment by Gender	Female: 48.6% Male: 51.4%	Female: 49.1% Male: 50.9%
2023-24 Staff Information		
Number of Students per Teacher	15.5	19.4
Average Years of Experience by Teacher	8.2	5.5
School Designations		
School Designations	N/A	N/A

Image Caption

In analyzing the academic performance of each student group, we have meticulously reviewed the STAAR results disaggregated by race/ethnicity and student groups across various subjects including Reading, Math, Writing, Science, and Social Studies. Our findings indicate that there are notable disparities in performance among different racial and ethnic groups. For instance, students from certain minority backgrounds have shown significant improvement in Reading and Math, while others have maintained consistent performance levels. This data is crucial as it helps us identify areas where targeted interventions may be necessary to support all students effectively.

Furthermore, when comparing the current year's scores to those from previous years, we observe some significant trends. In Reading and Writing, there has been a marked improvement across most student groups, suggesting that our literacy initiatives are yielding positive results. However, in Science and Social Studies, the progress has been more varied, with some groups showing stagnation or slight declines. This highlights the need for a renewed focus on these subjects to ensure that all students have the opportunity to excel.

The differences in scores from previous years also underscore the impact of our educational strategies and interventions. For example, the implementation of new teaching methodologies and resources in Math has resulted in improved scores for several student groups. These findings are instrumental in guiding our future planning and resource allocation to ensure that we continue to support the academic growth of every student, regardless of their background.

As a school, it is imperative that our special programs are in harmony with the needs and aspirations of our students, parents, and the broader community. Programs such as Gifted/Talented, Career and Technical Education (CTE), State Compensatory Education (SCE), Bilingual/ESL, Special Education, Title programs, Fine Arts, and Athletics must be tailored to support the diverse interests and requirements of our student body. By ensuring these programs are responsive to the community's expectations, we can foster an environment where every student has the opportunity to thrive and succeed.

Equally important is the alignment of these programs with the philosophy and beliefs of our teachers and administrators. Our educators and leaders are committed to providing a holistic and inclusive educational experience, and it is crucial that our special programs reflect this commitment. By aligning our programs with the educational values and principles upheld by our staff, we can ensure a cohesive and supportive learning environment that empowers both students and educators to achieve their fullest potential.

We have observed significant improvements in our special populations program. This year, we introduced a Gifted & Talented (GT) Elective, which has been a positive addition to our curriculum. Our GT scholars now have the opportunity to engage with the GT Teacher on campus twice a week, allowing them to explore their potential in a more focused environment. As a result, we have seen a decrease in the number of GT scholars withdrawing from our campuses, as well as a reduction in disciplinary issues among these students, indicating a more supportive and engaging learning experience.

Our Athletics department is now fully staffed, which has enabled us to better meet the needs of our scholars. The presence of a complete team of coaches and support staff ensures that our students receive the guidance and training necessary to excel in their chosen sports. This comprehensive support system not only enhances their athletic skills but also

contributes to their overall development and well-being.

This year, we are also proud to have a fully staffed Fine Arts department, which has allowed us to offer our scholars a more robust education in the arts. Students now receive instruction in both Art and Music twice a week, providing them with a well-rounded education that fosters creativity and self-expression. This increased exposure to the arts is essential in nurturing the diverse talents of our students and enriching their educational experience.

Our English as a Second Language (ESL) program continues to play a vital role in our community by hosting three major events throughout the year. The Parent Engagement Event focuses on outreach and training for English-Bilingual (EB) parents, equipping them with the tools they need to support their children's education. The Family Engagement Event aims to empower families by providing them with helpful resources, strengthening the home-school connection. Lastly, the Community Engagement Event is designed to foster connections within the community, creating a supportive network for our ESL families. These events are integral in building a cohesive and inclusive environment for all our students and their families.

At our campus, we have implemented a comprehensive system to ensure that students who are absent, particularly those at risk of failing, receive the necessary support to catch up on missed instruction. This involves a coordinated effort between teachers, support staff, and administration to identify students who have been absent and assess their individual needs. Teachers are equipped with resources and strategies to provide targeted reteaching sessions, either during designated intervention periods or through after-school programs, to address specific gaps in understanding. Additionally, we utilize technology platforms to offer virtual lessons and resources, allowing students to access missed content at their own pace. By maintaining open lines of communication with parents and guardians, we ensure that they are informed and involved in their child's academic progress, fostering a collaborative approach to student success.

Addressing the needs of absent students, particularly those at risk of failing, necessitates a comprehensive and coordinated effort among teachers, administrators, support staff, and the students themselves. It is imperative that we adopt a systemic approach to ensure that these students receive the support they need to succeed academically. By fostering collaboration among all stakeholders, we can create an environment that is responsive to the challenges faced by at-risk students and work collectively to mitigate the factors contributing to their absenteeism.

The first step in this process is the accurate tracking of attendance. Implementing a robust system to promptly record absences and tardies is essential. This data serves as a critical tool for identifying students who are frequently absent and may be at risk of falling behind. By maintaining precise and up-to-date attendance records, we can quickly pinpoint patterns of absenteeism and intervene before these students reach a critical point in their academic journey.

Furthermore, it is vital to have a mechanism in place to inform teachers immediately when a student is absent. This ensures that educators are aware of the student's absence and can take appropriate measures to address any missed instruction or assignments. By keeping teachers informed, we enable them to provide timely support and resources to help absent students catch up on missed work, thereby reducing the risk of academic failure.

Our school has implemented a range of programs specifically designed to support struggling or at-risk students, ensuring that each child receives the necessary resources and guidance to succeed. These programs are tailored to address the diverse needs of our student population, including those with disabilities, students under Section 504, general education students requiring interventions, and those who are chronically absent.

For students with disabilities, we have specialized support services that provide individualized instruction and accommodations to help them overcome learning barriers. Our dedicated team of special education professionals works closely with these students to create personalized learning plans that align with their unique needs and goals.

Section 504 students benefit from accommodations that ensure they have equal access to educational opportunities. Our staff is trained to identify and implement appropriate modifications in the classroom, allowing these students to participate fully in all aspects of school life.

General education students in need of interventions are supported through targeted programs that focus on specific areas of difficulty. These interventions are data-driven and regularly assessed to ensure they are effective in helping students improve their academic performance and confidence.

For chronically absent students, we have established initiatives aimed at improving attendance and engagement. These include outreach efforts to understand the underlying causes of

absenteeism and the development of strategies to encourage consistent school attendance. Our goal is to create a supportive environment where all students feel motivated to attend school regularly and actively participate in their education.

At our school, we have established consistent intervention programs designed to identify students who may be struggling and provide them with the necessary support to succeed. Our campus instructional coaches play a crucial role in this process, offering targeted strategies and support to help these students overcome their challenges. Additionally, we have implemented tutoring and lab periods, allowing teachers to work closely with small groups of students to address specific areas of weakness, ensuring that each student receives the personalized attention they need to improve.

Our academic support programs are comprehensive and tailored to meet the diverse needs of our students. We offer tutoring services that include both one-on-one and group sessions, providing additional academic support in specific subjects where students may need extra help. These sessions are designed to reinforce classroom learning and help students build a stronger foundation in their areas of difficulty.

Furthermore, we provide academic enrichment programs that offer students the chance to engage in activities beyond the regular classroom instruction. These programs are aimed at enhancing students' academic skills and knowledge, allowing them to explore new areas of interest and develop a deeper understanding of the subjects they are passionate about.

To further support our students, we offer after-school tutorials that provide structured academic activities and homework assistance. These sessions give students access to resources and guidance outside of regular school hours, ensuring that they have the support they need to succeed academically. By offering these comprehensive support services, we are committed to helping every student reach their full potential.

At our schools, we place a strong emphasis on social-emotional support programs to ensure the well-being of our students. Our counseling services are designed to offer both individual and group sessions that address a range of social-emotional issues. These sessions are crucial in providing students with effective coping strategies and promoting their overall mental well-being. By offering a safe space for students to express their concerns and emotions, we aim to support their personal growth and development.

In addition to counseling, we have implemented a Positive Behavior Intervention and Support (PBIS) framework across the school. This proactive approach focuses on promoting positive behavior and preventing disciplinary issues. Through a combination of strategies, rewards, and incentives, we encourage students to engage in positive actions and make responsible choices. This framework not only enhances the school environment but also fosters a culture of respect and accountability.

Furthermore, our family outreach programs are integral to building strong connections between the school and home. By engaging families through home visits, phone calls, and community events, we strive to understand family dynamics and provide necessary support. These efforts are aimed at fostering positive relationships with families, which in turn, contribute to the success and well-being of our students. Through collaboration and open communication, we work together to create a supportive network for our students' educational journey.

At our schools, we are committed to providing additional support to students who are failing or have been retained to ensure they have the opportunity to succeed. We offer targeted intervention programs that are designed to address the specific areas where students are struggling. These programs may include one-on-one tutoring sessions, small group instruction, and access to specialized resources that cater to their unique learning needs. Our goal is to create a supportive learning environment that encourages academic growth and confidence.

To meet the individual needs of retained students and those who consistently face challenges with academic content, we implement personalized learning plans. These plans are developed in collaboration with teachers, parents, and the students themselves to identify their strengths and areas for improvement. By tailoring our instructional strategies and materials to each student's learning style and pace, we aim to foster a more engaging and effective educational experience. Additionally, we regularly monitor their progress and adjust the plans as needed to ensure they are on the path to academic success.

For students with specific learning disabilities or other exceptionalities, an Individualized Education Program (IEP) or Personalized Learning Plan (PLP) is meticulously crafted to outline personalized goals, accommodations, and interventions that cater to their distinct needs. These plans are the result of a collaborative effort involving parents or guardians, teachers, and support staff, ensuring that each student receives the targeted support necessary to foster their academic progress and personal growth.

We offer small group instruction sessions, which are led by either teachers or instructional aides, to provide focused support in areas where students may be experiencing difficulties. These sessions are designed to reteach concepts, practice essential skills, or offer additional explanations and support, thereby enhancing the students' understanding and mastery of

the subject matter.

We provide extended learning opportunities through programs such as summer school, intersession programs, or extended day programs. These initiatives are designed to give students additional time to catch up on any missed coursework, receive targeted instruction, and ultimately improve their academic performance, ensuring they have the resources and time needed to succeed.

Response to Intervention (RtI) is being implemented through a structured, multi-tiered approach designed to identify and support students with learning and behavior needs. This involves regular monitoring of student progress, providing targeted interventions at increasing levels of intensity, and using data to inform instructional decisions. Our educators are trained to deliver evidence-based interventions and to adjust strategies based on individual student responses, ensuring that each child receives the appropriate level of support.

In terms of data suggesting the success of our RtI implementation, we have been collecting and analyzing various metrics to evaluate its effectiveness. This includes tracking student progress through assessments and comparing outcomes before and after interventions are applied. The data indicates that students receiving RtI support are showing measurable improvements in their academic performance and behavioral outcomes. Additionally, feedback from teachers and parents has been positive, highlighting the program's impact on student engagement and achievement. We continue to refine our approach based on this data to ensure that our RtI framework meets the diverse needs of our student population.

Through these observations, we are able to identify teaching practices that significantly contribute to student learning and engagement. Effective teachers are those who employ a variety of instructional strategies, maintain high expectations, and create a supportive learning environment. These elements are crucial in fostering an atmosphere where students can thrive academically and personally.

To address the findings from classroom observations, we implement targeted professional development programs aimed at enhancing teacher effectiveness. These programs focus on equipping teachers with the skills and knowledge necessary to adopt best practices in their classrooms. Additionally, we encourage a culture of continuous improvement by providing teachers with constructive feedback and opportunities for peer collaboration. By doing so, we ensure that our educators are well-prepared to meet the diverse needs of their students, ultimately leading to improved student outcomes.

During our instructional rounds, it has become apparent that there is a significant need to enhance higher-level thinking within our instructional practices. By focusing on this area, we aim to not only boost academic achievement but also to foster greater student engagement. The implementation of Teach Like a Champion (TLAC) strategies in classrooms has shown clear evidence of success, as reflected in both student participation and assessment data. This approach underscores the importance of challenging students to think critically and engage deeply with the material.

We are committed to providing constructive feedback and encouragement to our teachers. Our approach emphasizes recognizing and building upon their strengths while also identifying areas where growth is needed. By offering targeted support and resources, we aim to empower our educators to refine their teaching practices and enhance their professional development. This supportive environment is crucial for fostering a culture of continuous improvement and excellence in teaching.

Our use of data is integral to our strategy for teacher development. By analyzing information from classroom observations, student assessments, and other relevant sources, we can pinpoint areas of strength and opportunities for growth. This data-driven approach allows us to set specific targets for improvement and to monitor progress over time. By doing so, we ensure that our teachers receive the guidance and support they need to achieve their professional goals and to contribute to the overall success of our students.

HPS-NTX Secondary District

Vacancies and serving multiple roles for ESL/SPED.

SPED STAAR TAPR:

Overall Scores 23 to 24 school years: 53 to 47 (down 4) state 49 to 47 (down 2)

Reading: 52 to 50 (down 2) state 46 to 45 (down 1)

Math: 50 to 44 (down 6-significant) state 50 to 46 (down 4)

*all went down

SPED RDA: (overall level 2)

SPED PL Mean Score 0.50 lowest at HPS

SDY3 ED/White CAP (15% budget next year)-work on behavior

22, 23, 24 school years

Science: 36, 42, 31

Algebra I: 52, 77, 69

Biology: 47, 61, 55

US History: 73, 93, 94 (continues to rise)

Eng I and II: 36, 59, 55

SS: 37, 38, 20

ELA: 45, 51, 48

Math: 38, 46, 40

*all went down except US History

District	Domain 1 (Student Achievement)			Domain 2A (Student Growth)			Domain 2B (Relative Performance)			Domain 3 (Closing the Gaps)			Overall Score			Overall Rating	
	2023	2024	Change (+/-)	2023	2024	Change (+/-)	2023	2024	Change (+/-)	2023	2024	Change (+/-)	2023	2024	Change (+/-)	2023	2024
Central Texas	80	83	3	78	79	1	79	83	4	83	85	2	81	84	3	B	B
Houston North	84	81	-3	81	77	-4	87	84	-3	89	83	-6	88	84	-4	B	B
Houston South	84	87	3	82	84	2	88	91	3	90	94	4	89	92	3	B	A
Houston West	92	94	2	88	89	1	92	93	1	94	95	1	93	94	1	A	A
North Texas	82	87	5	78	78	0	82	87	5	85	89	4	83	88	5	B	B
South Texas	78	81	3	78	75	-3	83	86	3	86	86	0	84	86	2	B	B
West Texas	86	86	0	82	77	-5	90	90	0	92	92	0	91	91	0	A	A

The North Texas district demonstrated significant improvement in overall performance, with notable gains in Student Achievement (+5) and Relative Performance (+5). The Overall Score increased by 5 points. While Student Growth remained unchanged, there was a slight improvement in Closing the Gaps (+1). These results highlight strong progress, particularly in academic achievement and relative performance.

Moving forward, **maintaining growth** momentum and focusing on student progress will be key to sustaining this success.

- TAPR:**
- above state and Region 12 except for 8th math/science/ss meets and masters
 - sped went down but more so in math
 - struggling in math overall
 - did well overall SAT/ACT
 - Hispanic population struggles the most behind that population is African American and Pacific Islanders
 - Vacancies and serving multiple roles for ESL/SPED as well as staffing cuts.
 - Need highly qualified and certified staff.

SPED STAAR TAPR:
Overall Scores 23 to 24 school years: 53 to 47 (down 4) state 49 to 47 (down 2)
Reading: 52 to 50 (down 2) state 46 to 45 (down 1)
Math: 50 to 44 (down 6-significant) state 50 to 46 (down 4)
*all went down

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ELA: 45, 51, 48
Math: 38, 46, 40
*all went down except US History

Comparison of North Texas (NTX) vs. State Performance

From the NTX S STAAR 2024 Comparison, we can analyze the performance of North Texas (NTX) compared to the state in key subject areas:

Strengths of NTX Compared to the State:

1. Higher Achievement Rates

- NTX outperforms the state in most subjects, including Math, Reading, Science, and U.S. History.
- For example, in Algebra I, NTX students scored 89.85% in Approaches, 68.39% in Meets, and 46.99% in Masters, compared to the state's 78.93%, 44.78%, and 25.11%, respectively.

2. Consistent Growth in English and Reading

- NTX Reading-8 scores were 84.86% (Approaches), 63.46% (Meets), and 35.46% (Masters) compared to the state's 78.60%, 54.16%, and 28.25%, showing a significant +5% to +9% increase.

3. Strong Performance in U.S. History

- NTX: 97.43% (Approaches), 79.25% (Meets), 43.41% (Masters)
- State: 95.44%, 69.14%, 36.99%
- NTX students have better mastery levels compared to state performance.

Areas for Improvement in NTX Compared to the State:

1. Middle School Science (Grade 8)

- NTX Science-8 (70.75% Approaches, 43.23% Meets, 13.14% Masters)
- State Science-8 (67.75%, 41.61%, 16.04%)
- NTX performs close to the state, but Masters level needs improvement (-3%).

