

**Harmony Public Schools - DFW**  
**Harmony School of Innovation - Dallas**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

To prepare each student for higher education through delivering a student-centered educational program with a strong emphasis on math, engineering, science, and technology in a safe, caring and collaborative learning environment.

## 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.

## Harmony Public Schools Triad

Each child has an inherent curiosity and love of learning; and each has a unique intelligence, capability, and learning style. With this in mind, we will create a student-teacher-parent/guardian triad. Our students will strive toward their highest levels of capability with an education addressing their individual learning styles, thus fostering within them a life-long love of learning.

# Table of Contents

- Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 5
- School Processes & Programs 8
- Perceptions 10
- Priority Problem Statements 12
- Goals 13
- Goal 1: District & Campuses will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success. 14
- Goal 2: The district will employ, develop and retain highly effective staff and administrators to maximize learning for all students. 16
- Goal 3: The district will work jointly with parents and the community to maximize learning for all students through two-way, meaningful communication, collaborative partnerships, and unity of purpose. 17
- Goal 4: District and Campuses strive to ensure a safe, healthy, and orderly environment conducive to learning for all students and staff. 18
- Goal 5: The district will utilize technology to maximize learning for all students and to enhance the educational practices of teachers. 21
- Goal 6: The district will provide opportunities for students to extend their knowledge in subjects of their interest beyond curriculum level. 21
- CNA-Demographics 22
- CNA-Student learning 23
- CNA-Perceptions 24
- CNA- School processes and programs 25
- CIP Committee 26
- Addendums 27

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

1) Public school 6-12th grade. Charter School. STEM Focused. Providing high quality innovative education. Dedicated Staff. School used as a platform to build character. Focus on social and emotional learning during the pandemic through house program using Compassion, Leadership, Achievement, Wisdom, Service. Open Enrollment (students may be placed on waiting list if enrollment is at capacity). Lottery applies for the waiting list and applicant pool. 2) Anyone invested in the welfare and success in the students including administrators, teachers, parents, staff, students, families, community members, and alumni. We are working on implementing more programs to have the Harmony family involved in all aspects of education. UTD and our PTO have been wonderful resources with community involvement. GT and High School programs have been assisting communities such as hospitals and IT companies. Events such as the blood drive and food drives have been student led activities that help as well. Vaccination resources for staff and families have been helpful as well. COVID Testing for staff has helped prevent major outbreaks.

Race/Ethnicity Percentages: Hispanic 36% (155), African American 24% (105), White 19% (81), Asian 16% (78), Two or more races >1% (12), American Indian >1% (3), Declined to Answer >1% (8) Male to female ratios: 53:47 Trends: Compared to last year, our racial trends are converging closer to an average of 20% with Hispanic population decreasing and white/asian populations increasing. The male to female ratio has diverged by a few percentage points.

For Discipline, There were 136 After School Detentions, 40 ISS, 28 OSS, 19 Called Parents, 14 lunch detentions according to distinct count of behavior event ID's. Disciplinary issues affect all students learning by detracting focus with distractions. Students faced with bullying and pressure tend to be anxious and depressed when faced with those issues which detracts from their interest in learning. Students faced with discipline consequences having to learn outside the classroom (OSS, ISS, Detention) fall behind in coursework and social learning. Class sizes: The average class size is 26 students. 13:1 is the average student to teacher ratio. 19:1 is the student to support staff ratio. Attendance: Excused absences and medical absence should be recorded within 3 days. After 10 days of absences a support staff member will contact the family to see if families are safe. School messenger is an automatic system that sends messages to families for communication. Attendance clerk follows up with absent student families daily. Constant communication is the best process to reach families. At the end of each quarter we are sending report cards to families. Missing grades and assignments help clue in to attendance as well. PBA is a positive reinforcement tool we use to encourage students to attend. The HOP app for tardies has helped in recording and tracking data. Seat recovery allows students with low attendance to recover their course credits on Saturdays. After school tutorials for seniors also allow course credit recovery. Grades 6 - 12 have no less than a 92% attendance rate. There are 46 students at risk with attendance issues from 0 - 85% attendance rates. 22.9% of the students face chronic absenteeism.

