

Harmony Public Schools - Houston West
Harmony Science Academy - Sugar Land
2025-2026 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	7
School Processes & Programs	8
Perceptions	11
Priority Problem Statements	13
Goals	15
Goal 1: Exceed state and national (where applicable) standards/averages for all student groups in student achievement and progress while ensuring each and every child will show individual growth on assessments.	16
Goal 2: The School will employ, develop and retain highly qualified staff to maximize learning for all students.	18
Goal 3: The School will work jointly with parents and the community to maximize learning for all students through two-way communication, collaborative partnerships and unity of purpose.	20
Goal 4: The School strives to ensure a safe, healthy and orderly environment conducive to learning for all students and staff.	22
Goal 5: The School will utilize technology to maximize learning for all students and to enhance the educational practices of teachers.	24
Goal 6: The School will give students the opportunity to expand their knowledge in the subject of their interest beyond the curriculum level.	25

Comprehensive Needs Assessment

Demographics

Demographics Summary

Our school is a diverse, family-oriented community dedicated to building character and academic excellence. We proudly serve 732 students, ranging from Kindergarten to 5th grade, with a focus on STEM education. Our student body includes 57 students with special education needs and 220 emergent bilingual students. We have a committed staff of 71 professionals, all working together to create a positive and inclusive learning environment.

Located in Sugar Land, Texas, we operate as an Open Enrollment Charter school with a lottery-based admission system. We are proud to be recognized as the **#1 Best Charter Elementary School in Fort Bend County** and the **#2 Best Charter Elementary School in the Houston Area**.

Our commitment to excellence extends beyond academics. We focus on building strong community ties and fostering a rich cultural environment for our students and their families. Our school's mission is to ensure that each student reaches their full potential, both academically and personally.

Who Are Our Stakeholders:

The stakeholders of HSA-SL include parents, staff, and community leaders. We value the input and involvement of all our stakeholders, and an invitation was extended to all members of our school community to participate in the planning process. Everyone plays a vital role in shaping the future of our school, especially through our campus improvement plan.

Do Our Special Programs Align with the Needs of Our Students?

Yes, our special programs are carefully designed to meet the diverse needs of our student population. We offer specialized programs such as:

- **Gifted/Talented Program**
- **Career and Technical Education (CTE)**
- **Emergent Bilingual Program**
- **Title 1 Support**
- **Fine Arts Program**

These programs are tailored to ensure every student has the opportunity to thrive in their area of interest or need.

Do Our Special Programs Align with the Philosophy and Beliefs of Our Teachers and Administrators?

Absolutely. The philosophy and beliefs of our teachers and administrators center around the idea that **all students can learn** and **show individual growth**. Our special programs are designed to support this belief by providing opportunities for all students to succeed, whether through academic enrichment, language development, or specialized support.

Student Behavior Trends:

One of our biggest challenges this year continues to be students struggling with conflict resolution, which has led to incidents of students hitting each other. Our goal is to help

students develop better strategies for handling conflicts in a peaceful and constructive manner.

Discipline Referrals:

- This year, **2nd grade** has seen the highest number of referrals, though we've seen progress in reducing overall incidents.
- Discipline referrals have dropped significantly to **90 incidents** from **200 last year**. This shows that our efforts to address student behavior are making a positive impact.

Student Mobility Rate:

We have a **3.7%** mobility rate, indicating that most of our students are remaining enrolled at the school, contributing to a stable learning environment.

Support Systems in Place:

As a non-zoned school, we do not provide support services typically available in zoned schools, but we ensure all students receive the academic support they need through our specialized programs and a dedicated staff. This includes interventions for behavioral challenges, language development, and academic support.

Class Size and Ratios:

- **Average Class Size:** 30 students
- **Student-to-Teacher Ratio:** 17:1
- **Student-to-Support Staff Ratio:** 1:1

These ratios ensure that students receive individual attention when necessary, although the average class size presents opportunities for further support through additional resources.

