

# Harmony Public Schools - El Paso

## Harmony School of Innovation - El Paso

### 2025-2026 Campus Improvement Plan



# Mission Statement

## Mission Statement:

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

# Vision

## Vision:

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

# Value Statement

## Harmony Core Values:

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

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Learning .....	11
1. Student Achievement .....	11
2. School Progress .....	12
3. Closing the Gaps .....	12
Understanding Gaps Between Local & State Assessments .....	12
Stakeholder Engagement & Support Systems .....	13
In Summary .....	13
School Processes & Programs .....	15
Recruitment, Selection, and Staffing .....	15
Induction and Retention .....	15
Instructional Leadership Development .....	15
Data-Driven Decision-Making & Continuous Improvement .....	16
Academic and Enrichment Programs .....	16
Student Support Services .....	17
Instructional Systems and Structures .....	17
Behavior, Classroom Management, and School Culture .....	17
Safety, Wellness, and Student Welfare .....	18
Technology Integration .....	18
Perceptions .....	20
Attendance and Enrollment Practices .....	20
Discipline and Campus Culture .....	20
Staff Retention and Workplace Environment .....	20
Parent and Community Engagement .....	21
Student Climate and Perceptions .....	21
Academic Communication and Transparency .....	21
Systems for Inclusive Engagement .....	22
Conclusion .....	22
Priority Problem Statements .....	24
Goals .....	25
Goal 1: Student Achievement and Post-Secondary Success .....	25
Goal 2: Parent and Community Engagement .....	30
Goal 3: School and Student Culture .....	36
Goal 4: Recruitment, Development, and Retention of Highly Effective Staff .....	41

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Harmony School of Innovation (HSI) Elementary is a public charter school committed to preparing students for success in higher education and future careers through a safe, caring, and collaborative environment. We offer a learner-centered educational program with a strong emphasis on science, technology, engineering, and mathematics (STEM). Our mission is to inspire excellence in every student and equip them with the academic and character skills necessary for college and career readiness.

Established in 2009, HSI initially served grades Kindergarten through 12. In 2022, the campus expanded into two separate schools: HSI Middle High (grades 6–12) and HSI Elementary, which now serves students from Pre-K through 5th grade. Located on the Northeast side of town, HSI Elementary currently enrolls 611 students and proudly serves a diverse student population, including a significant number of military-connected families.

Admission is open to all students residing within the school's geographic boundaries and in accordance with state and federal regulations. In the event that applications exceed capacity, a public lottery—conducted via lottery selection software—is held by the end of February each year.

HSI Elementary values collaboration and shared responsibility in educational planning. Our Campus Improvement Plan is developed with input from a wide range of stakeholders, including families, teachers, administrators, support staff, law enforcement, and community members. Together, we are committed to student success and academic growth.

### Gifted and Talented (GT):

Our GT program is designed to support the academic, social, and emotional needs of gifted learners. Currently, 23 students are enrolled in the program. GT students participate in weekly project-based learning activities aligned with their interests and future aspirations, with a focus on engineering and problem solving. To better serve this population, the school aims to increase GT pull-out time for enriched instruction.

### Special Education (SPED):

HSI Elementary supports 147 students through its special education program, offering services across three placement models: inclusion, resource, and life skills. The campus also provides speech, occupational, and physical therapy. To meet the growing and diverse needs of this population, additional staff training and expanded placement options are needed.

### Athletics:

Students in 4th and 5th grades have the opportunity to participate in competitive sports, including volleyball, basketball, soccer, and cheer. HSI currently competes with other local charter schools. One of our program goals is to align with UIL (University Interscholastic League) regulations to expand athletic offerings and increase student participation. The community shows strong support for our athletics program.

### Fine Arts:

All students participate in both art and music, each for one semester per school year. In addition, afterschool clubs such as arts and crafts, LEGO Club, and 3D printing are available and led by dedicated teacher volunteers. While these programs foster creativity and engagement, there is a need for additional community volunteers and resources to expand access to fine arts opportunities.

### Areas for Growth:

While HSI Elementary provides a strong academic foundation, we recognize that continuous improvement is essential to meet the evolving needs of our students and families. Common parent requests include UIL-aligned athletic programs, campus facility improvements (such as additional windows), one-to-one technology access, and more family engagement opportunities like holiday luncheons.

Balancing these desires with available resources remains a challenge. It is important that school improvement decisions are guided by student needs rather than wants, and that program development aligns with both funding realities and the core beliefs of our educators.

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	23.4	25.5	18.7
Grade 1	25.6	26.4	19.1
Grade 2	23.6	23.0	19.1
Grade 3	18.2	23.6	19.3
Grade 4	20.8	25.4	19.4
Grade 5	20.3	25.2	20.8

Current student behavior trends include fighting, struggles with emotional management, graffiti, and lack of respect for authority figure stopping instruction to address behaviors. Negative behavior trends affect student and teacher morale as well as the quality of instruction. Indeed, our support systems have several systems in place. A behavior counselor is on our campus to help support students and their families. The dean will also address/work with students to use grounding techniques. In this area, due to a military population, students come from all over the US. Also due to open enrollment, we receive students from all over the state to get students to and from school. We also have students who are picked up and dropped off by daycare. To promote high attendance, we have drawings for prizes, pizza parties, friendly grade level attendance races for best overall attendance. When students have too many absences, letters are also sent out, as well as meetings with parents to address the attendance issue as well as providing parental support.