2. Social Studies (Grade 8)

- NTX (58.32% Approaches, 27.12% Meets, 10.70% Masters)
- State (57.30%, 30.58%, 15.96%)
- NTX lags in Meets (-3.5%) and Masters (-5%), indicating a need for curriculum adjustments.

3. Math-8 Scores Need Strengthening

- **NTX (72.65% Approaches, 37.94% Meets, 11.09% Masters)**
- **State (69.78%, 40.27%, 14.77%)**
- **NTX scores lower in Masters (-3.7%), indicating the need for advanced math support programs.**

Entire North Texas District

Overall Performance Trends

- **Slight Decrease in Math:** NTX's overall Math Approaches level decreased from 76% (2023) to 74% (2024), with a decline across most subpopulations.
- **Reading Holding Strong:** Reading Approaches levels were stable at 80% (2024) compared to 81% (2023), showing consistency in literacy skills.
- **Science and Social Studies Need Improvement:** Both subjects remain below state averages, especially for special populations such as Economically Disadvantaged, EB/EL (Emergent Bilinguals), and Special Education students.

Disaggregated Performance by Race/Ethnicity

Math Performance

- **Hispanic/Latino:** 67% Approaches (↓3%) and 36% Meets (↓1%) – a small decline, signaling a need for stronger math interventions.
- **Black/African American:** 74% Approaches (↓1%) and 47% Meets (+4%) – though overall achievement dipped, students at Meets level showed growth, suggesting improvement in advanced skills.
- **White:** 82% Approaches (↓1%) and 61% Meets (+3%) – a stable performance trend.
- **Significant Finding:** The Black/African American group improved in Meets level, but Hispanic/Latino students saw a decline, requiring targeted support in foundational math skills.

Reading Performance

- **Hispanic/Latino:** 75% Approaches (↓1%) and 36% Meets (↓1%) – slight decline, though still above the state average.
- **Black/African American:** 83% Approaches (+1%) and 47% Meets (+4%) – positive growth, indicating better literacy development.
- **White:** 86% Approaches (same) and 61% Meets (+3%) – a consistent trend, with solid mastery levels.
- **Significant Finding:** Black/African American students demonstrated strong reading gains, suggesting effective literacy interventions in place.

Science & Social Studies Performance

- **Hispanic/Latino & Black/African American students performed below state levels.**
 - **Science Approaches: Hispanic students at 67% (↓3%) and Black students at 64% (↓2%), showing a need for STEM-focused engagement.**
 - **Social Studies Approaches: Hispanic students at 58% (↓2%) and Black students at 56% (↓2%), indicating continued struggle with history and civic literacy.**
 - **Significant Finding: Science and Social Studies scores declined across all racial groups, signaling the need for more interactive and applied learning methods.**
-

3. Disaggregated Performance by Student Groups

Emergent Bilinguals (EB/EL)

- **Math Approaches: 70% (↓6%), Meets: 40% (↓5%)**
- **Reading Approaches: 73% (↓5%), Meets: 42% (↓3%)**
- **Significant Finding: Decline in math and reading performance, highlighting the need for stronger language support in math and literacy instruction.**

Economically Disadvantaged

- **Math Approaches: 69% (↓3%), Meets: 41% (same)**
- **Reading Approaches: 76% (↓2%), Meets: 47% (+1%)**
- **Significant Finding: Although scores dipped in Approaches, the Meets level is stable, suggesting higher rigor is needed in curriculum design.**

Special Education

- **Math Approaches: 40% (↓6%), Meets: 15% (↓2%)**
- **Reading Approaches: 47% (↓3%), Meets: 18% (↓3%)**
- **Significant Finding: Notable declines in both Math and Reading, indicating a gap in differentiated instruction and special education resources.**

Districts did not receive Domain 2B scores and similar school comparison this past year. Based on the above comparison, NTX

district is doing much better than a similar charter school district.

SPED vacancies this school year

SPED staff covering multiple different continuums such as RBD, resource, LS, etc.

Need to follow sped FTE

Need resource curriculum

Better training for gened especially with modified curriculum

Better training with sped for gened

- Teacher shortage- need to create a hiring pool for speedy replacement.
- Get SPED teachers attend the content training with Gen Ed teachers.
- ESL teachers are doing multiple jobs.
- Need to hire or assign qualified teachers for ESL
- Campus admin should do more targeted class visit to special programs along with the ESL/SPED coordinators.

Blended learning small groups

Tutorials

HB1416

Saturday school

ZAP

SPED holds meetings and follows up with red binders (accommodations/failure forms)

Credit recovery

Seat recovery

Truancy

Campus F counts

Absences tracked and meetings held

•

-Recommendations-

Addressing reteaching for absent students, particularly those at risk of failing, is essential to help them catch up and succeed academically. Here are some common strategies our campuses use to systematically support these students:

1. Targeted Intervention Programs

- **After-School or Saturday Programs:** Our schools offer additional tutoring or catch-up programs outside of regular school hours, specifically for students who have missed critical content. These sessions provide targeted help on topics that students have missed or struggled with.
- **Intervention Specialists:** Teachers or interventionists may work one-on-one with students to provide reteaching in specific subjects where students have fallen behind, especially those at risk of failing.

2. Flexible Learning Options

- **Online Platforms & Resources:** Our schools may use online learning platforms where students can access missed lessons, watch instructional videos, and complete assignments remotely. This helps students learn the material they missed, at their own pace, and provides them with opportunities to review and reteach themselves before returning to class.
- **Digital Assignments:** In some cases, teachers might provide digital assignments or practice assessments to students who were absent, helping them to quickly get back on track.

3. Teacher Collaboration and Planning

- **Collaboration Between Teachers:** When students are absent, teachers can work together to ensure that there's consistency in reteaching missed content. This could include developing shared resources, such as notes, handouts, or online materials, to help absent students.
- **Teacher Office Hours:** Some campuses have designated office hours where teachers make themselves available to reteach content to students who were absent or need extra help.

4. Personalized Learning Plans

- **Individualized Support:** Teachers may create personalized learning plans for students who are at risk of failing due to excessive absences. These plans focus on the student's specific academic needs and ensure that absent students have access to the resources and support they require.
- **Check-Ins with Counselors:** In addition to academic interventions, school counselors can support at-risk students with regular check-ins to help them stay on track both emotionally and academically.

5. Progress Monitoring

- **Regular Monitoring and Feedback:** Teachers and support staff can track students' progress after they return from an absence, checking to ensure that they're grasping the reteach material. Regular assessments and quizzes can help teachers gauge whether students need more support.
- **Data-Driven Adjustments:** Data collected from progress checks can guide further reteaching efforts and help identify students who may require additional intervention beyond what has already been provided.

6. Classroom Routines and Reinforcement

- **Structured Reteach Time:** Some classrooms build regular reteach time into their routines. For instance, teachers may have a 5–10 minute review session at the beginning of each class to go over material students might have missed due to absences.
- **Differentiation in Class:** Teachers can implement differentiated instruction, allowing students who missed content to learn at their own pace, either through targeted lessons or modified assignments.

7. Parental and Family Support

- **Communication with Families:** Our schools often reach out to parents to ensure that they are aware of their child's absences and to offer resources for assisting with missed work at home. This partnership is especially critical for students at risk of falling behind.
- **Home Assignments:** Teachers can provide work to be completed at home that mirrors the content missed in class, helping students stay engaged even when absent.

8. Use of Classroom Technology

- Recorded Lessons: If available, some classrooms may record lessons so that students can access the full lesson remotely. These recorded lessons can serve as a helpful reteaching tool for students who have been absent.
- Interactive Tools: Teachers may also use digital interactive tools (like Google Classroom, Aleks, etc.) to assign interactive lessons and provide opportunities for students to practice and review missed content.

9. Monitoring and Adjusting Support for At-Risk Students

- Frequent Follow-ups: For students at risk of failing, it is essential that there is a consistent follow-up on how they are progressing after an absence. Teachers, counselors, and intervention teams should monitor these students regularly to ensure they are receiving the support they need.
- Extra Time for Missed Assessments: If a student has missed a major assessment, they should be given additional time to complete it, ensuring that the absence doesn't further impact their grades.

These strategies, when used together, can create a system that actively works to help absent students catch up, particularly those who are at risk of failing due to their absence. The key to effectiveness lies in early identification, personalized support, and constant communication between the school and families.

Additionally, schools create individualized support plans for at-risk students, ensuring that their specific academic needs are met upon their return. Teachers often monitor students' progress after absences to gauge how well they are catching up and adjust support based on data. Progress monitoring tools, quizzes, and regular check-ins ensure that students are making gains, and if necessary, extra intervention is provided. Differentiated instruction within classrooms also helps students who missed lessons by allowing them to learn at their own pace through tailored content or modified assignments.

Parental involvement plays a key role in supporting absent students, with schools communicating regularly with families to provide resources for missed work and keeping them informed about their child's progress. Teachers may send assignments home or offer additional work to help students stay engaged. Schools also offer regular follow-ups for at-risk students, ensuring they receive continuous support. By combining these strategies—such as flexible learning options, personalized plans, and consistent communication—schools can effectively address the challenges faced by students who are at risk of falling behind due to absences.

ESL
504
SPED
RTI
HB1416
Homeless-FP
Absences-Truancy
GPC and review and 1:1 mtgs

-Recommendations-

To address struggling or at-risk students, schools often have a variety of programs in place that focus on different student needs. These can range from individualized interventions for students with disabilities, to support systems for chronically absent students or those requiring academic assistance. Here's a breakdown of common programs that may be implemented and how they can address the different student groups you mentioned:

1. Response to Intervention (RTI)

- **Purpose:** RTI is designed to provide early, systematic help to students who are struggling. It focuses on identifying students at risk and offering interventions tailored to their needs.
- **For Students with Disabilities:** RTI can help identify students who might have specific learning disabilities and provide appropriate interventions before a special education referral is made.
- **For Section 504 Students:** Section 504 students benefit from accommodations and interventions as part of RTI, particularly if they're struggling in areas impacted by their disability.
- **For General Education Students:** General education students who are struggling with academics receive interventions within the RTI model.
- **For Chronically Absent Students:** RTI can also address attendance issues by involving attendance teams to engage families and provide support for students missing school.

2. Special Education Programs

- **Purpose:** Special education services are tailored to the needs of students with disabilities and aim to provide individualized support and accommodations.
- **For Students with Disabilities:** These programs are specifically designed to support students with a wide range of disabilities, from learning disabilities to more severe physical or cognitive impairments. IEP (Individualized Education Plan) meetings are held to ensure that each student's unique needs are being met.
- **For Section 504 Students:** Section 504 students receive support through accommodations and modifications to the curriculum, such as extended time on tests or altered classroom environments, which are intended to help them succeed in the general education setting.

3. Intervention Programs

- **Purpose:** These programs provide targeted academic support for students who are not making adequate progress in the general education curriculum.
- **For Students with Disabilities:** Special modifications or accommodations within these programs ensure students with disabilities can access the content at their level.
- **For General Education Students:** These programs can target various academic struggles, from reading and math interventions to

social-emotional support.

- **For Chronically Absent Students:** Intervention programs often incorporate attendance improvement strategies and involve social workers or counselors to address underlying issues.

4. School Counseling and Mental Health Services

- **Purpose:** School counselors and mental health professionals provide emotional, social, and academic support to students facing personal challenges.
- **For Students with Disabilities:** Counselors work with students to manage emotional or social issues, often as part of the student's IEP or 504 Plan.
- **For Section 504 Students:** Support can be provided for social-emotional needs that stem from a student's disability, with specific interventions outlined in their 504 Plan.
- **For General Education Students:** Counseling services are available for students struggling with academic or personal issues, providing a mental health support system for all students.
- **For Chronically Absent Students:** School counselors may work directly with students and families to address the root causes of absenteeism, providing social-emotional or family support.

5. Family Engagement and Support Programs

- **Purpose:** These programs focus on building stronger partnerships between the school and home to support student success.
- **For Students with Disabilities:** Families are engaged in IEP or 504 meetings, and schools provide resources to help support students at home.
- **For Section 504 Students:** Families are part of the process for creating accommodations and interventions.
- **For General Education Students:** Families are encouraged to be involved in intervention plans for struggling students, and outreach efforts can help engage families of chronically absent students.
- **For Chronically Absent Students:** Schools may offer support to families to address the barriers preventing regular school attendance, including mental health resources, transportation, or other community supports.

To address the needs of struggling or at-risk students, schools typically implement a variety of programs tailored to support different groups, including students with disabilities, Section 504 students, general education students needing interventions, and chronically absent students.

For students with disabilities and those with Section 504 plans, Individualized Education Plans (IEPs) or 504 Plans provide specific accommodations, modifications, and services based on individual needs. These plans may include specialized instruction, additional time for assignments, or the use of assistive technology. For general education students who need interventions, schools often implement Response to

Intervention (RTI) , which involves targeted support at increasing levels of intensity. Programs may include small-group instruction, tutoring, and academic coaching to address specific gaps in skills, with progress closely monitored. Additionally, behavioral interventions, such as positive behavioral support programs, help students stay engaged in learning.

For chronically absent students, schools often employ strategies like attendance intervention programs that work with both the student and their family to address the root causes of absenteeism. This may include outreach from school counselors, truancy officers, or community partnerships. Some schools also offer mentorship programs, after-school or weekend academic sessions, and incentives to encourage regular attendance. In these ways, schools provide comprehensive support that is personalized for each student's needs, ensuring all students, regardless of their background or challenges, have opportunities to succeed.

Blended learning small groups

Tutorials

HB1416

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SPED holds meetings and follows up with red binders (accommodations/failure forms)

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Absences tracked and meetings held

-Recommendations-

Students who are failing or retained receive targeted academic and social-emotional support to help them succeed. Schools implement personalized learning plans, small-group instruction, and one-on-one tutoring to address individual student needs. Adaptive learning programs, such as Lexia for reading and Aleks for math, and Accelerate Learning(STEMScopes) for science, provide additional skill-building. Teachers use data-driven instruction and monitor progress regularly to adjust interventions as needed.

To provide extended learning opportunities, schools offer before and after-school tutoring, Saturday school, and summer school to help students catch up. Credit recovery programs assist high school students in regaining lost credits. Additionally, interventionists work closely with struggling students through intensive remediation programs, ensuring they receive the necessary support to improve. For students with learning disabilities, Individualized Education Plans (IEPs) or 504 Plans provide accommodations to address academic challenges.

Beyond academics, social-emotional support is essential for student success. Schools provide mentorship, counseling, and goal-setting sessions to help students build confidence and motivation. Parent engagement programs also play a key role, ensuring families are involved in their child's academic recovery. Through these comprehensive interventions, students receive structured, individualized support to prevent further academic setbacks and encourage long-term success.

Data meetings

Tracking

RTI meetings

Resource curriculum

MAP skills

Response to Intervention (Rti) is a **multi-tiered approach** used to identify and support students struggling academically. The goal is to provide early intervention, ongoing monitoring, and tailored instruction to help students succeed before requiring special education services. **Response to Intervention (Rti)** is implemented as a multi-tiered system of support designed to identify and assist struggling students through increasing levels of intervention. **In Tier 1**, all students receive high-quality, research-based instruction, with universal screenings to identify those at risk. **Tier 2** provides targeted small-group interventions for students who need additional support, with biweekly progress monitoring and supplemental learning programs like Lexia and DreamBox. **Tier 3** offers intensive, one-on-one instruction for students who continue to struggle, with weekly monitoring and potential referrals for special education if necessary. The success of Rti is measured by student growth on assessments, reductions in special education referrals, and increased confidence and engagement in learning. To ensure effectiveness, regular data reviews, teacher collaboration meetings, and student progress tracking help refine interventions. Moving forward, strengthening professional development, expanding digital learning tools, and increasing parent involvement will enhance Rti's impact, ensuring every student receives the necessary support to succeed.

Instruction;

- Classrooms where teachers effectively scaffold learning show higher STAAR "Meets" and "Masters" rates.
- Rote learning or lack of engagement correlates with low performance and limited progress.

Classroom Management;

- Well-structured, organized classrooms foster better learning environments.
- Disruptions and poor management lead to lower student achievement.

Teacher Effectiveness;

- Schools implement instructional coaching, workshops, and peer observations.
- Training on data-driven instruction and classroom management improves teacher impact.
- New and struggling teachers receive coaching to refine instructional strategies.

- Veteran teachers mentor others to model best practices.
- Teachers meet to analyze student data and share best practices.
- Cross-subject collaboration enhances reading and writing integration across disciplines.

Engagement;

- Strong relationships correlate with higher engagement and performance.
- Lack of connection can contribute to low motivation and performance gaps.

Conclusion & Next Steps;

- Classroom observations confirm the direct impact of teacher effectiveness on student success.
- Schools are addressing this by investing in teacher training, coaching, and data-driven instruction.
- Moving forward, ongoing support and targeted intervention for struggling teachers will be critical to closing achievement gaps and improving overall student performance.