Attendance and Truancy Rates:

- **Attendance Rate:** 98.47%
- **Truancy Rate:** Less than 10%

Our attendance rate is exceptional, showing that students are engaged and committed to being present at school, while the low truancy rate demonstrates our efforts to ensure students are attending regularly.

Dropout/Retention Rates:

We have maintained a **0% dropout/retention rate**, which speaks to our dedication to keeping students on track academically and socially and offering the necessary support to help them succeed.

In summary, while we are seeing positive trends in most areas, addressing behavior issues through conflict-resolution training and continuing to support our student's academic and emotional needs will be key to further growth.

Our student body remains diverse, and the gender distribution is nearly balanced in every class, with about the same number of male and female students. This trend has remained consistent over the past 3-5 years, helping to maintain a well-rounded and inclusive school environment.

The demographic breakdown is as follows:

- **Asian:** 51%
- **African American:** 25%
- **Hispanic:** 13%
- **Caucasian:** 22%
- **American Indian:** <1%

This diverse mix of cultures and backgrounds is a key strength of our school, fostering a rich environment where students learn from each other's unique perspectives. It also aligns

with our mission to focus on community, culture, and character-building, preparing students to thrive in a global society.

The wide representation of different ethnicities contributes to a well-rounded educational experience that values diversity, promotes inclusivity, and enriches the learning environment for all students.

Our school boasts a diverse and talented staff made up of administrators, teachers, and support staff who bring a wealth of knowledge, experience, and cultural perspectives to our school community. The diversity of our staff is reflected not only in their backgrounds but also in the languages spoken, including:

- **English**
- **Spanish**
- **Urdu/Hindi**
- **Vietnamese**
- **Turkish**
- **Arabic**
- **Mandarin**
- **Igbo**
- **Bosnian**
- **Russian**
- **American Sign Language**

This multilingual staff allows us to better serve our diverse student population, particularly our Emergent Bilingual students, by fostering clear communication and building stronger connections with families from different cultural backgrounds.

Gender and Incentive Structure:

While the majority of our staff members are female, our focus remains on maintaining a balanced and supportive environment for all staff, regardless of gender.

We offer four incentive allotments to our staff, recognizing their dedication and hard work:

- **TIA Bonus** (Teacher Incentive Allotment)
- **SLO Bonus** (Student Learning Objectives)
- **Testing Bonus**
- **ILT Bonus** (Instructional Leadership Team)

These bonuses are designed to reward staff for their contributions to student achievement and their role in improving our school environment.

Teacher Qualifications:

- **Certified Teachers:** 77% of our full-time teachers are fully certified, ensuring that we meet high standards for instructional quality.
- **Experienced Teachers:** 90% of our teachers have 3 or more years of experience, which helps maintain consistency and expertise in the classroom, benefiting student learning and development.

The combination of experienced, certified teachers, along with a diverse and multilingual staff, ensures that our students are receiving high-quality, personalized education while being supported by a team that understands and celebrates cultural diversity.

Our school is situated in an older neighborhood that is bordered by businesses, with a significant portion of residents working as business owners. The community is thriving and experiencing growth, which brings both exciting opportunities and challenges.

One of the most notable aspects of our community is its **high level of diversity**, with people from a wide range of cultural backgrounds. This diversity is reflected in the languages spoken throughout the area, including:

- **English**
- **Spanish**
- **Urdu/Hindi**
- **Vietnamese**
- **Turkish**
- **Arabic**
- **Mandarin**
- **Igbo**
- **Bosnian**
- **Russian**
- **American Sign Language**

The multicultural richness of our community creates a unique and vibrant atmosphere, where different cultures, traditions, and languages blend together. This cultural diversity provides students with a well-rounded perspective and fosters inclusivity, while also helping our families feel connected to the school.

As the community continues to grow, we remain focused on building strong relationships with local businesses and families, ensuring that we continue to provide a supportive and welcoming environment for everyone. This shared sense of pride and unity is a key factor in the success and future of both the school and the surrounding neighborhood.