## Ethnicity

Hispanic-Latino

## Race

American Indian - Alaskan Native

Asian

Black - African American

Native Hawaiian - Pacific Islander

White

Two-or-More

## Student Demographics

### Gender

Female

Male

### Ethnicity

**LEP Counts**

Entity 040	Grade 05	26 - Enrolled	26 - Hispanic	0 - Am Ind	0 - Asian	1 - Black	0 - Pac Isl	24 - White	1 - Multi
Entity 040	Grade 04	20 - Enrolled	27 - Hispanic	1 - Am Ind	0 - Asian	1 - Black	0 - Pac Isl	26 - White	0 - Multi
Entity 040	Grade 03	21 - Enrolled	23 - Hispanic	1 - Am Ind	0 - Asian	0 - Black	0 - Pac Isl	23 - White	0 - Multi
Entity 040	Grade 02	24 - Enrolled	23 - Hispanic	0 - Am Ind	1 - Asian	1 - Black	0 - Pac Isl	22 - White	0 - Multi
Entity 040	Grade 01	20 - Enrolled	20 - Hispanic	0 - Am Ind	0 - Asian	0 - Black	0 - Pac Isl	20 - White	0 - Multi
Entity 040	Grade KG	24 - Enrolled	24 - Hispanic	2 - Am Ind	0 - Asian	0 - Black	0 - Pac Isl	22 - White	0 - Multi
Entity 040	Grade PK	8 - Enrolled	8 - Hispanic	0 - Am Ind	0 - Asian	0 - Black	0 - Pac Isl	8 - White	0 - Multi
Entity 040	<b>Totals</b>	<b>154 - Enrolled</b>	<b>151 - Hispanic</b>	<b>4 - Am Ind</b>	<b>1 - Asian</b>	<b>3 - Black</b>	<b>0 - Pac Isl</b>	<b>145 - White</b>	<b>1 - Multi</b>
<b>LEP Totals</b>		<b>154 - Enrolled</b>	<b>151 - Hispanic</b>	<b>4 - Am Ind</b>	<b>1 - Asian</b>	<b>3 - Black</b>	<b>0 - Pac Isl</b>	<b>145 - White</b>	<b>1 - Multi</b>

Entity 040	Grade 01	1 - Enrolled	1 - Hispanic	0 - Am Ind	0 - Asian	0 - Black	0 - Pac Isl	1 - White	0 - Multi
Entity 040	<b>Totals</b>	<b>26 - Enrolled</b>	<b>22 - Hispanic</b>	<b>0 - Am Ind</b>	<b>1 - Asian</b>	<b>1 - Black</b>	<b>0 - Pac Isl</b>	<b>26 - White</b>	<b>4 - Multi</b>
<b>Gifted/Talented Totals</b>		<b>26 - Enrolled</b>	<b>22 - Hispanic</b>	<b>0 - Am Ind</b>	<b>1 - Asian</b>	<b>1 - Black</b>	<b>0 - Pac Isl</b>	<b>26 - White</b>	<b>4 - Multi</b>

Entity 040	Grade PK	8 - Enrolled	8 - Hispanic	0 - Am Ind	0 - Asian	0 - Black
Entity 040	<b>Totals</b>	<b>157 - Enrolled</b>	<b>154 - Hispanic</b>	<b>4 - Am Ind</b>	<b>1 - Asian</b>	<b>3 - Black</b>
<b>At Risk Totals</b>		<b>157 - Enrolled</b>	<b>154 - Hispanic</b>	<b>4 - Am Ind</b>	<b>1 - Asian</b>	<b>3 - Black</b>

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

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

HARMONY PUBLIC SCHOOLS - WEST TEXAS

**Special Education Counts**

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

Staff Information	Campus	District
<b>Experience of Campus Leadership:</b>		
Average Years Experience of Principals	1.0	2.1
Average Years Experience of Principals with District	1.0	2.1
Average Years Experience of Assistant Principals	1.3	3.0
Average Years Experience of Assistant Principals with District	1.3	2.8
<b>Average Years Experience of Teachers:</b>		
Average Years Experience of Teachers	6.4	6.9
Average Years Experience of Teachers with District	3.8	4.0
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>		
Beginning Teachers	\$57,286	\$57,388
1-5 Years Experience	\$58,727	\$58,933
6-10 Years Experience	\$63,091	\$62,973
11-20 Years Experience	\$67,499	\$65,893
21-30 Years Experience	\$65,750	\$66,166
Over 30 Years Experience	-	-
<b>Average Actual Salaries (regular duties only):</b>		
Teachers	\$61,507	\$61,668
Professional Support	\$65,831	\$69,737
Campus Administration (School Leadership)	\$77,438	\$82,229
<b>Instructional Staff Percent:</b>		
	n/a	81.5%

Contracted Instructional Staff (not incl. above):	0.0	0.0
---	-----	-----

Program Information	--- Campus ---		District	State
	Count	Percent		
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	2.5	2.6%	4.2%	5.9%
Career and Technical Education	3.7	3.9%	3.2%	5.4%
Compensatory Education	5.0	5.3%	5.5%	3.2%
Gifted and Talented Education	0.5	0.5%	0.5%	1.7%
Regular Education	75.3	79.6%	78.7%	70.6%
Special Education	7.0	7.4%	7.7%	9.7%
Other	0.6	0.6%	0.2%	3.5%

The HSI community is based in the North East side of town. The average annual household income in Northeast El Paso is \$75,135, per year. Residents aged 25 to 44 earn \$49,973, while those between 45 and 64 years old have a median wage of \$58,866. In contrast, those aged 65 and older earn less, at \$28,786 and \$36,703, respectively. Approximately 35.26% of the population in Northeast El Paso holds a high school degree or higher, 22.65% have attained a college certificate (22,654 locals) and 12.72% have a bachelor's degree (10,059 people).

### Demographics Strengths

Teachers are truly invested in HSI as the majority of school staff resides in the community. HSI has created a family environment for the workforce. The parents at HSI are very involved. Campus staff has created a climate and culture that exemplifies a sense of confidence and openly express their creativity and emotions. They are highly capable of facing challenges they are presented with.

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

**Problem Statement 1:** Harmony currently implements an immersion model, where all educational content is delivered in English to bilingual students. While this approach aligns with the program's philosophy, it has led to challenges for students in keeping up with the academic pace and fully grasping the content.

**Root Cause:** Emergent Bilingual students may not yet have sufficient English language proficiency to fully understand complex academic content, especially in subjects that require higher levels of vocabulary and reading comprehension. The campus lacks ESL certified teachers.

**Problem Statement 2 (Prioritized):** Due to the open enrollment policy, many students are entering our campus with varying learning gaps, which impacts their ability to fully engage with the curriculum and meet academic expectations.

**Root Cause:** Students coming from different schools, districts, or even countries may have experienced disruptions in their education, such as frequent moves or varying educational standards and curricula. Students from lower socioeconomic backgrounds may face additional challenges, such as limited access to learning resources at home, which can result in gaps in foundational academic skills.