Student Learning Strengths

Our district excels in fostering a collaborative learning environment where students are encouraged to work together, share ideas, and support one another in their educational journey. This collaborative approach not only enhances their academic understanding but also builds essential social skills that are crucial for their future endeavors.

We have a dedicated team of educators who are committed to providing personalized learning experiences tailored to meet the diverse needs of our students. By recognizing and nurturing individual strengths, our teachers ensure that each student can reach their full potential and achieve academic success.

Our curriculum is designed to be both challenging and engaging, promoting critical thinking and problem-solving skills. By integrating real-world applications into our lessons, we prepare students to apply their knowledge in practical situations, thereby deepening their understanding and retention of the material.

The district places a strong emphasis on the use of technology in the classroom, equipping students with the digital literacy skills necessary for the modern world. By incorporating the latest educational technologies, we enhance the learning experience and prepare students for the technological demands of the future.

We also prioritize the development of a growth mindset among our students, encouraging them to embrace challenges and view failures as opportunities for growth. This mindset fosters resilience and perseverance, qualities that are essential for lifelong learning and success.

High test scores and college readiness programs.

Participation in STEM competitions and research projects

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Low Academic Achievement in science

Root Cause: Gaps in foundational skills from earlier grades

Problem Statement 2 (Prioritized): Many students are not reading at grade level by third grade, which negatively affects future academic success.

Root Cause: COVID lack of instructions Limited exposure to books and literacy-rich environments at home

Problem Statement 3 (Prioritized): Chronic Absenteeism Affecting Learning

Root Cause: Transportation barriers preventing students from attending regularly Health issues or lack of access to healthcare Family instability, including homelessness or caregiving responsibilities Disengagement from school due to negative experiences or bullying

Problem Statement 4 (Prioritized): Enhance literacy interventions for EB/EL and Special Education students.

Root Cause: Language Acquisition and Proficiency, Cognitive and Learning Differences, Cultural and Socioeconomic Factors, Closing Achievement Gaps

District Processes & Programs

District Processes & Programs Summary

The process for recruiting and hiring high-quality educators is a multifaceted approach that begins with the collection of resumes through various channels such as job boards, referrals, and job fairs. These methods ensure that we have access to a diverse pool of candidates, allowing us to select individuals who are not only qualified but also align with our school's values and mission. As principals, we play a crucial role in this process by making the final offer to the selected candidate, which marks the commencement of the formal hiring process.

Once an offer is extended, candidates receive a welcome email, which serves as their first official communication from our school. This email is designed to make them feel valued and informed about the next steps. Following this, the central office takes over to process the hire, ensuring all necessary documentation and formalities are completed efficiently. This step is critical in transitioning candidates from potential hires to official employees of our institution.

The onboarding process is a vital component of integrating new employees into our school community. It includes a comprehensive training presentation that familiarizes them with our policies, culture, and expectations. Additionally, the completion of the I-9 form is required to verify their eligibility to work. Once these steps are completed, employees are ready to report to their respective campuses, where they will begin their work assignments and contribute to our educational goals. This structured approach ensures that new educators are well-prepared and supported as they embark on their journey with us.

At district, we are committed to fostering the professional growth of our teachers and developing instructional leaders through a variety of learning opportunities. These opportunities are meticulously designed to enhance powerful teaching and learning experiences. We offer professional learning (PL) sessions at both the district and campus levels, ensuring that our educators have access to resources and training that are relevant and impactful.

On the campus level, our PL is strategically targeted based on data collected from instructional rounds, walkthroughs, and culture walks. This data-driven approach allows us to identify specific areas of improvement, whether they pertain to the campus as a whole or to individual teachers. By focusing on the highest leverage actions, we align our efforts with the Arc of the Year, ensuring that our initiatives are coherent and purposeful.

At the district level, our PL sessions concentrate on general curriculum and instructional practices, providing teachers with a broad foundation of knowledge and skills. Instructional leaders, in particular, benefit from bi-weekly support and training sessions facilitated by the Central Office. These sessions, along with core 4 Professional Learning Communities (PLCs), additional district PL, and summer PL provided by the Central Office, equip our leaders with the tools they need to guide and inspire their teams effectively. Through these comprehensive professional learning opportunities, we strive to cultivate a culture of continuous improvement and excellence in education.

At our district, we have established comprehensive systems to support new or struggling teachers, ensuring they receive the guidance and resources necessary to thrive in their roles. District and Campus Instructional Coaches play a pivotal role in this process by conducting observation feedback meetings. These sessions are designed to provide constructive feedback and actionable insights that help teachers refine their instructional practices. In addition to the support from coaches, Principals and Deans are actively involved in offering similar guidance, reinforcing a collaborative approach to professional development.

To further aid in the professional growth of our educators, we offer targeted professional learning (PL) opportunities. These sessions are tailored to address specific areas of need, equipping teachers with the skills and knowledge required to enhance their teaching effectiveness. However, if a teacher continues to face challenges despite these efforts, we implement a structured growth plan. This plan outlines clear goals for improvement and details the support mechanisms in place to help the teacher achieve these objectives. Our commitment is to foster an environment where every teacher has the opportunity to succeed and contribute positively to our students' learning experiences.

It is imperative to address the root causes of low performance through a strategic plan for professional development. Our approach involves a thorough analysis of assessment data,

instructional rounds, and walkthrough observations to identify areas that require targeted intervention. By understanding these root causes, we can tailor our professional development initiatives to effectively address the specific needs of our educators, ultimately enhancing student outcomes.

At the district level, the programs department plays a crucial role in reviewing data and aligning professional learning (PL) opportunities for teachers. This ensures that our educators receive consistent and relevant training that is informed by comprehensive data analysis. By aligning district-wide PL with the insights gained from data, we can ensure that our teachers are equipped with the skills and knowledge necessary to improve instructional practices and student performance.

Similarly, at the campus level, we adopt a structured approach to professional development planning. Each campus collaborates with its Instructional Leadership Team to design PL that is responsive to the unique needs of their teachers and students. This collaborative planning process allows for a more personalized and effective professional development experience, fostering a culture of continuous improvement and excellence in teaching and learning.

We have implemented robust systems to address the needs of our staff and to meticulously track progress towards achieving our performance objectives. These systems are designed to ensure that we are consistently moving towards our intended outcomes, providing a structured approach to monitor and enhance the performance of our educators and staff.

To support our new teachers, we conduct new hire surveys at 30, 60, and 90-day intervals. These check-ins are crucial for understanding how our new educators are adjusting to their roles and the school environment. The feedback collected is shared with our Human Resources department, where it is analyzed to identify areas for training and development. This process ensures that our new hires receive the support they need to succeed and thrive in their positions.

For educators who may be facing challenges, our campus administration develops personalized growth plans. These plans serve as valuable tools to help struggling educators pinpoint their areas of deficiency and track their progress over time. By providing a clear framework for improvement, we empower our educators to enhance their skills and effectiveness in the classroom.

Additionally, we prioritize employee engagement through events organized by our Human Resources Manager on each campus. These events offer a platform for employees to connect, voice their questions, and engage with campus administration. They also provide an opportunity for campus leaders to discuss any concerns regarding staff members who may be experiencing difficulties. Through these interactions, we foster a supportive community that is committed to the professional growth and well-being of all our staff members.

We are committed to ensuring that all students, particularly those who are at-risk, are given the opportunity to meet challenging state academic standards. We achieve this by offering a well-rounded program of curriculum and instruction that not only covers the core subjects but also includes enrichment and acceleration opportunities. This approach is designed to engage students in a comprehensive educational experience that fosters both academic and personal growth.

To support this commitment, we provide all students with a challenging curriculum that pushes them to reach their full potential. For students who find it difficult to master grade-level standards, we have implemented a range of interventions. These include after-school and Saturday tutoring sessions, as well as the possibility of participating in our Response to Intervention program. These targeted supports are designed to help students overcome their challenges and succeed academically.

In addition to academic support, we offer a variety of enrichment activities that cater to diverse interests and talents. Our programs include STEM initiatives, Fine Arts, and Physical Education, which are integral to developing well-rounded individuals. Furthermore, we provide a wide array of clubs and competitions that encourage students to explore their passions and develop new skills. These opportunities not only enhance the educational experience but also help students build confidence and a sense of community within the school.

To support students during transitions from one grade to the next and from one campus to another, we have established a comprehensive procedure that ensures a smooth and supportive experience for all involved. Our transition campuses actively engage with the Harmony Public Schools (HPS) pipeline to facilitate introductions to the next educational stage. This involves staff members from the pipeline campuses visiting current campuses to meet with students in the 5th, 8th, and 12th grades. By putting a face to the names of those they will be working with at their next Harmony location, we aim to ease any anxieties and build a sense of familiarity and comfort for the students.

For our 12th-grade students, we organize a college night where local universities are invited to present their offerings. This event provides students with the opportunity to explore various post-secondary options and engage directly with representatives from these institutions. It is an invaluable chance for students to gather information, ask questions, and begin to envision their future academic paths.

In addition to student-focused activities, we also prioritize engaging with parents through informational nights. These sessions are designed to introduce new families to the educational programs available at their child's new school. By providing detailed descriptions of the programs and discussing the range of extracurricular activities offered, we ensure that parents are well-informed and can support their children in making the most of their educational experience. This collaborative approach helps to foster a strong school community and ensures that both students and parents feel welcomed and prepared for the transition.

Ensuring the safety of our students and staff is of utmost priority. Our comprehensive School Safety Plan is anchored by the District's Multi-Hazard Emergency Operations Plan (MEOP), which is meticulously crafted to address a wide array of potential safety concerns. This plan is accessible for review and serves as a foundational guide for our safety protocols. In addition to the MEOP, we have implemented specific measures such as Door Sweeps, which are routine checks to ensure all entry points are secure, thereby preventing unauthorized access and enhancing the overall security of our campus.

Our campus is further safeguarded by the presence of our School Safety and Security Planning (SSSP) teams. These teams are dedicated to conducting thorough risk assessments and are instrumental in identifying students who may require additional support. By proactively addressing potential risks, we are able to implement timely interventions and support systems tailored to the needs of our students. Our campus security personnel play a crucial role in maintaining a safe environment, working diligently to monitor and respond to any incidents that may arise.

Addressing safety issues is a dynamic process that requires a coordinated effort across various departments within our school. Each safety concern is unique, and our response is tailored to the specific issue at hand. By fostering collaboration among relevant departments, we ensure that all aspects of a safety issue are addressed comprehensively and effectively. This collaborative approach allows us to leverage the expertise and resources of our entire school community, ensuring that we maintain a safe and secure environment for all.

Student Assistance form: Bullying data:

- 87 alleged SAFs sent for bullying across all 10 elementary campuses
- 44 alleged SAF for suicide
- 0 SAF submitted for sexual harassment
- 1 alleged SAF related to drugs

HPS-NTX Secondary District;

The process for recruiting and hiring high-quality educators initially involves a few streams of contact which include referrals, job boards, and job fairs:

Central office has a year round teacher referral program. At the district level positions are posted in Munis, Indeed, college campus job boards and/or Education regions job boards. This allows us to receive a wide selection of candidates.

Principals are given the option to attend job fairs where they can actively interview on the spot and bring candidates in for a campus tour and second level interviews with the Administrative team. Once the admin team decides on a candidate, extends an offer and

the candidate accepts HR takes over and establishes contact with the candidate to begin the hiring process. Maintaining consistent contact with the candidate via a Welcome email, and follow-up phone calls ensure that the candidate feels welcomed into the new position. Once the candidates file is completed at the District level, it is forwarded to our Central Office where the hiring is completed. Once completed, onboarding is set.

During onboarding, I-9's are completed for work eligibility. The candidates are provided an extensive presentation which reviews the history, culture, expectations, growth and benefits expected and offered at Harmony. Once onboarding is completed, the new employees then report to their respective campuses.

Our secondary district is dedicated to nurturing the professional growth of our educators and shaping strong instructional leaders through diverse and purposeful learning experiences. Each opportunity is thoughtfully designed to elevate the quality of teaching and learning. We provide professional learning (PL) sessions at both the district and campus levels, ensuring that educators receive meaningful and relevant training that directly enhances their instructional practices.

At the campus level, our PL is intentionally driven by data gathered from instructional rounds, walkthroughs, and culture walks. This data-informed approach allows us to pinpoint key areas for growth, whether at the individual teacher level or across an entire campus. By prioritizing high-impact strategies, we align our efforts with the Arc of the Year, creating a focused and cohesive plan for professional development.

At the district level, our PL sessions emphasize broad curriculum and instructional best practices, equipping teachers with a strong foundation of knowledge and skills. Instructional leaders receive ongoing support through bi-weekly training sessions led by the Central Office, complemented by core 4 Professional Learning Communities (PLCs), district-wide PL, and summer learning opportunities. These comprehensive initiatives empower our leaders with the tools and guidance needed to support and inspire their teams effectively. Through this commitment to continuous professional learning, we strive to foster a culture of excellence and ongoing growth in education.

Our district has established strong support systems to ensure that new and struggling teachers receive the guidance and resources they need to succeed. A key part of this support comes from our District and Campus Instructional Coaches, who conduct observation feedback meetings. These sessions provide teachers with constructive feedback and actionable strategies to enhance their instructional practices. Additionally, Principals and Deans play an active role in this process, reinforcing a collaborative approach to professional growth.

To further support our educators, we offer targeted professional learning (PL) opportunities designed to address specific areas of need. These sessions equip teachers with the skills and knowledge necessary to strengthen their effectiveness in the classroom.

However, when additional support is needed, we implement a structured growth plan. This plan sets clear improvement goals and outlines the resources available to help teachers reach them.

Ultimately, our goal is to cultivate a supportive learning environment where every teacher has the opportunity to grow, thrive, and make a meaningful impact on student success.

Through careful analysis of assessment data, instructional rounds, and walkthrough observations, we identify key areas that need targeted support. By pinpointing these underlying challenges, we can design professional learning initiatives that directly address the specific needs of our educators, ultimately leading to improved student outcomes.

At the district level, the programs department plays a vital role in reviewing data and aligning professional learning (PL) opportunities for teachers. This ensures that training is consistent, relevant, and informed by comprehensive data analysis. By connecting district-wide PL with meaningful insights from data, we equip teachers with the skills and strategies needed to enhance instructional practices and drive student success.

On campuses, professional development planning follows a structured and collaborative approach. Each campus works closely with its Instructional Leadership Team to design PL that meets the unique needs of both teachers and students. This intentional planning fosters a personalized and impactful learning experience, cultivating a culture of continuous growth and excellence in teaching and learning.

We have comprehensive systems to support our staff and closely monitor progress toward our performance goals. These systems provide a structured framework for continuous improvement, ensuring that we are consistently advancing toward our objectives while enhancing the effectiveness of our educators and staff.

New hire surveys at 30, 60, and 90-day intervals by our Central Office. These results are shared with Districts. These check-ins are essential for gauging how well new educators are adjusting to their roles and the school environment. This process helps ensure that new hires receive the guidance and resources needed to succeed in their positions. Also, check-in surveys are sent to existing staff to determine their attitudes, perceptions and satisfaction with their positions and culture of the campus.

For educators who encounter challenges, campus administrators develop personalized growth plans. These plans serve as structured roadmaps to help teachers identify areas for improvement and track their progress over time. By offering clear goals and targeted support, we empower educators to strengthen their skills and enhance their effectiveness in the classroom.

In addition, we prioritize employee engagement through campus-based events which are organized by either our Human Resources Manager, Principals or Instructional Coaches. These gatherings provide a space for staff to connect, ask questions, and engage with campus leadership. They also offer an opportunity for administrators to discuss any concerns regarding staff members who may need additional support. Through these interactions, we foster a positive and collaborative work environment that values the

professional growth and well-being of all employees.

We are dedicated to ensuring that all students, especially those at risk, have the support they need to meet rigorous state academic standards. Our approach integrates a well-rounded curriculum that not only emphasizes core subjects but also includes enrichment and acceleration opportunities. By engaging students in a comprehensive educational experience, we foster both academic achievement and personal growth.

To uphold this commitment, we provide all students with a challenging curriculum that encourages them to reach their full potential. For those struggling to master grade-level standards, we offer a range of targeted interventions, including after-school and Saturday tutoring, as well as specialized support in our Blended Learning classes for ELAR and Math. These interventions are designed to address students' specific needs, helping them overcome challenges and succeed academically.

Beyond academic support, we offer a variety of enrichment programs that cater to students' diverse interests and talents. From STEM initiatives and Fine Arts to Physical Education, our programs play a vital role in shaping well-rounded individuals. Additionally, we provide numerous clubs and competitive opportunities that encourage students to explore their passions, develop new skills, and build a strong sense of community within the school. These experiences not only enhance their education but also empower them with confidence and a lifelong love of learning.