Our school's diversity is our greatest strengths, both student and teacher diversity, experience, interests, etc.

Demographics Strengths

The diversity at our school—among both students and staff—stands as one of our greatest strengths. It creates a rich, dynamic learning environment that supports the growth and development of every individual.

Student Diversity:

We have a student body that represents a wide range of cultural, ethnic, and linguistic backgrounds. This diversity allows our students to learn from one another, building cultural awareness and empathy. It helps students develop the skills they need to thrive in an increasingly global society.

Our diverse student population, with its various perspectives, contributes to a vibrant, inclusive atmosphere where students feel respected and valued. They learn the importance of collaboration, communication, and understanding across cultures.

Teacher and Staff Diversity:

Our staff also reflects a broad spectrum of cultural backgrounds and experiences. With teachers and administrators who speak multiple languages and come from diverse cultural contexts, we create a learning environment that meets the unique needs of our students and their families. The wide range of experiences, interests, and perspectives that our staff bring to the table further enriches our school culture and enhances our ability to teach and support every student.

This diversity is reflected not only in our multicultural classroom discussions but also in the creative ways teachers approach learning. By drawing on their varied backgrounds, our educators are able to offer different viewpoints, diverse teaching strategies, and tailored support to best reach our students.

Experience and Interests:

Our teachers bring with them a wealth of experience and expertise, including those with years of experience in education and those who are newer but bring fresh ideas. The broad range of interests and specialties that our staff members have—whether in STEM, the arts, or language development—ensures that students are exposed to a variety of ideas and

talents, which enhances their overall educational experience.

In conclusion, our school's diversity—among students and staff alike—is integral to our success. It fosters a culture of inclusivity, respect, and collaboration, allowing us to meet the needs of our community while preparing students to be thoughtful, open-minded, and engaged global citizens.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 7% of our students are in Tier 3 of our Response to Intervention (RTI) system.

Root Cause: Undiagnosed students with disabilities causing behavior issues in the classroom/inhibiting student learning, and/or large learning gaps for new to HSA-SL students.

Problem Statement 2 (Prioritized): We had 90 discipline referrals in 2023-2024.

Root Cause: Some character/SEL initiatives (45 minute lessons and/or academic integrated lessons, PBA points) are not fully implemented by all staff.

Student Learning

Student Learning Summary

In the 2023 to 2024 school year, ELA STAAR student achievement increased from 93% to 97%, Math STAAR achievement rose from 94% to 96%, and Science STAAR achievement saw a significant jump from 83% to 91%. This reflects a 4% increase in reading, a 2% increase in math, and an 8% increase in science. The progress made in all three subjects highlights the closing of learning gaps across these areas. To support this growth, targeted interventions such as differentiated instruction, data-driven small group instruction, and after-school tutoring programs were implemented. Additionally, focused professional development for teachers on data analysis and instructional strategies helped address students' specific needs, further contributing to these gains in achievement.

STAAR Data Reading

3rd Grade: 3.38% increase 4th Grade: 1.65% increase 5th Grade: 4.6% increase

Our current 5th Graders took Reading STAAR 2023 and STAAR 2024 increased 1.78% growth from one year to the next.

STAAR Data Math

3rd Grade: 0.65% increase 4th Grade: 6.69% increase 5th Grade: 1.64% increase

Our current 5th Graders Took Math STAAR 2023 and STAAR 2024 and increased 3.51% growth from one year to the next.

2024 Fall Reading MAP Scores

Kinder- 54 percentile 1st Grade- 68 percentile 2nd Grade- 76 Percentile 3rd Grade- 63rd Percentile

2024 Fall Math MAP Scores

Kinder- 64 percentile 1st Grade- 74 percentile 2nd Grade- 78 percentile 3rd Grade- 74 percentile

Compared to campuses of similar type, size, grade span, and student demographics, we are performing significantly above the average. Notably, HSA-SL has achieved six (6) TEA designations, not just in the past year, but consistently over the past five academic years.