Economically disadvantaged: We are not participating in the national school lunch program this year. Families fill out Household Income Verification forms to verify income status. 51% of our students are economically disadvantaged. English Learners: There are 27% (116) of our students designated as English Learners. Special Education: 10% of our students are listed as Special Education. 5.9% of our students are 504. Teachers follow accommodations for each group and communicate with families the action plan to help assist student success as well as if their student is failing through emails, phone calls, meetings, and more. Mandatory tutorials also assist with student success.

We have a diverse staff from different backgrounds, education, regions, and cultures. These different experiences allow us to create a more holistic education experience. Most teachers/staff are state certified. CTE teachers are all certified. Most of our teachers have 3+ years of service.

Community, families, and guardians: Many of our parents share the same qualities as our students regarding diversity and cultural background. Many of our students receive reduced/free lunches which let us know that a lot of families may be lower income. Testing fees are also paid for economically disadvantaged families.

## **Demographics Strengths**

We have a culturally diverse school which allows for different shared experiences and learning techniques. Students feel more inclusive and relaxed when they have someone else to identify with. This helps create a sense of community especially with ESL and international students. This extends to our teachers as well. Our CLAWS and house system (Compassion, Leadership, Achievement, Wisdom, and Service) help facilitate this too. New international and foreign speaking students are also paired with students that help acclimate them to campus.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** -Students are struggling both socially and academically. -More students are needing inclusion which puts greater stress on our teachers. This then impacts learning outcomes.

# Student Learning

## Student Learning Summary

Math:

6th grade improved 2 pt (skills the scholars have not yet been taught. Language barrier/ESL.)

7th dropped .2

8th same

9th -2

10 dropped 12 pts

Reading:

6th stayed the same

7- down 2

8 -2

9-1

10 down 7 (Missing english teachers—lots of absences, high % of SPED, EB).

Science 6-3

7-3

8-2

Social Studies is doing OK. (Lots of absences.)

Concerns:

- Scholars have been passed no matter how little work they do. Apparently scholars are waiting for the teacher to pass them.
- More intervention and more push-in. NEED TO HIRE A RESOURCE TEACHER FOR SPECIFIC SUBJECTS.

SPED/ ESL/ GT data:

EB scholars –116 or 28% of the population

SpEd

- In order to have a successful analysis of Data, we must have COMPLETE DATA.

65% is minority race composition of our campus, this is a large percentage. Many members were not aware the percentage was this high.

School report card:

6th grade response: r/m AA approach 75% ESL approached 65%, Econ dis—65%,

7th grade approaches : 50% r/m , ESL 50%, econdis 50%--no Sped, or Gender BD.

8th RM 55% min, ESL 60%, Econd 50% no sped or gender.

9th: Min 55% approach 62% EL approach, 70% of Econd approach

10th Min—42% approach (only 29% of AA are approaching grade level. EL 57% Econd 58%

Alg1 Min-50% hisp 39%-53% EL, 60% Econd

Bio: 75% approach 83% of ESL, 85% of ECOND

USHIST: 75% min approach, 53% ESL, 61% Econd

Meet 50+ masters 17

College assessment much better than state average 21 v 14%

Concerns and Suggestions:

- Kids have no grit. No leaders in the upper grade levels for academics. There seems to be a dramatic dive in perseverance and drive between 9th and 10th grade. Teachers in high school noted that many of our scholars leave to finish high school in public schools between 10th and 11th grade.
- As teachers, we can discuss and suggest success stories. What it takes to succeed. It was noted that the scholars don't understand or have a frame of reference for how completing their work and passing their classes will help them in real life. It was noted that many scholars think their teachers don't care about them as people.
- More staff student relationship building ideas. Like staff vs. student doge ball, brain break nights (movie nights by grade level or subject), etc.