To support students as they transition between grade levels and campuses, we have established a comprehensive process designed to ensure a smooth and supportive experience for everyone involved. Our transition campuses work closely with the Harmony Public Schools (HPS) pipeline to introduce students to their next educational stage. As part of this effort, staff from pipeline campuses visit current schools to connect with students in 8th and 12th grades. By meeting the educators and administrators they will work with at their next Harmony campus, students gain a sense of familiarity and reassurance, easing any anxieties about the change.

For our high school students, we host a college night where local universities present their programs and opportunities. This event allows students to explore post-secondary options, engage directly with university representatives, and gather valuable information about their future academic pathways. It serves as an important step in helping students make informed decisions about their next chapter.

Beyond high school, our commitment to students continues through the Harmony Alumni Network (HAN), which provides nearly 5,000 alumni across 23 Harmony high schools in Texas with valuable opportunities and resources. Membership is free, and alumni benefit from college visits, scholarships, mentoring, internships, and employment opportunities—including the Grow Your Own Teacher Program. HAN also hosts alumni events to keep graduates connected and supported as they pursue their careers. Through HAN, we reaffirm our dedication to lifelong student success, ensuring that the support and guidance they receive extend well beyond graduation.

**The information provided in the 2023-2024 CRCRD report the statistics are as follows:
Total number of cases combined for the school year:**

2023-2024	Bullying	Drugs	Violence	Suicide
August	1	0	12	0
September	6	0	26	0
October	7	0	17	0
November	6	0	11	0
December	3	0	12	0
January	1	0	6	0
February	9	0	10	0
March	4	0	9	0
April	7	0	10	0
May	5	0	5	0
	Includes allegation of bullying or harassment based on sex, race, disability, religion or sexual orientation		Includes Physical attacks w/or w/out weapons	

The safety of our students and staff is our top priority. Our comprehensive School Safety Plan is built upon the District’s Multi-Hazard Emergency Operations Plan (MEOP), which is carefully designed to address a wide range of potential safety concerns. This plan serves as a foundational guide for our safety protocols and is accessible for review. To further enhance campus security, we have implemented key safety measures, including Door Sweeps—routine checks to ensure all entry points remain secure and prevent unauthorized access.

Our commitment to safety is reinforced by the presence of School Safety and Security Planning (SSSP) teams, which conduct thorough risk assessments and identify students who may need additional support. By proactively addressing potential risks, we can implement timely interventions that ensure the well-being of our students. Additionally, our campus security personnel play a vital role in maintaining a safe environment, continuously monitoring and responding to any concerns that may arise.

Maintaining a secure campus requires ongoing collaboration across multiple departments. Since each safety concern is unique, our response is tailored to the specific situation, ensuring a comprehensive and effective resolution. By fostering a coordinated, school-wide effort, we leverage the expertise and resources of our entire community to uphold a safe and secure learning environment for all.

District Processes & Programs Strengths

Our commitment to continuous improvement is evident in our staff's regular participation in professional development programs. This dedication to growth and learning is reflected in the positive feedback we consistently receive, underscoring the effectiveness of these programs in enhancing our educational practices.

Safety is a cornerstone of our school environment, and we are proud to report that we have not encountered any major safety issues. This is a testament to the robust measures we have in place, ensuring that both students and staff feel secure within our school premises.

The satisfaction of our students and staff with the school culture and climate is a significant strength. This positive environment fosters a sense of belonging and community, which is crucial for the overall well-being and success of everyone involved in our school.

Our classrooms are places of learning and respect, free from management issues. This smooth operation is a result of our effective policies and the dedication of our teachers, who create engaging and orderly learning environments.

We are fortunate to have a student body that is not involved in gangs, substance abuse, or weapons-related incidents. This reflects the strong values and support systems we have in place, guiding our students towards positive and productive paths.

Finally, our school offers a wide variety of extracurricular activities, clubs, and after-school programs. These opportunities allow students to explore their interests, develop new skills, and build friendships, enriching their educational experience beyond the classroom.

Our staff retention rate is very high.

We offer a variety of extra-curricular activities, clubs, after-school programs etc

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): The district is experiencing difficulty in recruiting and retaining high-quality teachers.

Root Cause: High workload and burnout among educators

Problem Statement 2 (Prioritized): Increase the # of Teacher certification- Highlight the HEEP reimbursement program more with non-certified teachers, non-exempt staff who may be interested in transitioning into a full time classroom teacher.

Root Cause: Attracting and Retaining Talent, Increasing Diversity of the Teaching Workforce, Cost-Effective Solution to Teacher Shortages, Professional Development and Growth

Problem Statement 3 (Prioritized): SEL programming- Review programming to fill in any curriculum gaps based on student and instructor feedback.

Root Cause: Evolving Needs of Students, Student Feedback on Engagement and Relevance, Addressing Developmental Variability, Integration with Academic Learning

Perceptions

Perceptions Summary

Attendance Rate

Texas Education Agency

2023-24 Attendance, Graduation, and Dropout Rates HARMONY PUBLIC SCHOOLS - NORTH TEXAS (161807) - MCLENNAN COUNTY

[2018-19](#) | [2019-20](#) | [2020-21](#) | [2021-22](#) | [2022-23](#) | **2023-24**

	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	93.6%	94.1%	95.0%	93.4%	93.7%	94.1%	95.3%	93.5%	93.2%	92.8%	93.8%	94.4%
2021-22	92.2%	92.3%	93.2%	93.9%	92.5%	92.5%	93.7%	94.9%	90.9%	92.5%	91.5%	92.9%	93.6%
Chronic Absenteeism													
2022-23	20.3%	19.0%	18.2%	15.4%	21.1%	19.2%	20.0%	11.6%	10.0%	24.9%	24.4%	19.7%	15.4%
2021-22	25.7%	25.8%	22.6%	20.5%	25.6%	24.5%	22.9%	13.3%	27.3%	26.8%	31.5%	24.4%	19.8%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.7%	0.3%	0.4%	0.1%	0.7%	0.0%	0.8%	*	0.0%	0.0%	0.3%	0.3%
2021-22	0.7%	0.5%	0.0%	0.2%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.1%	0.0%

Last 7 Days Attendance % by School

Attendance %	2024-25					
	2/18/25	2/19/25	2/20/25	2/21/25	2/24/25	2/25/25
Carrollton-Academy	93.4%	61.1%	86.6%	95.5%	95.5%	96.4%
Carrollton-Innovation	94.4%	76.4%	88.3%	93.9%	93.7%	95.5%
Dallas-Academy	94.9%	69.6%	88.6%	93.5%	95.8%	96.5%
Dallas-Excellence	86.2%	54.2%	88.3%	94.3%	94.2%	96.0%
Dallas-Innovation	95.3%	61.0%	84.5%	93.7%	95.5%	96.6%
Euleless-Academy	93.7%	65.9%	90.6%	94.6%	94.9%	94.4%
Euleless-Innovation	95.5%	80.8%	89.2%	96.5%	96.5%	96.0%
Fort Worth-Academy	92.1%	70.9%	90.0%	92.9%	94.7%	95.0%
Fort Worth-Innovation	91.5%	72.0%	92.8%	94.2%	94.3%	94.4%
Garland-Academy	92.0%	76.2%	82.8%	93.5%	95.3%	96.9%
Garland-Innovation	92.7%	74.4%	80.7%	94.0%	94.5%	94.8%
Grand Prairie-Academy	93.2%	68.9%	85.2%	94.4%	95.9%	96.7%
Grand Prairie-Innovation	94.3%	64.2%	88.1%	92.5%	95.3%	94.3%
Plano-Academy	93.5%	56.5%	82.8%	92.0%	94.6%	95.1%
Waco-Academy	94.0%	83.6%	92.0%	90.9%	92.2%	92.7%

YTD Attendance % by Grade Level

Grade Level	Attendance %	Absence %
PK	92.2%	7.8%
KG	92.8%	7.2%
01	93.8%	6.2%
02	94.2%	5.8%
03	94.5%	5.5%
04	94.6%	5.4%
05	94.5%	5.5%
06	94.3%	5.7%
07	94.2%	5.8%
08	94.3%	5.7%
09	93.9%	6.1%
10	93.3%	6.7%
11	92.9%	7.1%
12	91.8%	8.2%
Summary	93.8%	6.2%

Total # of Students Suspended by Month

↓↑	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	Total
2022-23	<u>67</u>	<u>145</u>	<u>156</u>	<u>142</u>	<u>122</u>	<u>120</u>	<u>91</u>	<u>125</u>	<u>139</u>	<u>155</u>	<u>1</u>		<u>1,263</u>
2023-24	<u>51</u>	<u>116</u>	<u>142</u>	<u>118</u>	<u>135</u>	<u>61</u>	<u>168</u>	<u>126</u>	<u>195</u>	<u>151</u>			<u>1,263</u>
2024-25	<u>57</u>	<u>142</u>	<u>188</u>	<u>166</u>	<u>143</u>	<u>102</u>	<u>87</u>					<u>1</u>	<u>886</u>

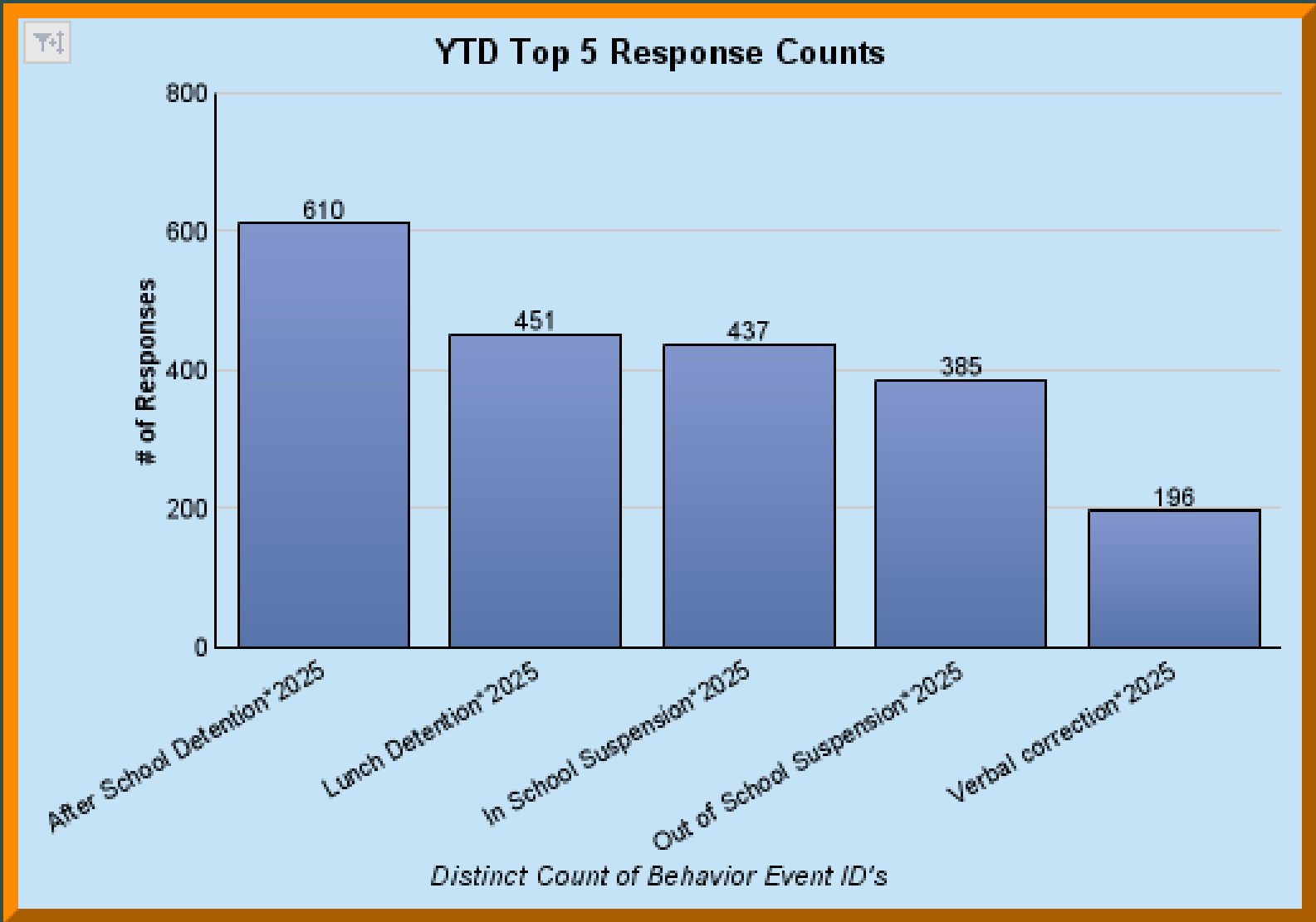
Distinct Count of Students with Suspensions

YTD Suspensions by Month and Suspension Type



	2024-25								
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	JUL	Total
In School	<u>16</u>	<u>82</u>	<u>127</u>	<u>115</u>	<u>112</u>	<u>64</u>	<u>67</u>	<u>1</u>	<u>584</u>
Out of School	<u>40</u>	<u>76</u>	<u>90</u>	<u>72</u>	<u>53</u>	<u>39</u>	<u>31</u>		<u>401</u>
Total	<u>56</u>	<u>158</u>	<u>217</u>	<u>187</u>	<u>165</u>	<u>103</u>	<u>98</u>	<u>1</u>	<u>985</u>

Distinct Count of Behavior Event ID's



HPS-NTX Secondary District

Our current ADA % for the year 2024-2025 is 94.11% district-wide. This is compared to 94.1% in the year 2022-2023 and 93.2 in 2021-2022. We see a slight increase and improvement but not significant change. Based on the most recent TAPR report, we do see an increase in attendance rates for all student groups and populations (including all races, SPED/504, LEP, and Economically Disadvantaged). We have also seen a drop in Chronic Absenteeism for all student groups and demographics. Currently our Chronic Absenteeism rate is 16.87% which is a drop from 18.2% in 2022-2023 and 22.6% in 2021-2022. We have consistently remained below the state chronic absenteeism average of 20.3% in 2022-23 and 25.7% in 2021-22.

2022-23 RETENTION DATA

Notes:

1. Data compares rosters as of 9/1/22 and 9/1/23
2. Temp workers not included (Substitutes, Interns, Security Guards, Crossing Guards, Tutors)
3. High performing (HP) teachers are those who hold a TIA designation OR have a minimum of 3.0 H-TESS score average. TILT and H-STEP bonus recipients also qualify for the HP teacher status, but they are not reflected in these calculations because those bonuses have not been finalized yet.
4. Admin Staff: Band 0-4 / Professional Staff: Band 5-6

Campus	All Staff	Admin	Professional	Support Staff	Teacher	HP Teacher
North TX-S	78.4%	86.2%	66.7%	63.8%	82.9%	89.3%
003 HSA - DALLAS	82.4%	100.0%	87.5%	85.7%	78.1%	92.6%
005 HSI - DALLAS	87.0%	100.0%	71.4%	66.7%	93.1%	87.5%
006 HSI - GARLAND	81.8%	75.0%	72.7%	72.7%	87.5%	90.6%
009 HSA - EULESS	60.0%	50.0%	33.3%	50.0%	69.2%	90.9%
010 HSE - DALLAS	81.5%	75.0%	57.1%	75.0%	88.6%	88.2%
011 HSI - FT WORTH	78.6%	60.0%	66.7%	55.6%	86.2%	91.9%
013 HSA - CARROLLTON	71.2%	100.0%	55.6%	37.5%	78.9%	82.4%
014 HSI - WACO	80.0%	100.0%	80.0%	63.6%	82.2%	91.7%
999 DFW WACO DSTRCT OFF SECOND	89.5%	90.6%	80.0%	100.0%	N/A	N/A

Total Infractions by School

Infraction Count	School Year		
	2022-23	2023-24	2024-25
Dallas-Academy	237	302	217
Fort Worth-Academy	323	260	456
Grand Prairie-Academy	135	105	58
Waco-Academy	51	39	14
Carrollton-Innovation	90	51	34
Euless-Academy	301	182	309
Garland-Academy	193	122	50
Dallas-Excellence	361	234	391
Fort Worth-Innovation	573	517	381
Dallas-Innovation	403	575	265
Euless-Innovation	167	148	79
Garland-Innovation	476	424	221
Carrollton-Academy	358	435	258
Plano-Academy	27	27	107
Waco-Innovation	545	523	542
Grand Prairie-Innovation	34	167	48
Totals	4,274	4,111	3,430

Per the data shown above, our district has seen some increase in the number of overall monthly infractions, with most secondary campuses showing a decrease (HSA Dallas, HSI Fort Worth, HSI Dallas, HSI Garland, HSA Carrollton). Our most common infractions include:

1. Disruptive Behavior: **412 infractions**
2. Violations of Student Handbook: **280**
3. Inappropriate physical contact: **238**
4. Disrespectful to staff: **187**
5. Not following staff directions: **179**
6. Fighting or arranging a fight: **175**
7. 15 or more tardies: **175**
8. Offensive Language: **155**
9. Skipping Class: **136**
10. Repetitive Level I Offenses: **118**

Our district has seen a decrease in suspensions (In-School and Out-of-School) over the last 4 years. As you can see from the data above, our male students overwhelmingly make up the number of suspended students compared to female students (73% OSS and 65% ISS). Our Hispanic students also receive the majority of OSS and ISS actions (43% for OSS and 54% for ISS). African American and White students make up the next largest share of those suspensions. Students with an IEP make up 11% of students who have received an OSS and 13% who have received an ISS. Our LEP students make up 34% of students who have received an OSS and 41% who have received ISS. We have seen a decrease in the number of expulsions over the last few years also.