# Student Learning

## Student Learning Summary

### Student Achievement, School Progress, and Closing the Gaps

At Harmony School of Innovation – El Paso (Elementary), we are proud of our students’ academic progress, and we remain committed to ensuring every child receives the support they need to succeed. Our efforts focus on three key areas: **Student Achievement, School Progress, and Closing the Gaps.**

---

## 1. Student Achievement

Student achievement at HSI Elementary is strengthened through multiple layers of academic support, including:

- **Blended Learning classes** that combine online tools with in-person instruction
- **After-school and Saturday tutoring**
- **Small group instruction** embedded within the school day
- Targeted **intervention programs** like Just-In-Time Intervention (JITI)
- Technology platforms such as **Amplify, ALEKS, ST Math, Raz Kids, NewsELA, and NoRedInk**

These interventions have contributed to consistent gains in academic performance. For example:

- **3rd Grade Reading** scores improved across multiple subgroups:
  - Hispanic students increased from 73% to 79% at the approaches level, and from 12% to 23% at the masters level (2023–2024).
  - White students maintained high performance at 93% (2024) at approaches, with an increase from 0% to 29% at the masters level.
- **3rd Grade Math** showed increases in performance for all groups, especially among Hispanic and White students.
- **4th Grade Reading** saw strong growth among all groups, with Hispanic and African American students showing double-digit gains in meets and masters levels.
- **5th Grade Reading** showed overall strength:
  - African American students improved from 78% to 100% at the approaches level.
  - White students had strong results across all categories, including 50% at masters.
- In **5th Grade Science**, African American and Hispanic students showed year-over-year improvement in both meets and masters performance.

Our PreK–2nd grade students are also showing steady growth:

- **Kindergarten Math** improved from 65% to 85% schoolwide.

- **1st Grade Math** increased from 61% to 80%; Reading grew from 64% to 75%.
- **2nd Grade Math** grew from 62% to 75%.

These data indicate that **foundational learning is strengthening**, setting students up for future success.

---

## 2. School Progress

HSI Elementary uses data-driven decisions and continuous improvement to drive school progress. After analyzing STAAR 2023 results, the campus added an **additional Blended Learning math class** to provide targeted support. Based on 2024 STAAR outcomes, the campus will determine whether to continue with math or shift the focus to another content area for additional instructional time.

Teachers consistently review student performance data from assessments and classroom work to adjust instruction and reteach as needed. This progress is further supported by:

- Weekly **professional learning communities (PLCs)** to analyze data
- Dedicated **intervention time** during the day
- Tiered instructional supports aligned with students' learning needs

Additionally, the school earned a **B Distinction Designation** in recognition of student academic growth.

---

## 3. Closing the Gaps

HSI is intentional in its efforts to close academic gaps, especially for historically underserved populations. Examples include:

- Adding **extra Blended Learning time for math**
- Strategic **Saturday and after-school tutoring**
- Personalized **small group instruction** during the school day
- Monitoring subgroup performance by race and program (e.g., SPED, ESL, GT)

Gaps are being addressed through focused support:

- African American students in **5th Grade Reading** improved significantly in all performance levels.
  - In **3rd–5th grade**, gains among Hispanic students in reading and math demonstrate progress due to targeted supports.
  - Students who are absent or at risk of failing are pulled for reteach opportunities **up to five times a week**, with access to extended learning opportunities.
- 

## Understanding Gaps Between Local & State Assessments

While local assessments and report cards often show high performance, **discrepancies may exist between classroom success and STAAR performance** due to:

- Differences in **test format and rigor**
- **Test-taking anxiety** or lack of stamina on standardized tests
- In-class **accommodations** that are not mirrored on STAAR
- **Grading practices** that include effort and completion, not just mastery

This insight has led the campus to implement **strategic test-preparation**, increased practice with STAAR-aligned formats, and professional development on assessment literacy.

---

## Stakeholder Engagement & Support Systems

Student progress is also supported by a strong network of stakeholders—teachers, parents, administrators, and community members—who collaborate through regular CIP meetings and decision-making processes.

Our **special programs** are aligned to student needs:

- **GT Program**: Emphasizes creativity and problem-solving.
  - **SPED**: Offers inclusive support and therapies tailored to student IEPs.
  - **Bilingual/ESL**: Helps students build English proficiency while honoring native language.
  - **State Comp Ed**: Funds targeted intervention like JITI.
  - **Title I**: Supports evidence-based instruction, family engagement, and staff development.
  - **Athletics & Fine Arts**: Enrich students' social and emotional development.
  - **Character & Leadership**: TIGER values are embedded in clubs and classroom culture.
- 

## In Summary

Our students are making measurable academic progress thanks to layered supports, data-informed instruction, and a strong community of educators and families. HSI Elementary is committed to providing every student—regardless of background—with the tools, resources, and opportunities they need to thrive academically, socially, and emotionally.

## Student Learning Strengths

### 1. Closing Learning Gaps Through Targeted Support

Our school has made significant progress in addressing academic gaps through strategic interventions, including blended learning, small-group instruction, and both after-school and Saturday tutoring. These efforts have led to measurable growth, particularly in reading and math.

## 2. Early Literacy and Math Growth

Students in PreK through 3rd grade are showing consistent improvement in foundational literacy and math skills. Notable gains in Kindergarten and 1st grade reflect the effectiveness of our early learning strategies and intervention supports.

## 3. Strong Reading Performance Across Grade Levels

Students have demonstrated steady progress in reading across multiple grade levels. Hispanic and White student groups, in particular, have shown increased percentages at the *Meets* and *Masters* performance levels, compared to previous years.

## 4. High Engagement in Academic Support Programs

Students actively participate in a range of support services, such as Just-in-Time Intervention (JITI), small-group reteaching, and structured tutoring. These programs reinforce essential skills and provide students with continuous academic reinforcement.

## 5. Focus on Character and Leadership Development

Through schoolwide initiatives like the TIGER core values and student leadership clubs, we prioritize character education. These programs support social-emotional learning, personal responsibility, and leadership development alongside academic growth.

## 6. Data-Driven Instructional Practices

Teachers regularly analyze assessment data to inform instruction, tailor interventions, and identify student needs. This approach ensures that instruction remains responsive and targeted to help all students master grade-level content.

## 7. Effective Use of Technology and Blended Learning

The integration of digital learning tools into daily instruction enhances student engagement and supports differentiated learning. Blended learning environments allow for more personalized instruction and independent practice of key skills.

---

### In Summary:

HSI Elementary's strengths lie in its commitment to academic growth, targeted intervention, data-informed teaching, and whole-child development. These elements work together to create a supportive and effective learning environment where all students can thrive.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Math performance, particularly for Hispanic and African American students, has shown slower growth compared to reading performance.

**Root Cause:** Students may lack foundational math skills, making it difficult to grasp grade-level concepts, and/or students are not consistently engaging in hands-on, conceptual math learning, which could reinforce deeper understanding.