- Need more consistent personnel. It was noted by many in the meeting, that there is a lack of trust in the student body that the teachers they have this year will still be here next year. Without those relationships, it is hard to persuade students to buy into our culture.
- It takes forever to hire teachers. It was noted that while we understand this is out of our school's control at some level, this is a severe stressor for our staff and for student learning as having subs in core classes for a long period of time is not conducive to student learning. Especially if the subs are not capable or willing to follow the lessons left for them or are only willing to be a warm body and not teach.
- Cross curricular PBLs should be considered for adding back into the curriculum to increase student engagement.
- We need professional curriculum writers. While hiring our own teachers to write curriculum is great, and having that opportunity for leadership is appreciated, curriculum should be written by people with a degree in that field.
- A possible help for getting student learning up is to institute an accountability program that requires students to do their work. A program discussed was ZAP–Zeroes are not permitted. The start up of a program like this can be very labor intensive for the administration and counseling team, however, the members feel that this would be instrumental in raising our scholars learning.
- Incentive for academic excellence. While the members understand this is slightly contradictory with the School of Character application, Houses could give awards for academic excellence instead of the school. Students could also be allowed to do the announcements only if they are passing and have no missing work or something. Students need a reason to want to do their work, and right now passing their classes ins't enough to motivate them.
- Kids need consistency across the teachers. "You're the only teacher than enforces "no hoodie's" This will require administrators to enforce consequences on staff who are not following these expectations in their classrooms. While it may be hard at first, if all staff are on the same page with school expectations, we can have less focus and lost instruction enforcing (or arguing) with scholars and more time on learning the skills for that class.

### **Student Learning Strengths**

Our students do well on assessments when they are given time to study and learn the material they will be tested on. One member mentioned that they make their test reviews directly from the test, the review is the exact questions on the test in the exact order. All members agree that the students do well when they take their assessments and learning seriously. It was noted that the Soccer players are now working very hard in class because the Coaches are enforcing the "No Pass, No Play" rule and it has been very helpful to teachers and has increased teacher morale. Scholars seem to be doing much better in Reading and Math from the pandemic. We feel this is due to the return to daily practice with these skills that the teacher can monitor in person and intercede when needed. Our SAT/ACT scores are higher than the state average. Overall, our minority students are able to approach grade level on their State assessments. Our ESL students also consistently across grade levels are able to approach grade level according to the data provided.

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

**Problem Statement 1 (Prioritized):** High number of student absences and instructional class time being used for items other than class instruction is causing a loss of and lack of student learning.

**Problem Statement 2 (Prioritized):** Students have a lack of drive, grit, and perseverance when it comes to completing work and doing corrections. This is seen in the massive amount of late/missing work assignments in Schoology and Skyward.

**Problem Statement 3 (Prioritized):** A lack of staffing in our SPED/504 and ESL programs is greatly affecting the student learning of the scholars in this designation.



# School Processes & Programs

## School Processes & Programs Summary

It is a campus responsibility. We have the refer a teacher program. Anyone who has a bachelors degree can work, as an educator. Harmony has job fairs. We have the GYOT program. Retention: savings matching, stipends, microcredentials, financial support--these are all forms that we can keep high-quality educators. Harmony is very financially competitive. Our retention rate is 88% from last year, which proves that these processes work.

Instructional leaders are receiving trainings, during the year and over the summer, This overlaps with the microcredentials. They meet with the administration every other week. They discuss the data, and they do instructional rounds on their teachers, they meet with said teachers to discuss teaching methods and test data. They do presentations during the PLC's, and they also touch on Arc of the Year. They receive financial stipends for these. The pathways are clearly defined, and we advertise internally for those position. ESF 1.2\* When the instructional coaches do their rounds, they not only discuss what their observations were with the teachers, they also present this data to the staff and coach us as a team. The instructional coaches also record educators, providing feedback that is more clearly tailored to the educator. Our stakeholders are parents. PTO, and their involvement in events such as our science fair, and also our college partners, in this case Collin College, UTD, and Highland Springs. \*Instructional leaders prepare presentations and model lesson for educators, and breakdown data to address the root causes of low performance.