We believe the decrease in percentages of students suspended are attributed to our commitment to Character.org's core principles as well as a focus on restorative practices.

Overall, 73% of our students feel safe while 64% have a sense of belonging. Students were surveyed and asked about their perceptions of unfair treatment. The following data shows the percentage of students who feel these subcategories are treated unfairly:

1. Race/Ethnicity: 69%
2. Physical Appearance: 63%
3. Culture: 55%
4. Ability: 47%
5. Gender: 42%
6. Religion: 41%
7. Sexual Orientation: 35%
8. Immigration Status: 34%
9. Gender Expression: 33%
10. Socioeconomic Status: 18%

We have seen an improvement in multiple areas such as race (70% in 2023), Gender (48% in 2023), Religion (42% in 2023), Sexual Orientation (44% in 2023), and Gender Expression (40% in 2023). However, we have seen an increase in the following areas: Physical Appearance (56% in 2023), Culture (50% in 2023), and Ability (44% in 2023).

Over 92% of staff feel safe in our schools which is an increase from the 89% in 2023. 93% of staff also feel that the entire school is aware of safety and security procedures which increased from 88% in 2023. Our district experienced a drop in teachers feeling supported with student

discipline with 73% of staff feeling confident that discipline is enforced fairly compared to 76% in 2023. However, this data is greatly skewed with HSI Waco reporting only 30% of staff feeling that discipline was enforced fairly which greatly dropped the overall district average.

We believe the increase in percentages of students feeling safe and a sense of belonging is due to our school's and district's dedication to social emotional learning and core values embedded into all aspects of our schools. Our commitment to Character.org's core principles guide our campuses in these areas.

Staff Turnover: Retention Data

1. Data compares rosters as of 9/1/22- 9/1/23 and 9/1/23-9/1/24
2. Temp workers not included (Substitutes, Interns, Security Guards, Crossing Guards, Tutors)

2022-23 RETENTION DATA

Notes:

1. Data compares rosters as of 9/1/22 and 9/1/23
2. Temp workers not included (Substitutes, Interns, Security Guards, Crossing Guards, Tutors)
3. High performing (HP) teachers are those who hold a TIA designation OR have a minimum of 3.0 H-TESS score average. TILT and H-STEP bonus recipients also qualify for the HP teacher status, but they are not reflected in these calculations because those bonuses have not been finalized yet.
4. Admin Staff: Band 0-4 / Professional Staff: Band 5-6

Campus	All Staff	Admin	Professional	Support Staff	Teacher	HP Teacher
North TX-S	78.4%	86.2%	66.7%	63.8%	82.9%	89.3%
003 HSA - DALLAS	82.4%	100.0%	87.5%	85.7%	78.1%	92.6%
005 HSI - DALLAS	87.0%	100.0%	71.4%	66.7%	93.1%	87.5%
006 HSI - GARLAND	81.8%	75.0%	72.7%	72.7%	87.5%	90.6%
009 HSA - EULESS	60.0%	50.0%	33.3%	50.0%	69.2%	90.9%
010 HSE - DALLAS	81.5%	75.0%	57.1%	75.0%	88.6%	88.2%
011 HSI - FT WORTH	78.6%	60.0%	66.7%	55.6%	86.2%	91.9%
013 HSA - CARROLLTON	71.2%	100.0%	55.6%	37.5%	78.9%	82.4%
014 HSI - WACO	80.0%	100.0%	80.0%	63.6%	82.2%	91.7%
999 DFW WACO DSTRCT OFF SECOND	89.5%	90.6%	80.0%	100.0%	N/A	N/A

The staff turnover rates for the 2023-2024 academic year indicate **improved retention across all categories** compared to the previous year. The **overall staff turnover rate** stands at **14.5%**, a notable decrease from the **21.6% recorded in 2022-2023**. This suggests that the district has made strides in employee retention, likely due to enhanced workplace conditions, leadership support, or retention initiatives.

Key Trends:

- **Administrative staff turnover** is **12.07%**, showing slight improvement from **13.8%** in the prior year. This stability suggests that leadership positions remain relatively secure, which can contribute to more consistent decision-making and school operations.
- **Professional staff turnover** is at **27.42%**, a decrease from **33.3%** last year, though it remains the highest among all categories. This suggests ongoing challenges in retaining specialized staff, possibly due to workload, job demands, or career advancement opportunities.
- **Support staff turnover** has seen the most significant improvement, dropping from **36.2% to 17.78%**. This suggests that efforts to retain non-teaching staff, such as offering better incentives or work conditions, have been effective.
- **Teacher turnover** has improved, declining from **17.1% to 11.9%**. This positive trend indicates better job satisfaction, improved work environments, or more competitive compensation and support systems.
- **High-Performing (HP) teacher turnover** is the lowest at **7.79%**, improving from **10.7%** in 2022-2023. Retaining experienced, high-performing educators is critical for student outcomes, and this data suggests that initiatives aimed at recognizing and rewarding top teachers are yielding results.
-

Implications and Considerations

While overall turnover rates have decreased, the professional staff category still experiences relatively high turnover. This indicates a need to further investigate job satisfaction, workload, and professional growth opportunities for these employees. Additionally, maintaining strong retention efforts for teachers and support staff will be crucial in ensuring continued progress.

Moving forward, it will be important to analyze the factors contributing to these retention improvements, such as leadership effectiveness, professional development programs, compensation adjustments, or workplace culture initiatives. Continued investment in employee well-being and career growth opportunities will be key to sustaining these positive retention trends in the coming years.

The above table shows staff mentoring results, staff perceptions of academic expectations 2023-24.

Summarize any climate and culture survey reports.

	2022-23	2023-24
Overall School Quality - Parents	Excellent: 52%, Good: Slight increase	Excellent: 46%, Good: Slight increase
Overall School Quality - Staff	Excellent: 31%, Good: Slight decrease	Excellent: 30%, Good: Slight decrease
Overall School Quality - Students	Stable, mostly Good & Fair	Stable, mostly Good & Fair
School Leadership	69% agree leadership decisions benefit students	89% staff trust in leadership (up from 83%)
Family Involvement	81% informed about school activities	78% informed about school activities, volunteer opportunities declined
Safety and Behavior	85% confident in safety, 49% fair discipline	Bullying response ratings decreased
Student Support & Equity	Fairness perception declined	Staff/parent fairness perception improved; students' remained a concern

The Climate and Culture Survey comparison for 2022-23 and 2023-24 highlights several key trends regarding staff perceptions. The percentage of staff rating the school as "Excellent" slightly decreased from 31% to 30%, while "Good" ratings also saw a minor decline.

However, staff satisfaction showed improvement, with the percentage of staff giving "Excellent" ratings increasing from 41% to 55%. Additionally, trust in school leadership strengthened, as 89% of staff in 2023-24 agreed that leadership decisions were made in students' best interests, up from 83% in the previous year. These findings suggest that while overall school quality ratings remained relatively stable among staff, leadership approval and workplace satisfaction have seen notable improvements.

Attendance Records: Track participation in school events, meetings, and parent-teacher conferences to measure engagement levels.

Volunteer Logs: Document parent and community volunteer hours in school activities to assess involvement.

Surveys and Feedback Forms: Collect data on parent and community engagement through periodic surveys to identify strengths and areas for improvement.

Participation in Decision-Making Bodies: Monitor involvement in school boards, PTO, and committees to evaluate family and community contributions to school policies.

District level, monitor the involvement of the Advisory Council board and district committees.

Communication Engagement: Track responses and interactions with newsletters, emails, and other school communications to ensure effective information exchange.

Social Media Tracking: Analyze engagement metrics such as likes, shares, comments, and participation in online discussions to assess digital community involvement.

- **Busy Schedules:** Work commitments and personal responsibilities can prevent parents from attending school events, meetings, or volunteer opportunities.
- **Language Barriers:** Parents who are not fluent in English may find it challenging to understand school communications or fully engage in discussions.

- **Lack of Information or Clarity:** Some parents may be unaware of the ways they can get involved or may not fully understand how their participation benefits their child's education.
- **Childcare Responsibilities:** Parents with younger children may have difficulty attending events if childcare options are not available.
- **Transportation Challenges:** Limited access to reliable transportation may prevent parents from attending meetings, conferences, or volunteer activities.
- **Technological Barriers:** Parents without internet access or familiarity with digital tools may have difficulty engaging in virtual meetings, school communications, or online resources.
- **Financial Constraints:** Costs associated with transportation, event fees, or lost work hours may deter parents from engaging in school-related events.

According to climate and culture surveys, close to 75% of students feel safe in their school. 83% of students feel that teachers set high expectations for learning and 84% of students feel challenged by their school work. Areas of improvement in our district, according to student's

perceptions, is that our classes and schools should do a better job at preparing students for the next grade level and life after high school. Student excitement and engagement could be affected by the low % of students who feel like their teachers are successfully showing students how their lessons are related to life outside of school. Only 54% of students feel like their school work is relevant to their life outside of school.

There is a large discrepancy between student perceptions on how challenged they are in their work but how well that work is preparing them for their future.

1. How do parents and guardians describe their child's school?

- Overall, parents rate their schools positively, with most responses above 75% across different categories.
- The strongest aspect appears to be that staff members and families treat each other with respect, averaging 82%.

- However, there are some variations among schools. For instance, HSA Euless has the lowest ratings in multiple areas (65% for welcoming families and 69% for safety).

2. Do they feel welcome at school?

- On average, 82% of parents feel the school is welcoming to families.
- Schools like HSE Dallas (91%) and HSI Fort Worth (90%) score the highest.
- HSA Euless has the lowest score in this category, at 65%, indicating a concern about the welcoming environment at that location.

3. Do they believe their children are safe at school and going to and from school?

- The average safety perception across schools is 83%.
- HSI Fort Worth scores the highest at 90%, while HSA Euless scores the lowest at 69%.
- This suggests that while most parents feel their children are safe, there are notable concerns at specific schools like HSA Euless.

Overall, parents generally have a positive view of their children's schools, but there are significant concerns in certain locations, particularly HSA Euless.

Based on the data, parents and guardians may learn and understand their child's learning standards, expectations, and progress through school communication about school-sponsored activities. The first column in the image represents the percentage of families who feel informed about activities such as tutoring, after-school programs, and student performances.

Since tutoring and other academic-related activities are included, this communication could be one way schools share learning expectations and student progress. The average percentage for this category across all schools is 85%, indicating that most families feel informed about such activities, which may indirectly help them understand their child's academic journey.

ISS # of Students													
Campuses	Asian	Black	Hispanic	White	Multi Racial	Amer Indian	Male	Female	IEP	504	LEP	Non LEP	Total ISS
HSA Carrollton	3	6	18	2	0	0	19	10	5	0	13	16	29
HSA Dallas	10	5	27	2	3	0	36	11	3	2	27	20	47
HSA Euless	5	6	2	3	0	0	13	3	2	0	8	8	16
HSE Dallas	1	26	58	4	2	1	54	38	12	5	30	62	92
HSI Dallas	4	13	11	11	0	0	29	10	3	1	13	26	39
HSI Fort Worth	1	3	12	2	0	0	10	8	4	1	4	14	18
HSI Garland	8	11	23	16	2	0	39	21	7	2	31	29	60
HSI Waco	0	9	42	6	0	0	32	25	11	1	20	37	57
Totals	32	79	193	46	7	1	232	126	47	12	146	212	358
	8.94%	22.07%	53.91%	12.85%	1.96%	0.28%	64.80%	35.20%	13.13%	3.35%	40.78%	59.22%	

Safety of Staff Members (Average: 92%)

- A high percentage of teachers feel safe at their workplace, with all schools reporting above 80%, and some reaching 97%. This suggests that safety is not a major concern in most of these schools.
- Respect from Students – 73% of teachers believe that students treat staff members with respect. While this is a moderate score, it indicates that nearly a quarter of staff members may experience challenges with student respect. The lowest score in this category is 52% (HSI Dallas), which might indicate a significant issue at that particular school.

- Support in Student Discipline – The average for this category is 73%, showing that while a majority of teachers feel supported in handling student discipline, a quarter may not receive sufficient support. Again, HSI Dallas scores the lowest (56%), suggesting a possible area for improvement.
- Communication of School Goals – The highest average across all categories is found here, with 84% of teachers stating that their principal or assistant principals clearly communicate the school’s goals. This suggests that school leadership is doing a relatively good job in articulating the institution's mission and objectives.

Conclusion:

- Positive Aspects: Most teachers feel safe (92%) and supported in student discipline (73%). School leadership is also effective in communicating goals (84% on average).
- Areas for Improvement: The biggest challenge appears to be ensuring that students consistently treat staff members with respect (73% on average). In some schools, this is a more significant concern, particularly at HSI Dallas (52%).
- Key Issue at HSI Dallas: This school has the lowest score in both student respect (52%) and teacher support in discipline (56%), which may indicate a need for stronger disciplinary measures or more administrative support for teachers in handling student behavior.

Perceptions Strengths

We have very supportive families who are highly engaged with activities in our school,

Low teacher turnover, ensuring continuity for students.(Teacher turnover is improving but still an area of concern in some schools.)

Regular surveys and feedback loops for continuous improvement. (We need better turnout for parents to participate in surveys and feedback.

Positive word-of-mouth from satisfied families.

Strong leadership committed to continuous innovation and excellence.

Financial literacy and life skills education integrated into curriculum.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Expand Extracurricular Activities and Strengthen Community Engagement

Root Cause: Increase funding and access to more clubs, sports, and after-school programs. Develop partnerships with local organizations to provide students enrichment activities. Improve social media engagement to promote events and successes. Launch virtual schools tours and online storytelling campaigns to highlight achievements.

Problem Statement 2 (Prioritized): Boost Teacher Retention and Professional Development

Root Cause: To further increase teacher retention, the district should focus on enhancing professional growth opportunities, improving workload management, and strengthening compensation. More mentorship programs, career advancement pathways, and targeted professional development can help retain skilled educators. Reducing administrative burdens, ensuring reasonable classroom sizes, and offering additional c

Problem Statement 3 (Prioritized): Enhance Bullying Prevention, Diversity, and Inclusion Initiatives

Root Cause: Strengthen Bullying Prevention Programs- Implement anti-bullying policies, Provide regular training, Promote zero-tolerance, Encourage peer support, Establish reporting mechanisms, Run awareness campaigns, Offer victim support, Involve parents and communities, Assess program effectiveness, Empower staff to intervene. Promote Diversity and Inclusion - We will promote diversity and inclusion in hiri

Priority Problem Statements

Problem Statement 1: Increase our enrollment by increasing applications, recruitment events

Root Cause 1: Increased competition from charter schools, private schools, or homeschooling

Problem Statement 1 Areas: Demographics

Problem Statement 2: The student population is becoming more diverse, but the district lacks the resources to support multilingual learners and culturally relevant curriculum.

Root Cause 2: Immigration patterns bringing in non-English-speaking families. Lack of bilingual staff and culturally responsive training for teachers. Insufficient funding for English as a Second Language (ESL) programs

Problem Statement 2 Areas: Demographics

Problem Statement 3: The district is seeing an increase in low-income students, leading to higher needs for free and reduced lunch programs, transportation, and social services.

Root Cause 3: Increase in housing insecurity and homelessness Economic downturn or job losses in the region

Problem Statement 3 Areas: Demographics

Problem Statement 4: The district is experiencing difficulty in recruiting and retaining high-quality teachers.

Root Cause 4: High workload and burnout among educators

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: Low Academic Achievement in science

Root Cause 5: Gaps in foundational skills from earlier grades

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Many students are not reading at grade level by third grade, which negatively affects future academic success.

Root Cause 6: COVID lack of instructions Limited exposure to books and literacy-rich environments at home

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Chronic Absenteeism Affecting Learning

Root Cause 7: Transportation barriers preventing students from attending regularly Health issues or lack of access to healthcare Family instability, including homelessness or caregiving responsibilities Disengagement from school due to negative experiences or bullying

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Enhance literacy interventions for EB/EL and Special Education students.

Root Cause 8: Language Acquisition and Proficiency, Cognitive and Learning Differences, Cultural and Socioeconomic Factors, Closing Achievement Gaps

Problem Statement 8 Areas: Student Learning

Problem Statement 9: SEL programming- Review programming to fill in any curriculum gaps based on student and instructor feedback.

Root Cause 9: Evolving Needs of Students, Student Feedback on Engagement and Relevance, Addressing Developmental Variability, Integration with Academic Learning

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: Increase the # of Teacher certification- Highlight the HEEP reimbursement program more with non-certified teachers, non-exempt staff who may be interested in transitioning into a full time classroom teacher.