**Problem Statement 2 (Prioritized):** A lack of parental involvement in academics contributes to gaps in student learning and lower motivation to succeed in school.

**Root Cause:** Some parents may not know how to support their child's learning at home. Work schedules limit parental engagement in school activities. A lack of consistent communication between school and home may prevent parents from being fully informed about academic expectations. Student attendance tends to be a problem. Families may not fully understand the impact of missing school.

# School Processes & Programs

## School Processes & Programs Summary

### Recruitment, Selection, and Staffing

- Recruitment: Teachers and staff are recruited through job fairs, Indeed, Harmony's internal job postings, and community engagement. We aim to attract diverse, high-quality candidates who reflect our school community.
- Selection: Candidates are selected based on resume review, background checks, relevant experience, and alignment with our school's mission and values.
- Assignment & Placement: Staff are assigned based on campus needs, individual qualifications, experience, and demonstrated instructional strengths.

### Induction and Retention

- Induction: New teachers receive onboarding training focused on Harmony's instructional expectations, technology tools, and classroom management strategies.
- Retention Strategies: To retain quality educators, we offer:
  - Club and home visit stipends
  - Early-release Fridays
  - Performance-based bonuses
  - Autonomy in curriculum planning
  - Lesson planning support via Schoology
  - Admin wellness check-ins
  - A culture of trust and professionalism
- Areas for Retention Improvement: Teacher feedback highlights the need for:
  - Reducing lunch duty burdens
  - Increasing scheduling consistency for reading, writing, and blended learning blocks

---

### Instructional Leadership Development

- Mentorship Programs: Instructional leaders are developed through initiatives like the Instructional Leadership Team (ILT) and Grow Your Own Teacher (GYOT) program.
  - A mentor handbook and BOY (Beginning of Year) trainings are provided

- District-level training supports the GYOT pathway
  - Ongoing Leadership Support: ILT conducts regular check-ins, analyzes data, and provides targeted coaching and professional development.
- 

## **Data-Driven Decision-Making & Continuous Improvement**

- Campus Improvement Planning Process:
    - Focus areas, such as low math performance, are identified through STAAR, MAP, and local assessment data
    - ILT reviews assessment results, conducts walkthroughs, and leads weekly data meetings
    - Curriculum coaches and teachers collaborate to adjust instruction based on findings
    - Teacher feedback and surveys inform next steps
  - Progress Monitoring Tools: Amplify, ST Math, Aleks, MCLASS, CBAs, and MAP assessments guide instructional planning and identify learning gaps
- 

## **Academic and Enrichment Programs**

- Blended Learning: Personalized student learning paths are created using diagnostic assessments and online tools like ST Math, Amplify, and Aleks. Students work at their own pace during structured blended learning time.
  - STEAM Focus:
    - PLTW Launch (engineering and design)
    - VEX Robotics (team-based problem solving)
    - Makerspace & 3D Printing
    - After-School Clubs (Lego, Art, Coding, 3D Printing, etc.)
  - Fine Arts & Athletics:
    - All students have access to Art and Music
    - After-school arts clubs are led by teacher volunteers
    - Athletics include basketball, volleyball, cheer, and soccer, with a long-term goal of UIL alignment
  - Community Engagement:
    - Events include Military Child Appreciation Day, Veterans Day, and participation in community parades and school visits to promote enrollment
-

## Student Support Services

- At-Risk Interventions:
    - After-school tutoring, small-group sessions, Saturday school
    - Accommodations and differentiated instruction based on individual needs
    - Techniques such as turn-and-talks and partner work promote engagement
  - Special Populations:
    - GT: 26 students currently enrolled; efforts underway to improve referral rates and awareness
    - Special Education: 58 students receive services in resource, inclusion, or life skills settings
    - ESL/Bilingual: 170 students supported through sheltered instruction and language development programs
  - Individualized Learning: All students, including SPED, 504, Dyslexia, GT, and ESL, receive tailored instruction and accommodations based on formal plans, discussed and updated during ARD and 504 meetings
- 

## Instructional Systems and Structures

- Lesson Planning:
    - Driven by assessment data (MAP, CBAs, MCLASS, small-group info)
    - Backward planning ensures lessons align with end-of-unit assessments
    - Teachers adjust instruction weekly based on performance trends
  - Instructional Time Protection:
    - Master schedule includes common planning periods, PLCs, weekday and Saturday tutorials, and summer school
    - Consistent block schedules across grade levels support aligned instruction
    - Thursday meetings focus on planning, vertical alignment, and classroom management
- 

## Behavior, Classroom Management, and School Culture

- Classroom Management: Teachers utilize flexible strategies to maintain a supportive environment:
  - Calm-down areas
  - Peer-helper roles

- Short breaks
  - Individual check-ins to reinforce the classroom as a safe space
  - Behavioral Interventions:
    - Emphasis on keeping students in class
    - Positive behavior supports and teacher collaboration prevent unnecessary removals
  - Transition Support:
    - Students are given grade-level preview opportunities
    - 5th graders and parents receive a middle school orientation
    - Students write letters or participate in lessons designed to introduce expectations for the next grade
- 

## **Safety, Wellness, and Student Welfare**

- Wellness Monitoring:
    - Systems are in place for suicide and bullying prevention
    - Referrals, suspensions, and reinforcement data are tracked and disaggregated by student subgroup (SPED, 504, GT, etc.)
  - Crisis Response:
    - While no major incidents (e.g., drug use, harassment, dating violence, etc.) have occurred, the campus has clear procedures in place to respond and document any such concerns
- 

## **Technology Integration**

- Daily Use of Educational Technology:
  - ALEKS, Amplify, ST Math, RAZ Kids, and Schoology support instruction, intervention, and student independence
  - Technology allows for anytime, anywhere access and opportunities for assignment redos
- Personal Learning Plans:
  - Diagnostic testing leads to individualized online learning paths
  - Students work independently during blended learning blocks based on their performance data

## School Processes & Programs Strengths

One of our campus's key strengths is the effective use and integration of educational technology to support student learning and instructional planning. Students benefit from a variety of digital platforms—such as RAZ Kids, ST Math, Amplify, and ALEKS—that provide personalized learning paths tailored to their individual performance levels. These tools allow students to track their own progress and engage with content at an appropriate pace and rigor.

Teachers use data generated from these applications, alongside MAP scores, to identify student learning needs and strategically group students into instructional tiers. This data-driven approach supports targeted instruction during small group time and helps refine lesson planning based on real-time student performance.