Academic clubs, PLTW, state mandated tutorials, house programs, athletic programs, and our core values CLAWS. Yes, these programs align with our mission. Yes, also. \*If scholars are a part of these programs, behavior and academic excellence is expected, which motivates at-risk scholars to push and be better if they want to stay connected as part of these programs. Mandatory tutorings help fill these gaps as well. \*Data wise, we have an increase in enrollment this year from last year. Data correlation shows that providing programs like these, increases the want of families to enroll. The higher scholar population that we have, in turn, the more programs we can provide. GT scholar population is one of our increasing groups. \*We are providing PLTW, Math Counts, Java certification, Adobe certifications, Ivy League program, IB, Dual Credit, and CTE programs that come with certifications. These push our scholars into those STEAM fields. \*\*Each scholar has their own scholar, including middle school. Every year we have the military branches come in and have a job fair. We as a school have communication with scholars even after they graduate. We host career talks and classes to help the scholars decide on their path. They spend time researching these programs according to their age and preference. Our hope is to keep communication at least two years. Community partners, which are often parents, come and speak to inspire and guide our scholars as well. \*Pathway is what we provide for our scholars. Blended learning: combination of intervention and programs such as NoRedInk, help in this process. \*Based on MAP scores losses and COVID virtual learning for a year. Interim assessments help in finding the root causes.

Yes, we have year long scope and sequence, CBA's, CCBA's. ESF 5.1 & 5.3\* our reteach plans and interventions: small groups.\*Yes we do have one. To start, all of our scholars have a chromebook. (1:1) All assessments are online, and, again, we have programs like ALEKS. \*School conditions for learning: we have microcredentials, In the development of our lessons, we are encouraged to teach from bell to bell. We have summer school, saturday tutorials, mandatory tutorials, optional tutorials, SAT & TSI courses and training. \*\*Fair, in terms of equity of services to all scholars. Driven by documentation. \*Procedures: interventions, MAP test scores, SPED documents, Tutor Me software, and one on one conversations with scholars and EOC scores. Ratio of counselors to scholars is impactful. \*Classroom management: all teachers have same classroom expectations, CLAWS expectations, positive framing, PBA 's, expulsion prevention document, Arc of the Year, and strategies from Teach Like a Champion. \*We don't have severe discipline problems. The start of correcting negative behavior with minor repercussions keeps scholars in class more and helps them self-correct.

## School Processes & Programs Strengths

Student to teacher ration, student to counselor ration. Availability of certificates and training they can carry with themselves to their jobs. STEAM focused clubs. Aggressive implementation of TELAC. Aggressive implementation of microcredentials.

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

**Problem Statement 1 (Prioritized):** Lack of focus and rigor.

# Perceptions

## Perceptions Summary

Conflict resolution is resolved using mediation, character education (strong), restorative circles, social emotional learning, and guidance lessons. We also have a behavioral counselor. We had 1 drop out this year (2021-22) and 1 last year (2020-21). - 1 African American and 1 Hispanic

Retention from last year was 78% and this year was 75%. Two years prior was 54% retention. 78% think that the school community has high expectations. We don't have the data, but it feels that there are fewer absences.

We have done virtual parent visit, parent teacher conference, PTO meetings. 80% parents feel welcome at the school. Last year we had 100 % virtual home visit. This year we have 45% virtual home visits. We have a fully functional PTO this year. 71% feels that the school makes an effort to get all families involved in school activities. 82% report that school is a supportive and inviting place for parents and guardians. We have organized career talks, GATE leaderships, UTD, SMU, FAFSA application webinars etc. We had representatives from Raytheon talk to the students. We have sponsorship from the businesses near our school. There is a career fair that is scheduled in March. Some students live far away. We arrange virtual visits for these parents.

83% of students told that the school high standards of achievement. 76% students consider the school as a safe learning environment. 75% believe that they have supportive adults at school. 91% feel respected by teachers. 86% believe the school provides well rounded education.

80% parents feel welcome at the school. Last year we had 100 % virtual home visit. This year we have 45% virtual home visits. We have a fully functional PTO this year. 71% feels that the school makes an effort to get all families involved in school activities. 82% report that school is a supportive and inviting place for parents and guardians. We have organized career talks, GATE leaderships, UTD, SMU, FAFSA application webinars etc. We had representatives from Raytheon talk to the students. We have sponsorship from the businesses near our school. There is a career fair that is scheduled in March. Some students live far away. We arrange virtual visits for these parents. The parents keep in touch using VHV, FB, Tiger heart beat, PT conferences, Let's talk, District parent breakfast.

Small number of students, small school size making it feel very close-knit community where I know almost everyone. This fact really help me reach out with comfort should there be any concerns. Quality of education is also enhanced and almost tailored for each unique student. A Balkis, Parent We choose Harmony Science of Innovation because of the more personalized approach to education. We felt that our sons (and eventually all 5 of our kids) would be best supported in a smaller, more diverse environment. We are laser focused on the future of our 6th graders and Harmony matches our passion by creating opportunities for the Scholars to rise up into leadership roles, challenge them to use critical thinking and develop their sense of responsibility alongside the instruction of standard topics.