Students at our high-achieving campus consistently perform well on state assessments, which aligns with their results on local benchmark assessments and report cards. This coherence reflects our commitment to academic excellence, as evidenced by students' strong performance across internal assessments, report cards, and state assessments. The data indicates that our students not only meet but often exceed expectations in all assessment formats, showcasing their preparedness and mastery of the curriculum.

The stakeholders are principal, teacher, local community, community leaders, parents, students, and support staff. All the stakeholders work together to ensure that all school events and activities run effectively. All members contribute to the decision made to improve the school wellness not only academically, but socially.

The RTI Committee consists of the teacher, support staff, the deans, and the principal. The committee meets to discuss the students academic progress and ensure they are provided with the support they need.

CNA- Parent, Support Staff, Deans, Principal. The members listed work together to develop a starting point to ensure the campus develops a plan to improve the school for the upcoming year.

Festivals (STEAMfest, Fall Festival, Winter Gala, Field Trips, Field Day)- Principal, Teacher, Local Community, Parents, Students, Support Staff - The members come together to

create an efficient plan that ensures a successful event for everyone. In addition, all stakeholders take an active role during the event.

GT/EB/HMA(Honors Class)/NEHS: Principal, Teacher, Parent, Support Staff, Deans: These programs provide differentiations and support to students of varying academic levels and leadership skills. The students use the skills learned in school and apply them to real-world situations.

Food Drive/Community Service/Mornings with Mrs. Merchants/ Title 1, Road to Success: The stakeholders are students, teachers, deans, principal, and parents: These events bring the school and community together to ensure the wellness of all members in our communities.

Chuck E Cheese- Students, Parents, Teachers, Deans, Support Staff, and Principal: The school members come together with the community to build a lasting relationship that will promote academic and social growth.

Kinder/ 5th Grade Graduation: Students, Parents, Teachers, Deans, Support Staff, community leaders and Principal: These events give us the opportunity to celebrate our students accomplishments throughout the school years.

Book Fair Week: Students, Parents, Teachers, Deans, Support Staff, and Principal

The book fair helps the school foster the love of reading and expose students to different genres of literature.

In collaboration with department heads and coordinators, we are confident that our teachers possess the necessary student data, resources, and ongoing professional development to effectively support the diverse needs of Gifted and Talented (GT), Career and Technical Education (CTE), Early Childhood Education (ECE), Special Education, Title 1, Fine Arts, and athletics. Through structured, data-driven meetings, we can proactively address and accommodate the unique requirements of these groups by adapting teaching practices to meet both the educational and emotional needs of all students.

The campus systematically addresses reteaching for students who are absent in the following ways:

Small groups: we do data analysis through Performance Matters.

Online applications: teachers can track and modify apps to meet their needs

Communication: communication between all stakeholders is key to filling the gap for students who are absent. Regular communication with the parents helps keep them in the loop of what was missed.

Attendance specialist: they keep track of absences and acts accordingly (excused/ unexcused)

CIS: reaching out to the campus CIS (community in schools)

PBA: school-wide attendance incentives (PBA points)

Environment: Making connections and keeping a positive school environment encourages students to come to school

Early Intervention: developing an individual support plan for students.

Student Learning Strengths

Students take a more active role in learning by helping their peers during small groups or pair activities during instruction time.

Students keep track of their academic goals using MAP and interim scores.

Students take ownership and responsibility for their attendance by tracking missing assignments. (Upper Grades)

Students have a strong responsibility for learning tasks completed on software (ALEKS, STEMSCOPES, AMPLIFY, etc.)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students lack adequate home support due to language barriers, negatively impacting academic progress.

Root Cause: Parents face barriers such as demanding work schedules, language differences, or unfamiliarity with the curriculum. ESL Service have been reduced and has negatively affected student growth.