Instructional Leadership Team (ILT) members also analyze this data at the campus level to design relevant professional development sessions and training. This collaborative process ensures teachers receive ongoing support and that instruction aligns with student needs across grade levels.

As a result of this integrated approach, staff confidence in instructional planning and classroom procedures has grown significantly. Collaboration among grade levels has increased, with teachers now seeking support and sharing strategies beyond their immediate teams. This has fostered a more cohesive, collegial campus culture centered on student success and continuous improvement.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Curriculum gaps have become a large noticed issue.

**Root Cause:** As students move from grade to grade, the gaps in learning have become more noticeable. The curriculum does not seem to align with each grade. Some grades don't even have a lesson that would prepare the students for what they will see in the first few weeks of the next grade. Students are showing up to the next grade without a base knowledge right at the beginning of the year.

**Problem Statement 2 (Prioritized):** Our GT enrollment could use better numbers.

**Root Cause:** Teachers have stated that they were not referring students for testing due to thinking that the qualifications were just based on their testing grades.

# Perceptions

## Perceptions Summary

At Harmony School of Innovation - El Paso (Elementary), we strive to conduct business with transparency, effectiveness, and responsiveness to the needs of our students, staff, and families. Our operations reflect continuous improvement in areas such as attendance, discipline, staff retention, stakeholder engagement, and campus safety.

### Attendance and Enrollment Practices

Our current student attendance rate stands at 93.1%, reflecting a positive trend from 91.6% in 2022-2023 to 93.08% in 2023-2024. Black students have the highest attendance rate at 95.2%, while Hispanic students are at 92.9%. This data highlights both consistent engagement and areas where additional support may be necessary, especially for students identified as LEP or low-income. Military affiliations and geographic challenges also impact attendance, indicating a need for continued family engagement and support services.

### Discipline and Campus Culture

Disciplinary data reveals disproportionate infractions, with Hispanic students accounting for the majority (136 out of 159), followed by Black students (18) and White students (4). SPED students recorded 39 infractions and LEP students 25, suggesting a need for additional behavioral support and inclusive strategies for these groups.

In response, our campus has implemented restorative practices such as reflection sheets, restorative circles, and positive office referrals. Initiatives like School of Character and No Place for Hate promote clear behavior expectations across the school. Staff members are trained to identify early signs of conflict and are encouraged to integrate SEL strategies into instruction to promote emotional regulation and empathy.

Survey data reflects a significant improvement in staff perception of discipline fairness, from 68% in 2022-2023 to 85% in 2023-2024, suggesting improved policy implementation and communication.

### Staff Retention and Workplace Environment

Our staff retention rate improved to 96% in 2023-2024, up from 91% the previous year. This increase can be attributed to:

- Weekly ILT check-ins and administrative support
- Structured mentoring programs for new teachers
- Instructional coach support for core subjects
- A campus culture that values autonomy, professional trust, and emotional well-being

According to staff surveys:

- 97% report feeling safe on campus (up from 90%)
- 82% say students treat staff with respect (up from 73%)
- Teachers regularly cite the campus atmosphere as positive, family-like, and collaborative

These elements have created a supportive work environment that promotes retention and morale.

### **Parent and Community Engagement**

Family engagement has improved in perception and participation:

- 85% of parents in 2023-2024 reported the campus as welcoming, up from 73% the year before
- Participation is strongest in events like Literacy Night, Trunk-or-Treat, and Winter Fest
- PTO remains the most active volunteer group on campus

Although overall community engagement remains modest, events and programs such as Parent Academies, home visits, Open Houses, and VEX Robotics provide ongoing opportunities for families to connect with the school.

Barriers to greater participation include:

- Time constraints
- Language and cultural differences
- Transportation or economic challenges

### **Student Climate and Perceptions**

Student surveys show mixed, yet mostly positive, perceptions of school culture:

- 95% feel prepared for emergencies, but only 66% feel consistently safe
- 70% believe rules are enforced fairly
- 76% feel respected by staff
- 90% agree bullying is not accepted on campus

These results highlight a largely inclusive environment, while pointing to areas—such as emotional safety—where targeted support may be needed.

### **Academic Communication and Transparency**

Parents are well-informed of academic expectations through:

- Regular progress reports and report cards
- Skyward access to real-time grades
- Teacher communication and conferences

- Involvement in academically focused programs such as GT, STEM, and robotics

Parents recognize that students who start in early grades at Harmony are better prepared for higher academic standards in later grades, indicating that our instructional model builds long-term readiness.

### **Systems for Inclusive Engagement**

The school ensures all stakeholder voices are heard by:

- Using surveys to gather input
  - Including families in committees like No Place for Hate and School of Character
  - Maintaining regular communication via newsletters and digital updates
  - Hosting campus tours and events for prospective families
- 

### **Conclusion**

Overall, our campus demonstrates a well-structured, data-informed, and inclusive approach to conducting business. From attendance improvements to staff retention and stakeholder engagement, our systems reflect a growing culture of efficiency, equity, and community partnership. Continued focus on behavioral supports, family engagement, and emotional safety will ensure we sustain and enhance our operational effectiveness moving forward.

### **Perceptions Strengths**

Our campus is defined by several key strengths that collectively support a thriving educational environment:

- **Character Education:** A strong focus on core values and character-building initiatives fosters integrity, empathy, and responsibility among students.
- **Safety and Security:** Clear protocols and a proactive approach to safety ensure that students and staff feel secure, contributing to a stable learning atmosphere.
- **Positive Staff Morale and Communication:** High levels of collaboration, trust, and open communication among staff create a cohesive and motivated team.
- **Inclusive Practices:** A commitment to equity and inclusion ensures that all students—regardless of background or ability—feel respected, supported, and represented.
- **High Academic Standards:** Rigorous academic expectations challenge students to reach their full potential, with data-driven instruction and enrichment opportunities supporting ongoing growth.

Together, these strengths create a nurturing, inclusive, and academically focused campus culture where students are not only safe and supported, but also inspired to excel both academically and personally.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Attendance ADA rates are not above 95% causing students to miss instruction and to fall behind.

**Root Cause:** Low income families, military deployments, lack of resources.

**Problem Statement 2:** Number of behavioral infractions is high in Hispanic ethnicity

**Root Cause:** socioeconomic status, special education needs, language barriers, and cultural differences

# Priority Problem Statements

**Problem Statement 1:** Due to the open enrollment policy, many students are entering our campus with varying learning gaps, which impacts their ability to fully engage with the curriculum and meet academic expectations.