96% of our staff feel they have resources to educate the students. 87% feel school is clean. 96% feel the community has high expectations of the students. 96% students care about learning. 91% enjoy coming to work every day, % feel respected at our campus. 96% said that admins are cultivating a positive culture among staff members 100% teachers believe the school enforces student code of conduct..78% say minimal interruptions to instruction. 91% feel that the curriculum challenges the students. . HEEP and HALA program as well as the residential leadership program, TIA funding for teachers to receive extra compensation.

The school vision determines the way the school would like to go through and reach out the goals they set. To succeed the vision, it should be spread and taken possession of by the stakeholders. The more stakeholders get involved in the spread of the vision the more it will be embraced and adopted by followers. We should take the following steps in addition to what we are doing; 1. We can make the stakeholders believe the importance of the vision (planning) 2. We can should consult with the stakeholders on how to spread the vision among followers (organizing) 3. We can should split up the responsibilities among the stakeholders to spread the vision (leading) 4. We can should follow up the duties taken on by the stakeholders to interfere with when needed. (controlling)

## **Perceptions Strengths**

Family involvement 2. Safety 3. Community engagement 4. Staff retention and satisfaction 5. Pandemic response 6. Disciplinary methods 7. Diversity and respect for differences

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Lack of motivation, apathy,

# Priority Problem Statements

**Problem Statement 2:** -Students are struggling both socially and academically. -More students are needing inclusion which puts greater stress on our teachers. This then impacts learning outcomes.

**Root Cause 2:**

**Problem Statement 2 Areas:** Demographics

**Problem Statement 1:** High number of student absences and instructional class time being used for items other than class instruction is causing a loss of and lack of student learning.

**Root Cause 1:**

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 5:** Lack of focus and rigor.

**Root Cause 5:**

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Lack of motivation, apathy,

**Root Cause 6:**

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 3:** Students have a lack of drive, grit, and perseverance when it comes to completing work and doing corrections. This is seen in the massive amount of late/missing work assignments in Schoology and Skyward.

**Root Cause 3:**

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** A lack of staffing in our SPED/504 and ESL programs is greatly affecting the student learning of the scholars in this designation.

**Root Cause 4:**

**Problem Statement 4 Areas:** Student Learning

# Goals

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

**Performance Objective 1:** By June of 2023, increase the number of students achieving "Meets Grade Level" in all subjects on STAAR Assessments by 2% for students and Domain 3 subgroups.





Subjects: Reading, Math, Social Studies, & Science

Student groups/Sub-populations: African-American, Hispanic, Economically Disadvantaged Populations, LEP students, Special Education students.

## HB3 Goal

**Evaluation Data Sources:** Practice STAAR/Interim Data, STAAR/EOC Results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campuses RTI Committees meet at least three times per year to evaluate student progress and growth to ensure that all students grow academically.	Formative			Summative
	Oct	Nov	Feb	Apr
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize Interventionists, Instructional Contract Services, and other support personnel to provide consistent assistance to all students in need of extra support, Accelerated Instruction, or tutorials before, during, or after school, or on Saturdays.	Formative			Summative
	Oct	Nov	Feb	Apr
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilize Title III interventionists and related Instructional Contract Services to enhance LEP student performance in class and on state tests.	Formative			Summative
	Oct	Nov	Feb	Apr
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Utilize Special Education teachers and related Instructional Contract Services to maximize the learning of students with special needs.	Formative			Summative
	Oct	Nov	Feb	Apr





Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Purchase testing materials, educational software, and/or other supplemental instructional materials for STAAR Remediation and to improve student academic performance including students in Special Education, RTI, ESL, and at-risk students.	Formative			Summative
	Oct	Nov	Feb	Apr
<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>				

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

**Performance Objective 2:** Every DFW area school will participate in STEM academic competitions and expositions, such as STEM Fair, Science Fair, Math Counts, Math League, and other STEM-based competitions.