Problem Statement 2 (Prioritized): Students that are identified as tier 3 stay on the RTI because they do not qualify for retention due to high retention qualifications.

Root Cause: The District created criteria to retain students does not allow for schools to retain the students that benefit from it.

School Processes & Programs

School Processes & Programs Summary

Some of the supportive and rewards for teachers including offering pay for home visits, bonuses based on results, and recognition like TIA (Teacher Incentive Allotment) are great ways to incentivize and acknowledge the hard work teachers put in. Additionally, placing teachers in subjects based on their strengths and providing stipends for hard-to-staff positions helps ensure both job satisfaction and the best outcomes for students.

We have instructional coaches who meet with teachers regularly to help develop strong class instruction. Their roles are clearly defined through the Arc of the Year. We also have the ILT team that consists of model teachers who will be used to demonstrate authentic instruction within the classroom. We also have campus PLCs that are created based on campus needs found during Instructional rounds and walkthroughs.

We use instructional rounds and walkthroughs to help our campus improve.

We use the data collected from our instructional rounds to design effective PDs that are needs-based focused.

The programs operating are clubs like chess club, STEM club, FLL club, coding club, math kangaroo, drone club, and name that book club. The programs are aligned with our focus on science and technology. The programs offer a safe environment and high rigor. High-risk students receive quality instruction during blended learning time and small group intervention, as well as after-school tutorials. The data we collect is crucial for fostering an inclusive and supportive educational environment. In academic outcomes, we see that being in GT correlates with higher achievement. Collecting data also makes sure that all students receive the necessary support to be successful. As well as see what strategies are effective; if strategies are not effective, we can make a plan for it. We provide 13 STEAM-related after-school clubs for students to participate in. Students can use their prior knowledge and newly acquired skills to be fully engaged in their education. Programming and coding are becoming increasingly integral to STEAM education. Programming is integrated into science, technology, mathematics, engineering, and even arts. In science students code simulators to visually see weather or any phenomena. In technology, students access Learningdot.com and use CodeMonkey to code for kinder through fifth grade. In art, students create their 3D art design on graph paper and then create on Tinkercad software and use Cura to 3D print. When students begin their STEAM projects the students apply their math skills when they design experiments, such as compasses. Elementary students are encouraged to join clubs to further their education and interest which is preparing them for what they'll do when they go to college. Students are able to use what they learn from school to improve their problem-solving skills in real-life situations. They can apply their academic thinking skills to their project-based practice and personal economic and financial questions. For instance, book fair or business fair improve students' financial literacy through intended practice at school. Students can have access and practice on how to use their technology such as how to use their name and code to log in to their educational apps in and out of school. Students are able to use the data generated by their blended learning technology applications such as EXtra Math and ST Math to help them better understand their learning and develop independent learning skills. Students have equal and general access to school health support systems such as nurse offices, after school clubs, field trips and special classes such as art and music classes. For example, we provide general health aid supplies and medical accommodations for kids according to their health conditions that may affect their academic learning and school experience. All assessments are aligned to the district curriculum and state TEKS. All lessons are backward planned using the scope and sequence. Additionally, each lesson is prepped and analyzed prior to teaching- identifying possible misconceptions, how to address them, and the expected exemplar. Lesson plans and instruction are driven by data. During lesson preparation, critical thinking questions are created, and checks for understanding are included. Formative assessments help identify which interventions are needed and how to address learning gaps. Students use Chromebooks during class, they have educational software like Amplify, RazKids, ST Math that they are expected to do every day and they also have a Technology Applications class that teaches them how to use a computer.

School conditions for learning encompass several key aspects that ensure both the instructional time is protected and the learning environment is optimized for student success. These factors, from schedules to extra-curricular programs, are pivotal in shaping a productive educational setting. The conditions for learning in a school are fundamentally shaped by how well instructional time is protected and utilized. A balance of structured schedules, ample planning and collaboration time for teachers, and enrichment or intervention opportunities for students ensure a holistic approach to education. Extended day programs, summer school, and tailored academic support systems help cater to diverse student needs, while thoughtful planning around start times, recess, and technology integration enhances overall learning outcomes.