**Root Cause 1:** Students coming from different schools, districts, or even countries may have experienced disruptions in their education, such as frequent moves or varying educational standards and curricula. Students from lower socioeconomic backgrounds may face additional challenges, such as limited access to learning resources at home, which can result in gaps in foundational academic skills.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** A lack of parental involvement in academics contributes to gaps in student learning and lower motivation to succeed in school.

**Root Cause 2:** Some parents may not know how to support their child's learning at home. Work schedules limit parental engagement in school activities. A lack of consistent communication between school and home may prevent parents from being fully informed about academic expectations. Student attendance tends to be a problem. Families may not fully understand the impact of missing school

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Our GT enrollment could use better numbers.

**Root Cause 3:** Teachers have stated that they were not referring students for testing due to thinking that the qualifications were just based on their testing grades.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Attendance ADA rates are not above 95% causing students to miss instruction and to fall behind.

**Root Cause 4:** Low income families, military deployments, lack of resources.

**Problem Statement 4 Areas:** Perceptions

# Goals

Revised/Approved: May 20, 2025


## Goal 1: Student Achievement and Post-Secondary Success

**Performance Objective 1:** Utilize Special Education teachers and ESL support staff to maximize instructional support for identified students.

**High Priority**

**Evaluation Data Sources:** Summative/ Benchmark /MAP/ State & TELPAS test results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide professional development in the Sheltered Instruction Observation Protocol (SIOP) model to all instructional staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase ELL strategies in classroom</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Instructional Coach, ESL Coordinator</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Increase the number of ESL-certified teachers through incentives and certification prep support.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of ESL certified teachers</p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Host multilingual family nights to support parent understanding of the immersion model and strategies to support learning at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Administration, ESL coordinator, RLS teacher</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Instructional staff will participate in at least two targeted professional development sessions focused on linguistically and culturally responsive teaching strategies, and will implement these strategies in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of benchmark results, STAAR/EOC results for emergent bilingual students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Academics, ESL Coordinator, RLS</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Utilize Special Education teachers and related instructional contracted services to maximize the learning of students with special needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of benchmark results, STAAR/EOC results for special needs students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Academics, SPED Coordinator, SPED teachers and paraprofessionals</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>
			

**Performance Objective 1 Problem Statements:**





<b>Demographics</b>
<p><b>Problem Statement 2:</b> Due to the open enrollment policy, many students are entering our campus with varying learning gaps, which impacts their ability to fully engage with the curriculum and meet academic expectations. <b>Root Cause:</b> Students coming from different schools, districts, or even countries may have experienced disruptions in their education, such as frequent moves or varying educational standards and curricula. Students from lower socioeconomic backgrounds may face additional challenges, such as limited access to learning resources at home, which can result in gaps in foundational academic skills.</p>
<b>Student Learning</b>
<p><b>Problem Statement 2:</b> A lack of parental involvement in academics contributes to gaps in student learning and lower motivation to succeed in school. <b>Root Cause:</b> Some parents may not know how to support their child's learning at home. Work schedules limit parental engagement in school activities. A lack of consistent communication between school and home may prevent parents from being fully informed about academic expectations. Student attendance tends to be a problem. Families may not fully understand the impact of missing school</p>

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

**Performance Objective 2:** By EOY, ensure that 100% of teachers submit at least one student nomination for GT screening.

**High Priority**

**Evaluation Data Sources:** Referral tracking forms, number of referred and tested students

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Conduct mid-year GT refresher training and monitor referral trends to adjust outreach efforts.  <b>Problem Statements:</b> School Processes & Programs 2	Formative		
	Oct	Dec	Feb
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Strongly encourage each teacher to identify and refer at least one student they believe demonstrates gifted potential, regardless of academic test scores.  <b>Problem Statements:</b> School Processes & Programs 2	Formative		
	Oct	Dec	Feb
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 2:</b> Our GT enrollment could use better numbers. <b>Root Cause:</b> Teachers have stated that they were not referring students for testing due to thinking that the qualifications were just based on their testing grades.

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

**Performance Objective 3: Increase student achievement in reading and math in K-3rd grades.**

STAAR Yearly Goals (Meets or above percentage)

3rd Grade Reading %48 (or %2 Increase)

3rd Grade Math %39 (or %2 Increase)

K-2nd Reading Goals, mClass EOY at or above grade level

Kinder %63

1st Grade %55

2nd Grade %32

K-2nd Reading Goals, NWEA MAP achievement percentile

Kinder %55

1st Grade %44





2nd Grade %30

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** NWEA MAP scores

STAAR Scores

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize interventionists and other support personnel or contracted services to provide consistent assistance to all students in need of extra support such as tutorials before/during/after school, and/or on Saturdays</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student outcomes in the targeted areas above. Increase of benchmark results, STAAR,EOC</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Academics, Campus Coaches, Interventionists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 2</p>	Formative		
	Oct	Dec	Feb
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 3 Problem Statements:**

## Demographics


**Problem Statement 2:** Due to the open enrollment policy, many students are entering our campus with varying learning gaps, which impacts their ability to fully engage with the curriculum and meet academic expectations. **Root Cause:** Students coming from different schools, districts, or even countries may have experienced disruptions in their education, such as frequent moves or varying educational standards and curricula. Students from lower socioeconomic backgrounds may face additional challenges, such as limited access to learning resources at home, which can result in gaps in foundational academic skills.

**Goal 2: Parent and Community Engagement**

**Performance Objective 1:** Increase parental involvement in student learning and school engagement, as measured by participation in school events, parent-teacher conferences, and engagement with school communication platforms, through the implementation of targeted outreach strategies, regular communication, and culturally relevant educational events.

**High Priority**

**Evaluation Data Sources:** Sign-in sheets, parent feedback forms, student performance trends

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Create and promote family-friendly academic events (math night, literacy night) that showcase student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Campus coordinators</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide information sessions and materials explaining the impact of attendance on academic performance, especially during Title I parent meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Federal programs coordinator</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>
			

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> A lack of parental involvement in academics contributes to gaps in student learning and lower motivation to succeed in school. <b>Root Cause:</b> Some parents may not know how to support their child's learning at home. Work schedules limit parental engagement in school activities. A lack of consistent communication between school and home may prevent parents from being fully informed about academic expectations. Student attendance tends to be a problem. Families may not fully understand the impact of missing school</p>

## School Processes & Programs


**Problem Statement 2:** Our GT enrollment could use better numbers. **Root Cause:** Teachers have stated that they were not referring students for testing due to thinking that the qualifications were just based on their testing grades.