**HB3 Goal**

**Evaluation Data Sources:** Student participation counts in academic competitions





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Secondary campuses will organize and participate in yearly campus-wide and regional Science Fairs while promoting parent and community involvement.	Formative			Summative
	Oct	Nov	Feb	Apr
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The district CTE advisory committee will meet bi-annually to evaluate local needs and support campuses in enrolling and or / organizing STEM Competitions, and other STEM-related events (such as Earth Day Texas or others) as well as in applying for STEM Grants.	Formative			Summative
	Oct	Nov	Feb	Apr
<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>				

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

**Performance Objective 3:** DFW district will increase the percentage of students demonstrating College Readiness by 1% or greater, from 94% to 95%.

**HB3 Goal**





**Evaluation Data Sources:** CCMR Progress Measures, SAT Score data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide information and sources for parents and students regarding higher education admissions, college readiness, and financial aid opportunities including TEXAS grant and Teach for Texas grant programs.	Formative			Summative
	Oct	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** The district will employ, develop and retain highly effective staff and administrators to maximize learning for all students.

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

**Evaluation Data Sources:** Attendance sheets, training certificates, professional development survey results, improved instruction through implementation of new strategies learned.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide relevant and differentiated professional development opportunities to teachers and staff at the campus level.	Formative			Summative
	Oct	Nov	Feb	Apr
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Hold meetings, social events, and team-building activities with faculty to improve the school environment.	Formative			Summative
	Oct	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** The district will employ, develop and retain highly effective staff and administrators to maximize learning for all students.

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

**Evaluation Data Sources:** Activity calendars, attendance sheets.







Strategy 1 Details	Reviews			
Strategy 1: Utilize mentor teachers and Department Chairs to support other teachers in need of assistance and to help in onboarding new teachers.	Formative			Summative
	Oct	Nov	Feb	Apr
Strategy 2 Details	Reviews			
Strategy 2: Utilize Instructional Coaches to mentor, guide, and support new and returning teachers. Track teachers in need of assistance.	Formative			Summative
	Oct	Nov	Feb	Apr
Strategy 3 Details	Reviews			
Strategy 3: District Office will strengthen job interview protocols to recruit high-quality teaching and administrative staff.	Formative			Summative
	Oct	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

**Evaluation Data Sources:** Activity Calendar





Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities at school for parents to participate in academic and social events with their children.	Formative			Summative
	Oct	Nov	Feb	Apr
Strategy 2 Details	Reviews			
Strategy 2: Enhance Career Education for all students on campus by seeking out parent guest speakers and volunteers to assist in skill development.	Formative			Summative
	Oct	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** The district will work jointly with parents and the community to maximize learning for all students through two-way, meaningful communication,

collaborative partnerships, and unity of purpose.

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





**Evaluation Data Sources:** Sign-in Sheets at parent and community events, home visit logs, newsletters, district and campus activity calendars.

Strategy 1 Details	Reviews			
Strategy 1: Use Wednesday mail, school websites, social media, newsletters, email, and other platforms to increase communication and involvement.	Formative			Summative
	Oct	Nov	Feb	Apr
Strategy 2 Details	Reviews			
Strategy 2: Schedule home visits with all students, with a special emphasis on new students and those identified as At-Risk.	Formative			Summative
	Oct	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 3:** Address individual needs of At-Risk students and families, especially homeless and migrant students.





**Evaluation Data Sources:** Student rosters for identification, staff training for identification and service needs.

Strategy 1 Details	Reviews			
Strategy 1: Identify homeless and migrant students and address any special needs.	Formative			Summative
	Oct	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** District and Campuses strive to ensure a safe, healthy, and orderly environment conducive to learning for all students and staff.

**Performance Objective 1:** Provide staff and student development for social-emotional learning to decrease bullying and discipline incidents.

**Evaluation Data Sources:** District Professional Development calendar, survey responses from training sessions

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide staff development in Safe Schools and enforce a safety program that addresses conflict resolution, bullying, suicide prevention, discipline management, dropout prevention, violence prevention, and intervention methods.	Formative			Summative
	Oct	Nov	Feb	Apr
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide Character Education classes and/or lessons for students that intentionally teach good character, increase awareness of bullying, sexual abuse, and dangers of drugs, alcohol, and tobacco use.	Formative			Summative
	Oct	Nov	Feb	Apr
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Hire certified counselors or other personnel at the campus level to provide focused support in student behavior and SEL.	Formative			Summative
	Oct	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** District and Campuses strive to ensure a safe, healthy, and orderly environment conducive to learning for all students and staff.