The status of equity of services for all students in a school refers to how effectively the institution ensures that every student, regardless of their background or individual needs, has

access to the resources, opportunities, and support necessary for their success.

We ensure that the students feel prepared to transition each year to the next grade, it's woven into every aspect of our curriculum. We portray the expected characteristics and behaviors for the students with a Pledge every morning as well as posters all across the school with expectations. Our school also displays college banners and mission statements all across the school, with each part of the school being labeled as a certain college, so that students are constantly reminded of the future and their options.

Our policy is not to remove students from the classroom unless students become a harm to themselves or others. The practice we have in place is classroom expectations and rules that are usually created by students. This holds students accountable for their actions. We have the use of Reinforcement Points (RP) to document off-task student behaviors. Teachers use class dojo and emails to communicate student behavior to parents.

In the year 2023-2024, we had 8 threats to self with 3 of the students receiving mental health support, 3 threats of violence to others, and 47 unwanted physical aggression cases.

School Processes & Programs Strengths

We offering extracurricular activities is a wonderful way for students to explore their passions and develop new skills outside of the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is an increase in the number of unwanted physical aggression.

Root Cause: Students are unable to communicate and manage their emotions, they are emotionally immature, they are attention seeking and home environment could be the root causes of the behavior.

Perceptions

Perceptions Summary

Our data shows that Kinder students have the most absences. Fifth-grade students are showing a high number of discipline referrals compared to the lower grades. This conflict is reduced by implementing house points and having a CIN in-house to help build social skills amongst students, along with coping, emotional regulation, and cooperation among peers.

Our current staff retention rate remains strong, exceeding 70%. Additionally, the recent Climate and Culture Survey reports that staff continue to feel safe and comfortable in the workplace, reflecting our ongoing efforts to maintain a positive and supportive environment.

However, we have identified a concern regarding the mentoring program. It has been observed that due to the lack of financial incentives for mentors, staff are not fulfilling their mentoring responsibilities at the same level as in previous years. This decline in participation has been noted and requires attention to ensure the continued success of our mentoring initiatives.

The PTO tracks volunteer hours, with Mrs. Merchant managing the oversight of parent volunteers throughout the year, including their participation in parent meetings. We regularly invite community leaders to our festivals and collaborate with local businesses for donations through the PTO. Parents and community members are encouraged to participate, and their engagement remains strong. Additionally, our public Google rating stands at 4.4 stars, our Niche rating is an A, and our TEA rating is also an A. Parents are friendly, and welcoming and celebrate multiple cultures. Timing is a barrier for working parents, not all working parents are able to volunteer during school hours.

We administer a student survey to collect data on how students feel at school. We have been implementing character initiatives to build a sense of community and well-being between staff and students. We have implemented a House system (PRIDE) to foster community and engagement. The presence of a school social worker ensures that both teachers and students feel comfortable sharing their concerns. Each year, students actively participate in selecting the theme for the upcoming school year, promoting a sense of ownership and involvement. Additionally, we recognize and challenge classrooms based on their utilization of software hours, encouraging academic engagement. Student House Points are tracked and prominently displayed throughout the year to motivate participation and celebrate achievements.

Parents perceive the school as a safe and competitive environment. They feel welcomed and are regularly invited to numerous school events. Additionally, parents express confidence in their child's safety both during their time at school and while traveling to and from the campus. Parents are invited to meetings with school leadership meetings, home visits, lunch visits, and parent breakfasts including parent-teacher conferences.

Several community members have described our school as being high achieving, a positive learning environment, and a contributing community.

Teachers view our campus as a safe multicultural, diverse, inclusive, and safe environment. Furthermore, they feel supported with resources that help enhance the learning environment for all learners.

Resources that enable our teachers to find student success and growth include formal and informal schools, and software programs such as mClass, ST Math, and Aleks. Moreover, opportunities for parents to be involved in their child's learning.