Root Cause 10: Attracting and Retaining Talent, Increasing Diversity of the Teaching Workforce, Cost-Effective Solution to Teacher Shortages, Professional Development and Growth

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 11: Expand Extracurricular Activities and Strengthen Community Engagement

Root Cause 11: Increase funding and access to more clubs, sports, and after-school programs. Develop partnerships with local organizations to provide students enrichment activities. Improve social media engagement to promote events and successes. Launch virtual schools tours and online storytelling campaigns to highlight achievements.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Boost Teacher Retention and Professional Development

Root Cause 12: To further increase teacher retention, the district should focus on enhancing professional growth opportunities, improving workload management, and strengthening compensation. More mentorship programs, career advancement pathways, and targeted professional development can help retain skilled educators. Reducing administrative burdens, ensuring reasonable classroom sizes, and offering additional c

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Enhance Bullying Prevention, Diversity, and Inclusion Initiatives

Root Cause 13: Strengthen Bullying Prevention Programs- Implement anti-bullying policies, Provide regular training, Promote zero-tolerance, Encourage peer support, Establish reporting mechanisms, Run awareness campaigns, Offer victim support, Involve parents and communities, Assess program effectiveness, Empower staff to intervene. Promote Diversity and Inclusion - We will promote diversity and inclusion in hiri

Problem Statement 13 Areas: Perceptions

Goals

Goal 1: Increase student academic achievement: District & Campuses will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.


Performance Objective 1: By June 2026, Increase the percentage of students meeting or exceeding proficiency in Math & Reading by 2% over the next three years, as measured by state assessments.

HB3 Goal

Evaluation Data Sources: STAAR/Interim Data, STAAR/EOC Results, MAP

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide targeted professional development for teachers on evidence-based reading instruction and strategies to support struggling readers</p> <p>Strategy's Expected Result/Impact: When teachers receive targeted professional development on evidence-based reading instruction and strategies to support struggling readers, they can apply these strategies in their classrooms. This can lead to improved reading outcomes for students, such as increased reading fluency, comprehension, and accuracy.</p> <p>Improve student outcomes: Teachers who receive training on evidence-based reading instruction and strategies are better equipped to support struggling readers and improve overall reading achievement for all students.</p> <p>Increase teacher confidence: Professional development can provide teachers with the knowledge and skills they need to effectively teach reading. This can increase their confidence in their ability to support struggling readers and improve their overall teaching effectiveness.</p> <p>Improve teacher retention: Providing targeted professional development can help teachers feel supported and valued, which can improve their job satisfaction and lead to greater teacher retention</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Interventionists</p> <p>Problem Statements: Demographics 1, 2, 3 - District Processes & Programs 1</p> <p>Funding Sources: - Title I, II, IV Part A (Fund Codes 211, 255. 289) , - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
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Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campuses RTI Committees meet at least three times per year to evaluate student progress and growth to ensure that all students grow academically.</p> <p>Strategy's Expected Result/Impact: With support staff on each campus, all students will grow academically and will be provided opportunities for extra support as needed. Students identified by Campus RTI Committees as Tier 2 or Tier 3 will receive routine instructional support from interventionists.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Interventionists</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: - Title I, II, IV Part A (Fund Codes 211, 255. 289) , - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Closing gaps and meeting HB 14 16 requirements: Utilize Interventionists, Instructional Contract Services, and other support personnel to provide consistent assistance to all students in need of extra support, Accelerated Instruction, or tutorials before, during, or after school, or on Saturdays.</p> <p>Strategy's Expected Result/Impact: By providing extra support and guidance, students can better understand difficult concepts, clarify misconceptions, and improve their study skills. By providing one-on-one or small group tutoring, students can receive personalized attention and support in areas where they are struggling, leading to better grades and academic performance.</p> <p>Staff Responsible for Monitoring: Area Superintendent, Assistant Superintendents, Principal, Assistant Principals</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - 263 TITLE III, PART A English Language Acquisition, - 224 IDEA-B (Intent Code: 23), - Title I, II, IV Part A (Fund Codes 211, 255. 289) , - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize Title III interventionists and related Campus instructional support to enhance LEP student performance in class and on state tests.</p> <p>Strategy's Expected Result/Impact: Improve LEP student performance on State Tests</p> <p>Staff Responsible for Monitoring: Area Superintendent, Principal, ESL Coordinator, Dean of Academics</p> <p>Funding Sources: - 263 TITLE III, PART A English Language Acquisition, - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Utilize Special Education teachers and related Instructional Contract Services to maximize the learning of students with special needs.</p> <p>Strategy's Expected Result/Impact: Improve SPED student performance on State Tests</p> <p>Staff Responsible for Monitoring: Area Superintendent, Principal, SPED Coordinator</p> <p>Funding Sources: - Title I, II, IV Part A (Fund Codes 211, 255. 289) , - 420 General Fund (Charter Schools) Unrestricted, - 224 IDEA-B (Intent Code: 23)</p>	Formative		
	Oct	Jan	Mar
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Implement a school-wide Behavioral RTI Plan as evidence of the need for additional services after making changes in classroom instruction.</p> <p>Strategy's Expected Result/Impact: Help the student through the acculturation process and facilitate early interventions that support the student in the general education classroom</p> <p>Staff Responsible for Monitoring: Dean of discipline, dean of academics, principal, SPED coordinator</p> <p>Funding Sources: - 420 General Fund (Charter Schools) Unrestricted, - 224 IDEA-B (Intent Code: 23), - Title I, II, IV Part A (Fund Codes 211, 255. 289)</p>	Formative		
	Oct	Jan	Mar
			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Increase our enrollment by increasing applications, recruitment events Root Cause: Increased competition from charter schools, private schools, or homeschooling</p> <p>Problem Statement 2: The student population is becoming more diverse, but the district lacks the resources to support multilingual learners and culturally relevant curriculum. Root Cause: Immigration patterns bringing in non-English-speaking families. Lack of bilingual staff and culturally responsive training for teachers. Insufficient funding for English as a Second Language (ESL) programs</p> <p>Problem Statement 3: The district is seeing an increase in low-income students, leading to higher needs for free and reduced lunch programs, transportation, and social services. Root Cause: Increase in housing insecurity and homelessness Economic downturn or job losses in the region</p>
Student Learning
<p>Problem Statement 1: Low Academic Achievement in science Root Cause: Gaps in foundational skills from earlier grades</p> <p>Problem Statement 2: Many students are not reading at grade level by third grade, which negatively affects future academic success. Root Cause: COVID lack of instructions Limited exposure to books and literacy-rich environments at home</p>

District Processes & Programs





Problem Statement 1: The district is experiencing difficulty in recruiting and retaining high-quality teachers. **Root Cause:** High workload and burnout among educators

Goal 1: Increase student academic achievement: District & Campuses will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 2: Improve, sustain, and support academic student performance of Gifted and Talented students at or beyond grade level

Evaluation Data Sources: Increased student scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide opportunities for Gifted and talented students to showcase their advanced-level products.</p> <p>Strategy's Expected Result/Impact: Recognition: Gifted and talented students often have unique talents and abilities that are not always recognized or appreciated in traditional classroom settings. Providing opportunities for these students to showcase their advanced-level products can help recognize and validate their skills and accomplishments.</p> <p>Motivation: Gifted and talented students can become bored or disengaged in traditional classroom settings if they are not challenged or given opportunities to use their advanced skills. Providing opportunities to showcase their work can help motivate these students to continue to develop their talents and skills.</p> <p>Inspiration: Seeing the work of other gifted and talented students can be inspiring and motivating for other students. This can create a culture of excellence and high achievement in the school.</p> <p>Feedback: Gifted and talented students can benefit from feedback on their work from teachers, peers, and experts in the field. This feedback can help them improve their skills and develop their talents further.</p> <p>College and career readiness: Gifted and talented students often have aspirations to attend top universities or pursue careers in specialized fields. Showcasing their advanced-level products can help prepare these students for the rigors of college and career by providing opportunities to develop and showcase their talents and skills.</p> <p>Staff Responsible for Monitoring: GT Teacher, GT coordinator</p> <p>Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 1: Increase student academic achievement: District & Campuses will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 3: DFW Schools will participate in STEM academic competitions and expositions, such as STEM Fair, Science Fair, Math Counts, Math League, and other STEM-based competitions

HB3 Goal

Evaluation Data Sources: Student participation counts in academic competitions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: campuses will organize and participate in yearly campus-wide and regional Science Fairs while promoting parent and community involvement.</p> <p>Strategy's Expected Result/Impact: Promoting STEM education: Science Fairs provide an opportunity for students to engage in hands-on learning and develop an interest in STEM (science, technology, engineering, and math) fields. By promoting parent and community involvement, schools can help support STEM education in the wider community.</p> <p>Encouraging creativity and innovation: Science Fairs provide students with the opportunity to explore their own interests and develop their own ideas. This encourages creativity and innovation, which can lead to new discoveries and advancements in STEM fields.</p> <p>Developing important skills: Science Fairs help students develop important skills such as critical thinking, problem-solving, and communication. These skills are essential for success in STEM fields, as well as in many other areas of life.</p> <p>Building confidence: Participating in Science Fairs can help students build confidence in their abilities and develop a sense of accomplishment. This can help encourage them to pursue further learning and career opportunities in STEM fields.</p> <p>Strengthening school-community relationships: By promoting parent and community involvement in Science Fairs, schools can help build stronger relationships between the school and the wider community. This can lead to greater support for STEM education and other school initiatives.</p> <p>Staff Responsible for Monitoring: STEM/GT Teacher/Coordinator</p> <p>Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar

No Progress

Accomplished





Continue/Modify

Discontinue

Goal 1: Increase student academic achievement: District & Campuses will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 4: The district will increase the percentage of students demonstrating College Readiness (annual graduates) from 96.2% to 96.5% (based on 22-23 TAPR report).

Evaluation Data Sources: TAPR 22-23 Report





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Integrate quarterly TSI-aligned checkpoints into the Path to College and Career I-III sequence (grades 9-11) and, for any student still below benchmark, place them in senior-year College Prep Math and ELA with weekly intervention labs and scheduled retesting, ensuring skill gaps close in time to raise the district's College Readiness rate from 96.2 % to 96.5 %.</p> <p>Staff Responsible for Monitoring: Area Superintendent, Assistant Superintendents, Principals, College Counselors.</p>	Formative		
	Oct	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Increase student academic achievement: District & Campuses will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 5: North Texas district will increase the percentage of students graduating from 98.5% to 100%.

HB3 Goal


Evaluation Data Sources: CCMR Progress Measures

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement an early-warning credit-monitoring system that flags students falling below on-track thresholds by the end of each grading period and immediately enrolls them in targeted, standards-aligned credit recovery options, both in person and online, so that 100 percent of identified students regain on-track status within the subsequent term, increasing the district's graduation rate to 100 %.</p> <p>Staff Responsible for Monitoring: Area Superintendent, Assistant Superintendents, Principals, College Counselors.</p>	Formative		
	Oct	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Enhance teacher effectiveness: Employ, develop, and retain highly effective staff and administrators to maximize learning for all students.

Performance Objective 1: Develop and implement a system for teacher evaluations that includes clear expectations and measures for success.


HB3 Goal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide training to administrators and campus coaches on how to conduct effective and meaningful teacher evaluations. Staff Responsible for Monitoring: Principals, Deans, Assistant area superintendent Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop a clear set of expectations and measures for success, and provide training to teachers on these expectations. Strategy's Expected Result/Impact: Increase teachers' effectiveness in the classrooms Staff Responsible for Monitoring: Principals, Deans, Assistant area superintendent Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
			

Goal 2: Enhance teacher effectiveness: Employ, develop, and retain highly effective staff and administrators to maximize learning for all students.

Performance Objective 2: Provide opportunities for teachers to collaborate and receive feedback from peers, administrators, and instructional coaches.

HB3 Goal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop and implement a peer observation program that provides opportunities for teachers to observe and receive feedback from colleagues.</p> <p>Staff Responsible for Monitoring: Deans, Principal, instructional coaches</p> <p>Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide regular coaching and feedback to teachers from instructional coaches or administrators.</p> <p>Staff Responsible for Monitoring: Instructional coaches, Deans, principals</p> <p>Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
			

Goal 2: Enhance teacher effectiveness: Employ, develop, and retain highly effective staff and administrators to maximize learning for all students.


Performance Objective 3: Increase teacher retention rate

HB3 Goal

Evaluation Data Sources: Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase Teacher Recruitment efforts by focusing on internal/external job fairs in the Spring, provide training to improve hiring practices, and promote an employee referral incentive program through a marketing campaign in the Spring</p> <p>Strategy's Expected Result/Impact: District HR will hold/attend a variety of recruitment activities in the (10) Spring semester and market the employee referral incentive program through email and campus visits with staff</p> <p>Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide teachers with growth opportunities as Teacher Leaders on the campus Instructional Leadership Team</p> <p>Strategy's Expected Result/Impact: Each campus Instructional Leadership Team will consist of at least 4 Teacher Leaders and conduct campus PL to grow teachers.</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches, and Assistant Area Superintendent</p> <p>Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Instructional Leadership Teams will focus coaching efforts on new and struggling teachers by implementing continuous Observation Coaching Feedback (OBF) to grow and support all teachers.</p> <p>Strategy's Expected Result/Impact: Coaches and ILTs will meet 100% of coaching and observation feedback goals. Coaches will focus coaching efforts on new and struggling teachers.</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches, and Assistant Area Superintendent</p> <p>Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue to provide mentors to new teachers: 100% of new teachers will be assigned a mentor that supports them by completing all mentoring activities</p> <p>Strategy's Expected Result/Impact: Support and guidance: Mentors can provide new teachers with support and guidance as they navigate their first years in the profession. This can help new teachers feel more confident and competent in their roles, leading to improved job satisfaction and retention.</p> <p>Professional development: Mentors can help new teachers develop their skills and knowledge through ongoing professional development. This can include observing classroom instruction, providing feedback and support, and sharing best practices and resources.</p> <p>Improved student outcomes: New teachers who receive support and guidance from mentors are more likely to be effective in their roles, which can lead to improved student outcomes. Mentors can help new teachers learn how to differentiate instruction, manage classroom behavior, and assess student learning effectively.</p> <p>Improved teacher retention: New teachers who receive support from mentors are more likely to stay in the profession and remain at their school. This can help improve teacher retention rates, which is important for maintaining a stable and consistent teaching staff.</p> <p>Staff Responsible for Monitoring: Principal, Area Superintendent, Deans</p>	Formative		
	Oct	Jan	Mar







Goal 3: Improve family engagement & work jointly with parents and community to enhance students' learning: Work jointly with parents and the community to maximize learning for all students through two-way meaningful communication, collaborative partnerships, and a unity of purpose.

Performance Objective 1: Improve parent involvement and community outreach

HB3 Goal

Evaluation Data Sources: Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus communication will be provided in multiple languages by translating parent letters and notices in available languages.</p> <p>Strategy's Expected Result/Impact: Parent involvement will increase for teacher conferences and campus activities as measured through documentation of attendance records of parent participation for parent-teacher conferences and sign-in records for events attended.</p> <p>Staff Responsible for Monitoring: Engagement Coordinator, Deans, Principal, Area superintendent</p> <p>Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campuses will utilize bilingual school staff to communicate with parents about upcoming school events and the academic progress of students.</p> <p>Strategy's Expected Result/Impact: Parent involvement will increase for teacher conferences and campus activities as measured through documentation of attendance records of parent participation for parent-teacher conferences and sign-in records for events attended.</p> <p>Staff Responsible for Monitoring: Engagement Coordinator, Deans, Principal, Area superintendent</p> <p>Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide regular workshops and training opportunities for families on topics such as homework help, literacy support, and college readiness: Parent Academy</p> <p>Strategy's Expected Result/Impact: Providing regular workshops and training opportunities for families on topics such as homework help, literacy support, and college readiness is important for promoting family engagement, supporting student learning, building partnerships with families, promoting equity and access, and fostering lifelong learning. It is an important initiative for schools to undertake to support the success and well-being of their students and families.</p> <p>Staff Responsible for Monitoring: Engagement Coordinator, Deans, Principal, Area superintendent</p> <p>Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide information to parents and the community of gifted and Talented Services/Programs and learning opportunities</p> <p>Strategy's Expected Result/Impact: Awareness: Many parents and community members may not be aware of the resources and opportunities available for gifted and talented students. By providing information, you can raise awareness and help ensure that those who would benefit from these programs and services are aware of them.</p> <p>Support: Parents and community members can play a critical role in supporting the education and development of gifted and talented students. By providing information, you can help parents and community members understand the unique needs and challenges of these students and provide them with the support they need to succeed.</p> <p>Advocacy: When parents and community members are informed about gifted and talented services and programs, they can become advocates for these students. This can help ensure that resources are allocated to support the education and development of gifted and talented students.</p> <p>Collaboration: By providing information, you can encourage collaboration between parents, educators, and community members. This can lead to the development of new programs and opportunities that better meet the needs of gifted and talented students.</p> <p>Staff Responsible for Monitoring: GT/STEM Teacher and coordinator</p>	Formative		
	Oct	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Improve family engagement & work jointly with parents and community to enhance students' learning: Work jointly with parents and the community to maximize learning for all students through two-way meaningful communication, collaborative partnerships, and a unity of purpose.