## Goal 2: Parent and Community Engagement

**Performance Objective 2:** Increase the number of families participating in academic support events (curriculum nights, literacy/math workshops), and improve parent feedback scores on school-to-home communication by implementing a strategic outreach plan that includes multilingual communication, personalized invitations, and partnership with community organizations.

### High Priority

**Evaluation Data Sources:** Parent survey results, communication logs, increase in parent responses

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Improve home-school communication using ESL and campus newsletters, ClassDojo updates, and parent-teacher communication logs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent communication</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teachers, and campus coordinators</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2 - Perceptions 1</p>	Formative		
	Oct	Dec	Feb
			


### Performance Objective 2 Problem Statements:

Demographics
<p><b>Problem Statement 2:</b> Due to the open enrollment policy, many students are entering our campus with varying learning gaps, which impacts their ability to fully engage with the curriculum and meet academic expectations. <b>Root Cause:</b> Students coming from different schools, districts, or even countries may have experienced disruptions in their education, such as frequent moves or varying educational standards and curricula. Students from lower socioeconomic backgrounds may face additional challenges, such as limited access to learning resources at home, which can result in gaps in foundational academic skills.</p>
Student Learning
<p><b>Problem Statement 2:</b> A lack of parental involvement in academics contributes to gaps in student learning and lower motivation to succeed in school. <b>Root Cause:</b> Some parents may not know how to support their child's learning at home. Work schedules limit parental engagement in school activities. A lack of consistent communication between school and home may prevent parents from being fully informed about academic expectations. Student attendance tends to be a problem. Families may not fully understand the impact of missing school</p>
Perceptions
<p><b>Problem Statement 1:</b> Attendance ADA rates are not above 95% causing students to miss instruction and to fall behind. <b>Root Cause:</b> Low income families, military deployments, lack of resources.</p>

**Goal 2: Parent and Community Engagement**

**Performance Objective 3:** Increase campus-wide Average Daily Attendance (ADA) to at least 95% by implementing weekly and monthly attendance incentive programs and tracking participation.

**High Priority**

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement an incentive program to recognize students with improved or perfect attendance on a weekly and monthly basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase attendance</p> <p><b>Staff Responsible for Monitoring:</b> Administration, attendance clerk</p> <p><b>Problem Statements:</b> Student Learning 2 - Perceptions 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Educate families on the academic impact of absenteeism through parent meetings, newsletters, and conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase attendance</p> <p><b>Staff Responsible for Monitoring:</b> Administration and attendance clerk</p> <p><b>Problem Statements:</b> Student Learning 2 - Perceptions 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>
			

**Performance Objective 3 Problem Statements:**


<b>Student Learning</b>
<p><b>Problem Statement 2:</b> A lack of parental involvement in academics contributes to gaps in student learning and lower motivation to succeed in school. <b>Root Cause:</b> Some parents may not know how to support their child's learning at home. Work schedules limit parental engagement in school activities. A lack of consistent communication between school and home may prevent parents from being fully informed about academic expectations. Student attendance tends to be a problem. Families may not fully understand the impact of missing school</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Attendance ADA rates are not above 95% causing students to miss instruction and to fall behind. <b>Root Cause:</b> Low income families, military deployments, lack of resources.</p>

**Goal 2: Parent and Community Engagement**

**Performance Objective 4:** Reduce the number of chronically absent students through targeted family outreach efforts, including home visits, parent meetings, and resource support for identified at-risk students.

**High Priority**

**Evaluation Data Sources:** Attendance reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue and expand the Home Visit Initiative to engage families of chronically absent students and build relationships that promote attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase attendance and build better relationships between school and parents.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teachers, engagement coordinator</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 2 - Perceptions 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Expand the Perfect Attendance Initiative to engage families of chronically absent students and build relationships that promote attendance by hosting family movie nights and other campus events specifically to those students who have zero absences.</p> <p><b>Strategy's Expected Result/Impact:</b> Reward good behavior</p> <p><b>Staff Responsible for Monitoring:</b> Administration, attendance clerk, engagement coordinator</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>
			

**Performance Objective 4 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> A lack of parental involvement in academics contributes to gaps in student learning and lower motivation to succeed in school. <b>Root Cause:</b> Some parents may not know how to support their child's learning at home. Work schedules limit parental engagement in school activities. A lack of consistent communication between school and home may prevent parents from being fully informed about academic expectations. Student attendance tends to be a problem. Families may not fully understand the impact of missing school</p>

## Perceptions


**Problem Statement 1:** Attendance ADA rates are not above 95% causing students to miss instruction and to fall behind. **Root Cause:** Low income families, military deployments, lack of resources.

**Goal 3: School and Student Culture**

**Performance Objective 1:** Reduce total student behavioral infractions by implementing school-wide culturally responsive behavior expectations, restorative practices, and tiered intervention systems.

**High Priority**

**Evaluation Data Sources:** discipline referral data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Expand counselor/teacher-led small groups focused on SEL skills, emotional regulation, and conflict resolution, with attention to cultural and language needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a positive and safe school culture</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teachers, counselor</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Increase use of positive office referrals and recognition systems that celebrate behavioral and academic growth across all student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a positive and safe school culture</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teachers, counselor</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Host inclusive campus events to promote belonging and cultural understanding among all students.</p> <p><b>Strategy's Expected Result/Impact:</b> increase a positive and safe school culture</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teachers, counselor, engagement coordinator</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>
			

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 2:** Due to the open enrollment policy, many students are entering our campus with varying learning gaps, which impacts their ability to fully engage with the curriculum and meet academic expectations. **Root Cause:** Students coming from different schools, districts, or even countries may have experienced disruptions in their education, such as frequent moves or varying educational standards and curricula. Students from lower socioeconomic backgrounds may face additional challenges, such as limited access to learning resources at home, which can result in gaps in foundational academic skills.





### Student Learning

**Problem Statement 2:** A lack of parental involvement in academics contributes to gaps in student learning and lower motivation to succeed in school. **Root Cause:** Some parents may not know how to support their child's learning at home. Work schedules limit parental engagement in school activities. A lack of consistent communication between school and home may prevent parents from being fully informed about academic expectations. Student attendance tends to be a problem. Families may not fully understand the impact of missing school

**Goal 3: School and Student Culture**

**Performance Objective 2:** Instructional and support staff will receive professional development on inclusive classroom management and proactive social-emotional support strategies and will demonstrate implementation through walkthrough data, SEL activity logs, and reduced classroom-level behavior incidents.