Our campus holds various meetings/events to engage stakeholder in an open house for potential parents. Our principals holds breakfast with parents to inform them of ongoing activities. Our PTO holds weekly meetings. Our principal involves community leaders in our school festivals and events.

Perceptions Strengths

Niche Schools rates us as the number one stand-out elementary within Fort Bend and Harris County.

School Culture boosts high moral character

Student Academic performance has been high and rigorous compared to other elementary schools within the community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of parent involvement for low performing and behavioral students.

Root Cause: Low SES parents tend to work more and often are not involved. Parents with language barriers have a low involvement in our meetings with the principal.

Priority Problem Statements

Problem Statement 1: 7% of our students are in Tier 3 of our Response to Intervention (RTI) system.

Root Cause 1: Undiagnosed students with disabilities causing behavior issues in the classroom/inhibiting student learning, and/or large learning gaps for new to HSA-SL students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We had 90 discipline referrals in 2023-2024.

Root Cause 2: Some character/SEL initiatives (45 minute lessons and/or academic integrated lessons, PBA points) are not fully implemented by all staff.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students lack adequate home support due to language barriers, negatively impacting academic progress.

Root Cause 3: Parents face barriers such as demanding work schedules, language differences, or unfamiliarity with the curriculum. ESL Service have been reduced and has negatively affected student growth.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students that are identified as tier 3 stay on the RTI because they do not qualify for retention due to high retention qualifications.

Root Cause 4: The District created criteria to retain students does not allow for schools to retain the students that benefit from it.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is an increase in the number of unwanted physical aggression.

Root Cause 5: Students are unable to communicate and manage their emotions, they are emotionally immature, they are attention seeking and home environment could be the root causes of the behavior.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Lack of parent involvement for low performing and behavioral students.

Root Cause 6: Low SES parents tend to work more and often are not involved. Parents with language barriers have a low involvement in our meetings with the principal.

Problem Statement 6 Areas: Perceptions

Goals

Goal 1: Exceed state and national (where applicable) standards/averages for all student groups in student achievement and progress while ensuring each and every child will show individual growth on assessments.

Performance Objective 1: Increase the achievement level at Approaches Grade Level or above in the following subjects (check all that apply) in STAAR:

All Students:

Reading by 1% Math by 0.5% Writing by 2 % Science by .05 % Social Studies by %

African-American, Hispanic and Economically Disadvantaged Populations:

Reading by 2% Math by 1% Writing by .05 % Science by .05 % Social Studies by %

LEP students:





Reading by 2% Math by 1% Writing by .05 % Science by .05 % Social Studies by %

Special Education programs

Reading by 2% Math by 1% Writing by .02 % Science by .05 % Social Studies by %

Evaluation Data Sources: STAAR





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize Title III interventionists and related Instructional Contract Services to enhance LEP students' performance.</p> <p>Strategy's Expected Result/Impact: Test scores, Mock Test results, Benchmark results</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal ESL Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: , ,</p>	Formative		
	Oct	Jan	Mar

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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: Test scores, Mock Test results, Benchmark results</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal SPED Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: , , ,</p>	Formative		
	Oct	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide systematic instruction to students in special programs including dyslexia treatment programs, violence prevention programs, conflict resolution programs, and suicide prevention programs in accordance with Subchapter O-1, Chapter 161, Health and Safety Code*</p> <p>Strategy's Expected Result/Impact: Test scores, Mock Test results, Benchmark results</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal Teachers SPED Coordinator</p> <p>Funding Sources:</p>	Formative		
	Oct	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The percentage of 3rd-grade students scoring "Meets" or above on STAAR Reading will increase from 22% to 46% by June 2024 (HB3).</p> <p>Strategy's Expected Result/Impact: Test scores, Mock Test results, Benchmark results, Intervention Binders</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal</p> <p>Funding Sources: ,</p>	Formative		
	Oct	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: The School will employ, develop and retain highly qualified staff to maximize learning for all students.