Performance Objective 2: Address individual needs of At-Risk students and families, especially homeless and migrant students.

HB3 Goal

Evaluation Data Sources: % of Homeless, Migrants, refugees, and Asylee students


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Identify homeless and migrant students and address any special needs as soon as campuses enroll new students</p> <p>Strategy's Expected Result/Impact: Access to resources: When homeless students are identified, they can be connected with resources that can help them and their families, such as housing assistance, food assistance, and healthcare. This can help improve their well-being and reduce the negative impact of homelessness on their education.</p> <p>Educational stability: Identifying homeless students is important for ensuring their educational stability. Schools can work with families and community organizations to provide transportation, academic support, and other resources that can help homeless students stay in school.</p> <p>Compliance with federal law: Schools are required by federal law to identify homeless students and provide them with certain protections and services, such as immediate enrollment in school, transportation to and from school, and free school meals. Identifying homeless students is necessary to ensure compliance with these requirements.</p> <p>Staff Responsible for Monitoring: Registrar, principal, federal programs coordinators, assistant area superintendent</p>	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Create a closet on campus for gently used uniform by collecting donations from the community and use it when a need arises on campus for homeless families.</p> <p>Strategy's Expected Result/Impact: Equity and access: Identifying homeless students is important for promoting equity and access in education. Homeless students are often at a disadvantage due to their unstable living situations, and identifying them and providing them with support can help level the playing field and ensure they have access to the same educational opportunities as their housed peers.</p> <p>Student well-being: Identifying homeless students is important for their overall well-being. Homelessness can have a negative impact on students' physical and mental health, as well as their social and emotional well-being. Identifying homeless students and providing them with support can help mitigate these negative effects.</p> <p>Staff Responsible for Monitoring: Registrar, principal, federal programs coordinators, assistant area superintendent</p>	Formative		
	Oct	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Increase access to and use of technology: Utilize technology to maximize learning for all students and enhance the educational practices of teachers.

Performance Objective 1: Provide one-to-one technology devices (Chromebooks/IPADS/Computers/Laptops) to maximize learning for all students in all core subject areas/research-based projects and train teachers to maximize learning.

HB3 Goal





Evaluation Data Sources: Inventory, invoices, Annual PD Plan

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Purchase and maintain technology devices (document camera, laptop, Chromebook, etc)</p> <p>Strategy's Expected Result/Impact: Each campus will have one-to-one technology available for technology and curriculum implementation at the campuses.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Area superintendent</p> <p>Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop policies and procedures for device management and maintenance.</p> <p>Strategy's Expected Result/Impact: Ensure the safety and security of their devices: Policies and procedures can be developed to ensure that devices are regularly updated with security patches and software upgrades, as well as ensuring that devices are secured with passwords or other security measures. Extend the lifespan of devices: Proper device maintenance can help to prevent breakdowns and malfunctions, which can reduce the need for costly repairs or replacements.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Area superintendent</p> <p>Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
			

Goal 4: Increase access to and use of technology: Utilize technology to maximize learning for all students and enhance the educational practices of teachers.

Performance Objective 2: Provide professional development to teachers on how to effectively integrate technology into their lessons.

HB3 Goal





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide targeted training on specific technology tools and platforms that teachers will be expected to use.</p> <p>Strategy's Expected Result/Impact: Increased teacher proficiency: The targeted training on specific technology tools and platforms is expected to make teachers proficient and competent in using these tools.</p> <p>Enhanced student learning: The use of technology in teaching and learning is proven to have a positive impact on student engagement, motivation, and achievement. The targeted training is likely to enhance student learning by enabling teachers to integrate technology more effectively into their teaching.</p> <p>Staff Responsible for Monitoring: Principal, assistant area superintendent</p> <p>Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: Enhance School Climate & Culture

Performance Objective 1: Promote physical and emotional safety for all students and staff. Encourage positive behavior and prevent bullying and harassment. Create a culture of respect and inclusion for all students and staff.

Evaluation Data Sources: Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a school-wide behavior management system that promotes positive behavior and reinforces expectations.</p> <p>Strategy's Expected Result/Impact: Enhance academic performance by providing a safe and supportive learning environment. When students feel safe and supported, they are more likely to be engaged in the learning process and perform better academically.</p> <p>Reduce absenteeism and disciplinary actions. When students feel safe and respected, they are less likely to skip school or engage in negative behaviors that could result in disciplinary action.</p> <p>Improve mental health and overall well-being. A positive school climate can help reduce stress and anxiety among students and staff, resulting in improved mental health and overall well-being.</p> <p>Foster positive relationships between students and staff. When students feel valued and respected by their teachers and other staff members, they are more likely to form positive relationships and trust them as mentors and role models.</p> <p>Promote social-emotional learning. A safe and inclusive school environment provides opportunities for students to develop important social and emotional skills, such as empathy, communication, and teamwork.</p> <p>Prepare students for success in the real world. Students who learn in a safe and respectful environment are better prepared to navigate the complexities of the world beyond school and become productive and responsible citizens.</p> <p>Staff Responsible for Monitoring: Deans, Principal, Assistant area superintendent</p> <p>Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide opportunities for student leadership, such as student government, service projects, and volunteer opportunities.</p> <p>Strategy's Expected Result/Impact: Develops leadership skills: By giving students the opportunity to lead, it teaches them essential leadership qualities such as communication, decision-making, problem-solving, and teamwork.</p> <p>Fosters a sense of responsibility: When students are given leadership roles, they learn to take ownership of their actions and responsibilities, which helps them develop a strong sense of accountability and responsibility.</p> <p>Enhances confidence and self-esteem: Through leadership opportunities, students gain confidence in their abilities and become more self-assured, which can positively impact their academic and personal lives</p> <p>Staff Responsible for Monitoring: Principal, deans, Assistant Area Superintendent</p> <p>Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Offer social-emotional learning opportunities to support students' well-being and mental health.</p> <p>Strategy's Expected Result/Impact: Better academic performance: Students who participate in SEL programs tend to have better academic outcomes, including improved attendance, grades, and test scores</p> <p>Prevention of mental health issues: SEL can help prevent the onset of mental health issues, including depression and anxiety, by equipping students with the skills and resources they need to manage challenges and stressors.</p> <p>Positive relationships: SEL emphasizes skills like empathy, communication, and teamwork, which can improve students' ability to form positive relationships with their peers and adults, leading to increased social support and a sense of belonging</p> <p>Staff Responsible for Monitoring: Counselors, deans, principal, Assistant Area Superintendent</p> <p>Funding Sources: - Title I, II, IV Part A (Fund Codes 211, 255, 289) , - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 5: Enhance School Climate & Culture

Performance Objective 2: Objective 2: Increase student engagement and motivation by creating a positive and supportive learning environment. This can be achieved by providing opportunities for students to participate in school activities and clubs, and by providing engaging and relevant learning experiences.

Evaluation Data Sources: Student's Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create opportunities for students to participate in extracurricular activities, such as sports teams, music ensembles, or service clubs, to help build a sense of community and belonging.</p> <p>Strategy's Expected Result/Impact: Promotes Physical Fitness::Participating in sports teams, dance classes, or other physical activities helps students stay physically fit. Boosts Confidence::Extracurricular activities offer a chance for students to showcase their talents and improve their skills, which can lead to increased confidence and self-esteem. Develops Skills: Students gain valuable skills such as teamwork, leadership, time management, and communication through extracurricular activities that benefit them throughout their lives. Builds Friendships: Being part of an extracurricular activity provides a chance to build friendships with like-minded individuals or peers who share similar interests. Encourages Time Management: Balancing schoolwork and extracurricular activities can be a challenge, but it teaches students how to prioritize their time and manage deadlines. Increases College Admissions Chances: Participation in extracurricular activities, especially leadership roles, can enhance college applications, demonstrating a student's dedication and commitment to their interests. Provides Opportunities For Community Service: Many clubs or organizations focus on volunteering and service projects, providing students with opportunities to give back to their communities and make a difference. Develops Creativity: Music, art, drama, and other creative extracurricular activities help students develop their creativity and express themselves in unique ways. Reduces Stress: Extracurricular activities offer a break from the demands of academics, allowing students to recharge and reduce stress levels. Contributes to a Sense of Belonging:Participating in extracurricular activities helps students feel part of a community, fostering a sense of belonging, and encouraging social interactions</p> <p>Staff Responsible for Monitoring: Engagement Coordinator, Principal, Deans, Assistant Area Superintendent</p> <p>Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Establish clear expectations for student behavior and provide consistent consequences for behavior that is not in line with the school's values and expectations.</p> <p>Strategy's Expected Result/Impact: Improved learning environment: When students understand the school's expectations and the consequences of not meeting those expectations, they are more likely to behave appropriately. This creates a more positive and productive learning environment for everyone in the school.</p> <p>Reduced disruptions: Consistently enforcing consequences for misbehavior can help reduce disruptions in the classroom and around the school. This allows teachers to focus on teaching and students to focus on learning.</p> <p>Increased safety: Establishing clear expectations and consequences can also help increase safety in the school. When students know what is expected of them and the consequences of not following the rules, they are less likely to engage in dangerous behaviors.</p> <p>Improved behavior: Consistent consequences for misbehavior can help students learn from their mistakes and make better choices in the future. This can lead to improved behavior and better academic outcomes.</p> <p>Better relationships: By establishing clear expectations and consequences, schools can create a more structured and predictable environment. This can help students feel more secure and confident, which can improve their relationships with teachers and other students.</p> <p>Staff Responsible for Monitoring: Behavior Counselor, Principal, Deans, assistant area Superintendent</p> <p>Funding Sources: - 420 General Fund (Charter Schools) Unrestricted</p>	Formative		
	Oct	Jan	Mar

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Under **Section 1112(b)(1)** of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), **Local Educational Agencies (LEAs)** are required to describe how they will monitor students' progress in meeting challenging State academic standards.

Both EL & Sec. Campuses use results from annual **statewide assessments** in English Language Arts (ELA), math, and science to measure whether students are meeting grade-level expectations.

All campuses often administer **formative** (ongoing, in-class assessments) and **interim/benchmark assessments** (e.g., NWEA MAP) throughout the year to track student growth and identify areas where interventions are needed.

For students receiving interventions (e.g., under RTI/MTSS models), LEAs use **progress monitoring tools** (e.g., DIBELS) at regular intervals to assess academic progress and adjust instruction accordingly

1.2: Identifying students who may be at risk for academic failure;

Our Schools identify students who may be at risk for academic failure using a combination of **academic data, behavioral indicators, and attendance records**, typically through a **multi-tiered system of supports (MTSS) or Response to Intervention (RTI)** framework. Here's how the process generally works:

Academic Performance

- **Low grades** or failure in core subjects (math, reading, science, etc.)
- **Assessment data** showing students performing below proficiency levels on:
 - State standardized tests
 - Benchmark/interim assessments (e.g., NWEA MAP)
 - Classroom-based formative assessments
 - **Attendance**
 - **Chronic absenteeism** (missing 10% or more of school days)

- Frequent tardiness or patterns of early dismissals

- **Behavior and Engagement**

- Disciplinary referrals or suspensions
- Lack of participation in class
- Signs of disengagement (e.g., not completing assignments, sleeping in class)

- **Teacher Observations**

- Teachers may flag students based on:
 - Struggles with comprehension or basic skills
 - Inability to complete grade-level work
 - Significant drop in performance
 - **Screening Tools**
 - Schools may use **universal screeners** to assess all students (especially in early grades), such as:
 - DIBELS (for reading)

1.3: Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

To provide **additional educational assistance** to students who need help meeting challenging State academic standards, our schools typically implement a **tiered system of support** that includes academic interventions, instructional adjustments, and supplemental services.

1. Identification of Students Needing Assistance
2. Targeted Interventions (Tier 2 Supports)
3. Targeted Interventions (Tier 2 Supports)
4. Supplemental Educational Services
5. Supports for Special Populations
6. Family Engagement and Communication
7. Monitoring and Evaluation

1.4: Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

To fulfill the requirement of **identifying and implementing instructional and other strategies** to strengthen academic programs and improve school conditions for student learning, our schools typically develop a **comprehensive, research-based improvement plan**. Here's how this is generally approached:

1. Needs Assessment

- Schools conduct a **comprehensive needs assessment (CNA)** using:
 - Academic performance data
 - School climate surveys
 - Attendance, behavior, and engagement data
 - Input from families, students, and staff

2. Instructional Strategies to Strengthen Academic Programs

- **High-quality, evidence-based curriculum** aligned with state standards
 - **Differentiated instruction** to meet diverse learner needs
 - **Co-teaching models** (especially for special education or English learners)
 - **Literacy and math initiatives** across all grade levels
 - Integration of **technology and digital tools** (e.g., blended learning)
 - Use of **data-driven instruction (DDI)** to inform teaching in real time
-

3. Professional Development for Educators

- Ongoing, job-embedded training in:
 - Culturally responsive teaching
 - Effective use of formative assessment
 - Instructional strategies for struggling learners
 - Coaching and mentoring models for teacher support
-

4. School Climate and Culture Strategies

- Implementing **Positive Behavioral Interventions and Supports (PBIS)**
- Promoting **Social-Emotional Learning (SEL)** programs (e.g., Second Step, RULER)

- Creating **safe and inclusive school environments**
 - Training staff in **trauma-informed practices (Per Texas Education Code § 38.036)**
 - **Per Texas Education Code § 38.036 “Trauma-Informed Care Policy” all district staff will be provided yearly trauma-informed care training via the Safe Schools compliance training portal. Students affected by trauma or grief have available counseling options via school counselors or outside agencies such as local region centers.**
 - Expanding access to **mental health services**
-

5. Extended and Enriched Learning Time

- After-school and summer learning opportunities
 - Saturday academies or intersession programs
 - Enrichment programs in arts, STEM, and career readiness
-

6. Family and Community Engagement

- Providing resources and training for parents to support learning at home
 - Establishing **parent advisory councils**
 - Partnering with **community organizations** to support student needs
-

7. Monitoring and Evaluation

- School leadership teams and LEAs regularly review:
 - Implementation fidelity
 - Progress toward academic and school climate goals
 - Effectiveness of interventions and instructional changes

Descriptor 2: Teacher Quality

Under **Section 1112(b)(2)** of the Elementary and Secondary Education Act (ESEA) as amended by ESSA, Local Educational Agencies (LEAs) are required to describe how they will **identify and address any disparities** that result in low-income and minority students being **taught at higher rates than other students** by **ineffective, inexperienced, or out-of-field teachers**.

1. Data Collection and Analysis

LEAs collect and analyze educator workforce data across all schools, including:

- **Effectiveness ratings** from evaluation systems
- **Years of teaching experience**
- **Credentials and endorsements** to determine if teachers are in-field or out-of-field
- **Student demographics**, especially focusing on low-income and minority students

They compare:

- The **percentage of ineffective, inexperienced, and out-of-field teachers** in high-poverty and high-minority schools versus other schools.
-

2. Equity Gap Identification

- Schools conduct **equity gap analyses** to identify schools with disproportionate rates of less-qualified teachers.
 -
-

3. Strategies to Address Disparities

Recruitment and Retention

- **Incentives** for effective teachers to work in high-need schools (e.g., signing bonuses, loan forgiveness, housing stipends)
- **Grow Your Own** programs to develop local teacher pipelines
- **Partnerships with educator preparation programs** to improve candidate placement and quality

Professional Development and Support

- Targeted **coaching and mentoring** for new or out-of-field teachers
- Regular, high-quality **professional learning communities (PLCs)**
- **Leadership development** to retain effective school leaders in high-need schools

Strategic Staffing

- Ensure equitable distribution of strong teachers through:

- Strategic scheduling
 - Team teaching with veteran staff
 - Assigning master teachers to mentor or co-plan with less experienced staff
-

4. Monitoring and Reporting

- LEAs develop and implement an **Equitable Access Plan** or include strategies in the Title I plan.
 - Progress is monitored by:
 - Regular data reviews
 - Stakeholder feedback
 - State education agency oversight
 - LEAs are expected to adjust strategies based on impact and updated data.
-

5. Transparency and Stakeholder Engagement

- Communicate teacher equity data with families and community stakeholders
- Seek input on hiring practices and improvement strategies

Descriptor 3: School Improvement and Support Activities

Under **Section 1112(b)(3)** of the Every Student Succeeds Act (ESSA), each Local Educational Agency (LEA) must describe how it will carry out its responsibilities for **School Support and Improvement (SSI)** under **Section 1111(d)(1) and (2)**. These sections focus on providing targeted support to the **lowest-performing schools**.