**High Priority**

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide staff training on cultural responsiveness, trauma-informed practices, and discipline strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease number of discipline issues</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Culture, counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2</p>	Formative		
	Oct	Dec	Feb
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 2 Problem Statements:**





Demographics
<p><b>Problem Statement 2:</b> Due to the open enrollment policy, many students are entering our campus with varying learning gaps, which impacts their ability to fully engage with the curriculum and meet academic expectations. <b>Root Cause:</b> Students coming from different schools, districts, or even countries may have experienced disruptions in their education, such as frequent moves or varying educational standards and curricula. Students from lower socioeconomic backgrounds may face additional challenges, such as limited access to learning resources at home, which can result in gaps in foundational academic skills.</p>
Student Learning
<p><b>Problem Statement 2:</b> A lack of parental involvement in academics contributes to gaps in student learning and lower motivation to succeed in school. <b>Root Cause:</b> Some parents may not know how to support their child's learning at home. Work schedules limit parental engagement in school activities. A lack of consistent communication between school and home may prevent parents from being fully informed about academic expectations. Student attendance tends to be a problem. Families may not fully understand the impact of missing school</p>

**Goal 3: School and Student Culture**

**Performance Objective 3:** Provide staff development regarding behavior, de-escalations, and classroom management issues.

**High Priority**

**Evaluation Data Sources:** Sign in sheets, number of disciplinary issues in Skyward, PD schedules

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue to enforce a school safety program that addresses conflict management, bullying, suicide prevention, behavior management, violence prevention, and intervention methods.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease negative student behavior in and outside the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Student Culture, counselor</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2</p>	Formative		
	Oct	Dec	Feb
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 3 Problem Statements:**





<b>Demographics</b>
<p><b>Problem Statement 2:</b> Due to the open enrollment policy, many students are entering our campus with varying learning gaps, which impacts their ability to fully engage with the curriculum and meet academic expectations. <b>Root Cause:</b> Students coming from different schools, districts, or even countries may have experienced disruptions in their education, such as frequent moves or varying educational standards and curricula. Students from lower socioeconomic backgrounds may face additional challenges, such as limited access to learning resources at home, which can result in gaps in foundational academic skills.</p>
<b>Student Learning</b>
<p><b>Problem Statement 2:</b> A lack of parental involvement in academics contributes to gaps in student learning and lower motivation to succeed in school. <b>Root Cause:</b> Some parents may not know how to support their child's learning at home. Work schedules limit parental engagement in school activities. A lack of consistent communication between school and home may prevent parents from being fully informed about academic expectations. Student attendance tends to be a problem. Families may not fully understand the impact of missing school</p>

**Goal 3: School and Student Culture**

**Performance Objective 4:** Continue to reinforce campus TIGER core values to increase a positive, inclusive, and safe school environment

**High Priority**

**Evaluation Data Sources:** Discipline issue records





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide staff development in school safety  <b>Strategy's Expected Result/Impact:</b> Teacher awareness of student troubles will increase and student support will be made available effectively.  <b>Staff Responsible for Monitoring:</b> Principal and Dean of Student Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement TIGER core values throughout the semester during events and class time for student, staff, and family to ensure a positive and safe school environment.  <b>Strategy's Expected Result/Impact:</b> Increase a positive and safe environment.  <b>Staff Responsible for Monitoring:</b> Principal and Deans</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 4:** Recruitment, Development, and Retention of Highly Effective Staff

**Performance Objective 1:** Recruit and retain highly effective teachers, counselors, and staff.

**High Priority**

**Evaluation Data Sources:** Years of service records


Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct meetings, social events, and team building activities with faculty to improve the school environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve faculty and staff morale</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Deans, Teachers, Campus coordinators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative		
	Oct	Dec	Feb
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 4: Recruitment, Development, and Retention of Highly Effective Staff**

**Performance Objective 2:** Increase overall student enrollment in the Gifted & Talented (GT) program by implementing campus-wide professional development on GT identification criteria referral practices.

**High Priority**

**Evaluation Data Sources:** GT enrollment numbers, pd sign in sheets

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide comprehensive GT referral training to all instructional staff at the beginning of the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase GT numbers</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Academics, GT coordinator</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Communicate GT testing outcomes and program benefits to families in multiple languages to build parent understanding and support.</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 2</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>
			

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> A lack of parental involvement in academics contributes to gaps in student learning and lower motivation to succeed in school. <b>Root Cause:</b> Some parents may not know how to support their child's learning at home. Work schedules limit parental engagement in school activities. A lack of consistent communication between school and home may prevent parents from being fully informed about academic expectations. Student attendance tends to be a problem. Families may not fully understand the impact of missing school</p>

## School Processes & Programs





**Problem Statement 2:** Our GT enrollment could use better numbers. **Root Cause:** Teachers have stated that they were not referring students for testing due to thinking that the qualifications were just based on their testing grades.

**Goal 4: Recruitment, Development, and Retention of Highly Effective Staff**

**Performance Objective 3: Increase the percentage of ESL certified staff.**

**High Priority**

**Evaluation Data Sources:** Certification records

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Create an action plan for ESL certification of eligible staff members to increase the number of ESL certified staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of teachers who are ESL certified.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and ESL coordinator</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2</p>	Formative		
	Oct	Dec	Feb
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> Due to the open enrollment policy, many students are entering our campus with varying learning gaps, which impacts their ability to fully engage with the curriculum and meet academic expectations. <b>Root Cause:</b> Students coming from different schools, districts, or even countries may have experienced disruptions in their education, such as frequent moves or varying educational standards and curricula. Students from lower socioeconomic backgrounds may face additional challenges, such as limited access to learning resources at home, which can result in gaps in foundational academic skills.</p>
<b>Student Learning</b>
<p><b>Problem Statement 2:</b> A lack of parental involvement in academics contributes to gaps in student learning and lower motivation to succeed in school. <b>Root Cause:</b> Some parents may not know how to support their child's learning at home. Work schedules limit parental engagement in school activities. A lack of consistent communication between school and home may prevent parents from being fully informed about academic expectations. Student attendance tends to be a problem. Families may not fully understand the impact of missing school</p>