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





Evaluation Data Sources: Certificate of completion, attendance logs

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide relevant and differentiated professional development opportunities to teachers and staff Strategy's Expected Result/Impact: Certificate of completion, attendance logs Staff Responsible for Monitoring: Principal Funding Sources: ,	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Hold meetings, social events and team building activities with faculty to improve the school environment Strategy's Expected Result/Impact: Events, activities, activity calendar Staff Responsible for Monitoring: Principal, Asst. Principal Teachers Funding Sources:	Formative		
	Oct	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: The School will employ, develop and retain highly qualified staff to maximize learning for all students.





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

Evaluation Data Sources: H-TESS

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize mentor teachers and department chairs for on boarding new teachers and teachers in need of assistance</p> <p>Strategy's Expected Result/Impact: Mentor assignment lists, meeting schedules</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal</p> <p>Funding Sources: ,</p>	Formative		
	Oct	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: The School will work jointly with parents and the community to maximize learning for all students through two-way communication, collaborative partnerships and unity of purpose.





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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Coffee with Mrs. Merchant to promote opportunities to volunteer at the school.</p> <p>Strategy's Expected Result/Impact: More volunteers at the school</p> <p>Staff Responsible for Monitoring: Admin team</p> <p>Funding Sources:</p>	Formative		
	Oct	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: The School will work jointly with parents and the community to maximize learning for all students through two-way communication, collaborative partnerships and unity of purpose.

Performance Objective 2: Bring the parents in the beginning of the year and let them know the expectations and the reality of doing the work for their students and how it affects the learning in the long run for their student. The school should educate the parents.





Evaluation Data Sources: Activity Calendar

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide opportunities for parents to participate in academic and social events with their children.</p> <p>Strategy's Expected Result/Impact: Activity calendar</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal</p> <p>Funding Sources: ,</p>	Formative		
	Oct	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: The School strives to ensure a safe, healthy and orderly environment conducive to learning for all students and staff.

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





Evaluation Data Sources: Behavior Management System

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide staff development in safe schools</p> <p>Strategy's Expected Result/Impact: Activity calendar</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal Teachers</p> <p>Funding Sources:</p>	Formative		
	Oct	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: The School strives to ensure a safe, healthy and orderly environment conducive to learning for all students and staff.





Performance Objective 2: We need to provide more extra-curricular activities, clubs, after school programs and contest opportunities to students

Evaluation Data Sources: After school data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to promote after-school clubs and activities for student to participate.</p> <p>Strategy's Expected Result/Impact: Club schedule; Reports</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal</p> <p>Funding Sources:</p>	Formative		
	Oct	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 5: The School will utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Purchase technology devices (document camera, laptop, chromebook, etc.) and educational software to maximize learning and teaching.</p> <p>Strategy's Expected Result/Impact: Inventory, Invoices; STAAR Results, Benchmarks</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal Teachers</p> <p>Funding Sources:</p>	Formative		
	Oct	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 6: The School will give students the opportunity to expand their knowledge in the subject of their interest beyond the curriculum level.





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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Offer after school extended learning opportunities, whether teacher-led clubs or through contracted partner programs</p> <p>Strategy's Expected Result/Impact: Schedule, sign-in sheets</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal Teachers</p> <p>Funding Sources: ,</p>	Formative		
	Oct	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 6: The School will give students the opportunity to expand their knowledge in the subject of their interest beyond the curriculum level.

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

Evaluation Data Sources: Schedule, sign-in sheets; Awards

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Encourage students to participate in various academic competitions (ex. MathCounts, Science / STEM Fair, I-SWEEEP, Science Olympiad, Odyssey of the Mind, Robotics etc.)</p> <p>Strategy's Expected Result/Impact: Schedule, sign-in sheets; Awards</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal Teachers</p> <p>Funding Sources: ,</p>	Formative		
	Oct	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			