- **Work with Schools to Develop Evidence-Based Improvement Plans**
 - Collaborate with school stakeholders (principals, teachers, families) to create plans that:
 - Address the reasons for underperformance
 - Are **evidence-based**
 - Include **measurable goals**
- **Monitor and Support Implementation**

- Regular site visits
- Review progress reports and performance data
- Provide technical assistance and capacity building
- **Align Resources**
 - Target federal, state, and local funds to support implementation
 - Ensure high-quality instruction, staffing, and professional development
- **Approval and Oversight**
 - Submit improvement plans to the **State Educational Agency (SEA)** for approval
 - Track progress over time and adjust strategies as needed

Descriptor 4: Measure of Poverty

Under **Section 1112(b)(4)** of the Every Student Succeeds Act (ESSA), LEAs are required to describe the **poverty criteria** they will use to **select school attendance areas** eligible for Title I, Part A services, as specified in **Section 1113**.

Here's how our schools typically comply with this requirement:

Free and Reduced-Price Lunch (FRPL) eligibility

- The most common method
- Based on student eligibility for free/reduced-price meals under the National School Lunch Program

Descriptor 5: Nature of Programs

Under **Section 1112(b)(5)** of the Every Student Succeeds Act (ESSA), LEAs are required to describe the **nature of the programs** they will implement under:

- **Section 1114** – *Schoolwide Programs*
- **Section 1115** – *Targeted Assistance Programs*
and
- **Services for neglected and delinquent children**, including those in local institutions or community day school programs.
- **Program Features:**

- **Comprehensive Needs Assessment** to identify strengths and areas of need
- **Evidence-based instructional strategies** to improve academic achievement for all students
- **Professional development** for teachers and staff
- **Extended learning time** (before/after school, summer programs)
- **Social-emotional and behavioral supports**
- **Family engagement activities**
- **Integration of services** from other federal, state, and local programs (e.g., McKinney-Vento, IDEA, Perkins)

Goal:

Ensure all students, particularly those at risk, meet the state’s challenging academic standards through a **whole-school improvement plan**.

Descriptor 6: Services to Homeless Children and Youth

Our Schools work in coordination with the **McKinney-Vento Liaison** to:

- Train school staff to recognize signs of homelessness
- Use **enrollment forms and residency questionnaires** to identify students
- Partner with community shelters, food pantries, and housing agencies

Descriptor 7: Parent and Family Engagement Strategy

LEA Parent and Family Engagement Policy (ESSA Section 1116)

1. Policy Development and Distribution

- Develop the policy **jointly with parents and family members** of Title I students.
- Distribute the policy **annually** in an understandable, accessible format (e.g., translated into multiple languages).
- Post the policy on the LEA and school websites and make it available at schools and district offices.

2. Meaningful Engagement in Programs and Plans

- Involve families in the **development, review, and improvement** of:
 - The LEA plan
 - Schoolwide and Targeted Assistance programs
 - School improvement efforts
- Solicit family input through surveys, focus groups, and public meetings.

Coordination and Integration

- Coordinate parent and family engagement strategies with other programs such as:
 - Pre-K programs
 - Migrant education
 - McKinney-Vento (Homeless Education)
 - Special education (IDEA)

Descriptor 8: Early Childhood Education Programs and Transition Plans

Our Schools coordinate Title I, Part A services with **early childhood education programs** such as:

- **Pre-kindergarten (Pre-K)** programs
- **State-funded preschool programs**
-

Key Strategies:

- **Joint planning meetings** between Pre-K providers, early childhood educators, and elementary school staff to align curriculum and educational goals.
- Integration of **kindergarten readiness standards** into early childhood curriculum to ensure a smooth transition to elementary school.
- Sharing of **student progress data** between early childhood programs and elementary schools, with parental consent, to ensure continuity of services.
- Providing professional development for **Pre-K teachers and elementary school teachers** to align teaching practices and better meet the developmental needs of young learners.

Transition Plans for Children Moving to Elementary School

Our schools create transition plans to support children moving from early childhood programs (e.g., Pre-K, Head Start) to kindergarten or first grade.

Transition Activities Include:

- **Transition meetings** between early childhood educators, elementary school teachers, and families to discuss each child’s needs, strengths, and areas for growth.
- **Orientation sessions** for families to familiarize them with the elementary school environment, expectations, and resources.
- **Kindergarten visitation days** where incoming kindergarten students visit their new schools to meet teachers, explore classrooms, and ease their transition.
- **Articulated curriculum** between early childhood and elementary school to ensure the alignment of learning objectives and instructional strategies (e.g., common language arts and math foundations).

Our schools provide **resources and training** for families of young children to engage in their child’s education from the start.

- Hosting **parent workshops** on early literacy and math skills.
- Encouraging **parent involvement** in transition activities, school events, and decision-making processes.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

The identification of eligible children for Title I, Part A services in **Targeted Assistance programs** involves a **collaborative process** with key stakeholders, including:

- **Teachers** (regular and Title I staff)
- **School leaders** (principals and administrators)
- **Parents** (through family engagement)
- **Paraprofessionals** (assistants who support classroom instruction)
- **Specialized instructional support personnel** (e.g., counselors, speech therapists, school psychologists)

Key Steps in the Process:

- **Data Review:** Teachers, school leaders, and other stakeholders review multiple sources of student data to identify those most at risk of academic failure. This includes:
 - **Academic performance** (e.g., standardized test scores, grades, class assessments)
 - **Behavioral data** (e.g., attendance, discipline records)
 - **Other assessments** (e.g., screening for social-emotional needs)

- **Collaboration:** Teachers and staff discuss the academic needs of students and share insights from their observations and assessments. The goal is to ensure a **well-rounded understanding** of each child's needs.
 - **Parent Consultation:** Parents provide valuable input on their child's academic challenges, home environment, and any other factors influencing the child's learning. Schools may conduct surveys, hold parent-teacher conferences, or invite parents to participate in planning meetings.
-

2. Use of Objective Criteria for Identification

To ensure fairness and consistency, LEAs and schools use **objective criteria** to identify the students most in need of Title I services. These may include:

- **Test scores** (e.g., state assessments, district-wide assessments)
 - **Teacher recommendations** (based on academic observations)
 - **Grades and report cards**
 - **Previous year's academic performance**
 - **Teacher-created assessments**
 - **Risk factors** (e.g., chronic absenteeism, history of academic struggle)
-

3. Prioritizing Students Most in Need

Once eligible students are identified, schools must prioritize services for those **most at risk of failing to meet state standards**. This can include:

- **Students with the lowest academic performance** (e.g., below grade level in reading or math)
 - **Students with disabilities** or those receiving **special education services**, who may require additional support
 - **English language learners (ELLs)** who need targeted language support
 - **Students experiencing significant behavioral or attendance challenges** that impact academic success
-

4. Development of Individualized Support Plans

For each identified student, the school, in consultation with parents and other stakeholders, may develop an **Individualized Education Plan (IEP)** or a similar plan tailored to meet the student's needs. These plans may include:

- **Small group instruction** for reading, math, or other core subjects
- **Extended learning time** (e.g., after-school programs, summer school)

- **Specialized interventions** (e.g., tutoring, mentoring)
 - **Behavioral supports** for students struggling with social-emotional learning
 - **Language acquisition programs** for English learners
-

5. Regular Monitoring of Student Progress

The schools will regularly monitor the progress of students receiving Title I services by:

- **Frequent assessments** (e.g., formative assessments, progress monitoring)
- **Teacher observations and feedback** on student engagement and understanding
- **Parental feedback** on the child's progress at home and in school
- **Adjusting interventions** based on the data collected to ensure continuous academic growth



Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1: Coordination with institutions of higher education, employers, and other local partners;

1. Transition from Middle Grades to High School

Objective: Ensure students are prepared for the academic, social, and emotional challenges of high school, and to reduce the likelihood of students struggling during this critical transition period.

Key Strategies:

- **Orientation Programs:**
 - **6th to 9th-grade transition events** to introduce middle school students to high school life, including tours, meetings with high school counselors, and presentations about the high school curriculum.
 - **Meet-and-greet with high school teachers and staff** to foster relationships before students enter high school.
 - **Academic Preparation:**
 - **Advanced courses or enrichment programs** (e.g., honors classes, summer bridge programs) designed to prepare middle school students for high school-level coursework.
 - **Career exploration programs** to introduce students to potential career paths early on, including work-based learning and internships.
 - **Counseling and Support Services:**
 - **Individualized academic advising** to help students select appropriate courses based on their interests, strengths, and career goals.
 - **Social-emotional learning (SEL) programs** to help students develop resilience, time management, and coping skills for the challenges of high school.
 - **Parent Engagement:**
 - **Parent nights** and workshops to inform families about high school expectations, course selection, and graduation requirements.
 - **Regular communication** between middle school and high school staff ensures a smooth transition for all students, particularly those at risk.
-

2. Transition from High School to Post

Key Strategies:

- **College and Career Readiness Programs:**
 - **Dual enrollment** programs allowing students to take college-level courses while still in high school, giving them a head start on postsecondary education.
 - **Advanced Placement (AP) courses** and **International Baccalaureate (IB)** programs to challenge students and give them college credits.
 - **Career and Technical Education (CTE)** programs that provide students with industry certifications and technical skills aligned with high-demand careers.
- **Postsecondary Planning and Counseling:**
 - **Guidance counselors** provide one-on-one sessions to help students plan for postsecondary options (college, technical schools, apprenticeships, etc.).
 - **Financial aid workshops** to guide students through the process of applying for scholarships, grants, and student loans.
 - **College visits** and partnerships with local colleges and universities to familiarize students with postsecondary options.
 - **Job shadowing, internships, and apprenticeships** to help students gain real-world experience and understand career pathways.

- **Transition Courses and Programs:**

- **Senior seminars** or transition courses that focus on skills needed for success in postsecondary education (e.g., study habits, time management, financial literacy).
- **Summer transition programs** for students entering college, which help them adjust to the academic and social aspects of university life.

- **Support for At-Risk Students:**

- Specialized **mentoring programs** or peer support groups for students at risk of not graduating or attending college.
 - **Tutoring and academic support** to help students who need extra help in specific subjects, particularly in core areas such as math and English.
-

3. Collaboration Between Middle Schools, High Schools, and Postsecondary Institutions

To ensure a seamless transition at both stages, LEAs often build partnerships between middle schools, high schools, and postsecondary institutions.

Key Strategies:

- **Articulation Agreements** between high schools and local colleges or vocational schools that ensure a clear pathway for students from high school to postsecondary education.
 - **Shared curriculum alignment** where high school teachers collaborate with college faculty to ensure high school courses meet the standards and expectations of postsecondary education.
 - **Joint programs and workshops** between high schools and community colleges to offer students exposure to college-level coursework and expectations.
-

4. Monitoring and Continuous Support

- **Tracking progress** of students who transition from middle school to high school and from high school to postsecondary education to monitor success and address any challenges early.
 - **Follow-up services** to support students after high school graduation, such as counseling services for college freshmen, internships, or connections with career mentors.
-

10.2: Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Partnerships with Local Colleges and Universities:

- Collaborate with community colleges or universities to offer **college-level courses** within the high school setting or through college campuses. These partnerships may include:

- Dual-credit programs where students earn both high school and college credits for completing courses.
- Early College High Schools where students can earn an Associate’s degree or significant college credits by the time they graduate from high school.

Descriptor 11: Discipline Disproportionality

Key Strategies:

- **Positive Behavioral Interventions and Supports (PBIS):**
 - Implement a **PBIS framework** to promote positive behavior school-wide. This approach focuses on teaching and reinforcing positive behaviors and creating a supportive, inclusive environment.
 - **Tiered interventions** to address varying levels of student needs, from universal supports for all students to more intensive supports for students at risk of disciplinary issues.
- **Restorative Practices:**
 - Integrate **restorative justice** practices in schools to repair harm and foster accountability, focusing on relationship-building rather than punitive measures. This can include practices such as **circle discussions** where students have the opportunity to discuss conflicts and find ways to resolve them constructively.
- **Behavioral Support Plans:**
 - Develop individualized **behavior intervention plans** (BIPs) for students who exhibit frequent disruptive behavior, aiming to address underlying causes and provide positive alternatives.
 - Work with counselors, social workers, and behavior specialists to offer **in-school supports** that address issues before they escalate to the point of suspension or expulsion.
- **Social-Emotional Learning (SEL):**
 - Implement **SEL programs** to help students develop skills such as emotional regulation, conflict resolution, and interpersonal communication, reducing the likelihood of behaviors that lead to removal from class.

Descriptor 12: Coordination and Integration

12.1: Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

N/A

12.2: Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

N/A

Descriptor 13: Other Proposed Uses of Funds

13.1: Assist schools in identifying and serving gifted and talented students;

Objective: Ensure that Title I funds are used to support schools that need the most assistance, including schools identified for comprehensive or targeted support.

Key Strategies:

- **Support for Schools Identified for Improvement:**
 - Allocate funds to **schools identified for comprehensive or targeted support** based on data such as low performance or persistent achievement gaps.
 - Provide **additional instructional support** (e.g., tutoring, summer programs) and **professional development** for educators at struggling schools to improve teaching and learning.
- **Targeted Interventions:**
 - Use funds to implement **evidence-based interventions** tailored to specific student needs, such as after-school programs, credit recovery, or academic enrichment activities.
 - Provide funding for **mentoring programs** that offer personalized academic and social-emotional support for at-risk students.

13.2: Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

N/A

CIP COMMITTEE -SAMPLE

Committee Role	Name	Position
CHAIR/MEMEBER	RANA Hijazi	CTC

District Needs Assessment-Perceptions

Committee Role	Name	Position
Member	Amy Rivers	District College Access Coordinator
Memner	Servet Sayma	College & Career Success Coordinator
Member	Stephen Webb	District Student Culture Coordinator
Member	Amoni Momani	District Development Director
Chair	Mucahit Ismail Turel	Assistant Superintendent
Member	Melissa Pettijohn	District ESL/Engagement Coordinator
Member	Sarah Lopez	District ELA coach
Member	Emma Lewis	District Director-Communications & Marketing
Member	Crystal Mcanalley	District Director-Public Relations & Outreach
chair	Michele Bhagat	District Student Culture Coordinator

District Needs Assessment- School Processes

Committee Role	Name	Position
Member	Serhat Ozdemir	District IT Coordinator
Member	Dennis Hopovac	District Facilities Manage
Member	Lindsay Dickerson	District ELAR Instructional Coach, District ESL Co
Chair	Sian Whitfield	District HR Manager
Chair	Angela Knapp	AASUP-Operations
Member	Linda Moore	District Facilities Manager
Member	Klarrissa Rios	District Operations Manager
Member	Jasmine Ross	District HR Specialist
Member	Thurman Dantzler	District HR Manager
Member	Jennitha Arinze	District Science Coach

District Needs Assessment -Demographics

Committee Role	Name	Position
Member	Keta Patel	District Operations Manager
Member	Norma Dealbuquerque	District Specialist - Child Nutrition
Member	Amber Slocum	District PEIMS Specialist
Chair	Dan Bell	Assistant Superintendent
Member	Tamala Nicholson	District Specialist - Child Nutrition
Member	Sarah Johnson	District PEIMS Coordinator
Chair	Serena Jackson	Area Superintendent

District Needs Assessment -Student learning

Committee Role	Name	Position
Member	Adam Unlu	Distrcit GT/STEM and Federal Program Coordinator
Member	Zainab Dar	District Science Coach
Member	Jason Fletcher	District Math Coach
Member	Amy Christie	District SPED Coordinator
Chair	Mehmet Basoglu	Assistant Superintendent
Member	Genevieve Osbon	District PreK-2 Coach
Member	Janet Swain	District Math Coach
Member	Oluremi Ladeji	District Diag.
Member	Christen Lachance	District Diag.
Member	Jamie Snow	SPED Coordinator
Member	Silapberdi Berdiyev	AASUP-Programs
Committee chair	Rana Hijazi	District fed.Programs Co.

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

224 IDEA-B (Intent Code: 23)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,815,366.88
+/- Difference					\$1,815,366.88
244 Perkins V (Intent Code: 22)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$121,476.00
+/- Difference					\$121,476.00
263 TITLE III, PART A English Language Acquisition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	4			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$366,439.43
+/- Difference					\$366,439.43
420 Bilingual Education (Intent Code: 25)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,034,522.00
+/- Difference					\$1,034,522.00

420 Career & Technology (CTE) (Intent Code: 22)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,198,993.00
+/- Difference					\$3,198,993.00

420 CCMR (Intent Code: 38)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$487,850.00
+/- Difference					\$487,850.00

420 Dyslexia (Intent Code: 37)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$176,175.00
+/- Difference					\$176,175.00

420 Early Childhood Education (Intent Code: 36)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,896,434.00
+/- Difference					\$1,896,434.00

420 Special Education (Intent Code: 23)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,349,205.00
+/- Difference					\$5,349,205.00

420 State Comp. Education (Intent Code: 30)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,063,419.00
+/- Difference					\$6,063,419.00
Grand Total Budgeted					\$20,509,880.31
Grand Total Spent					\$0.00
+/- Difference					\$20,509,880.31