**Performance Objective 2:** Provide a safe school environment for all students and staff.

**Evaluation Data Sources:** Campus discipline referral reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide systematic instruction to students in violence prevention programs, conflict resolution programs, and suicide prevention programs per Subchapter O-1, Chapter 161, Health and Safety Code.	Formative			Summative
	Oct	Nov	Feb	Apr
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Maintain district safety committees that include district and campus administrators as well as community safety personnel.	Formative			Summative
	Oct	Nov	Feb	Apr

Strategy 3 Details	Reviews			
Strategy 3: District and campuses conduct crisis communication training	Formative			Summative
	Oct	Nov	Feb	Apr
Strategy 4 Details	Reviews			
Strategy 4: All campuses stay current on required safety drills.	Formative			Summative
	Oct	Nov	Feb	Apr
No Progress                Accomplished                Continue/Modify                Discontinue				

**Goal 4:** District and Campuses strive to ensure a safe, healthy, and orderly environment conducive to learning for all students and staff.

**Performance Objective 3:** Continue to implement dropout prevention strategies.

Strategy 1 Details	Reviews			
Strategy 1: Design and implement dropout prevention strategies such as peer mentoring & tutoring, after-school and summer programs, Career Technology Education, and family engagement.	Formative			Summative
	Oct	Nov	Feb	Apr
No Progress                Accomplished                Continue/Modify                Discontinue				

**Goal 4:** District and Campuses strive to ensure a safe, healthy, and orderly environment conducive to learning for all students and staff.

**Performance Objective 4:** Provide a coordinated health program to encourage students to participate in physical activities





**Evaluation Data Sources:** Fitness gram, PE lesson plans

Strategy 1 Details	Reviews			
Strategy 1: District and campus physical education departments will create a system for students to track and evaluate their fitness assessment data and ensure that they participate in frequent moderate to vigorous physical activity.	Formative			Summative
	Oct	Nov	Feb	Apr
No Progress                Accomplished                Continue/Modify                Discontinue				

**Goal 5:** The district 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.

**Evaluation Data Sources:** Inventory, invoices, Annual PD Plan





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Purchase technology devices (document camera, laptop, Chromebook, etc.) and educational software to maximize learning and teaching.	Formative			Summative
	Oct	Nov	Feb	Apr
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide district and campus-level staff development on the integration of technology in instructional and administrative programs.	Formative			Summative
	Oct	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** The district will provide opportunities for students to extend their knowledge in subjects of their interest beyond curriculum level.

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

**HB3 Goal**

**Evaluation Data Sources:** Campus Schedule, Sign-in Sheets





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Offer after-school extended learning opportunities, whether teacher-led clubs or through contracted partner programs and volunteers.	Formative			Summative
	Oct	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** The district will provide opportunities for students to extend their knowledge in subjects of their interest beyond curriculum level.

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

**HB3 Goal**

**Evaluation Data Sources:** Sign-in Sheets, Competition enrollment counts

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Encourage students to participate in various academic competitions (ex. Math Counts, Science / STEM Fair, I-SWEEEP, Science Olympiad, Odyssey of the Mind, Robotics, etc.)	Formative			Summative
	Oct	Nov	Feb	Apr
<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>				

# CNA-Demographics

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Committee Chair	Ryan Ross	Student Recruiter
Business Representative	Emrah Akay	Business Manager
Classroom Teacher	Besmira Zeneli	Classroom teacher
Paraprofessional	Dianna Demaj	Attendance Clerk
Campus Coordinator	Ankoor Master	TFT/ESL Coordinator
Paraprofessional	Evelin Murga	Front Office
Administrator	Mucahit Karakas	Dean of College Counseling
Classroom Teacher	Bahar Baydere	Classroom teacher
Classroom Teacher	Angela Rivera	Classroom teacher
Classroom Teacher	Maria Ojeda	Classroom teacher
Classroom Teacher	Hiba Kunwer	Classroom teacher
Non-classroom Professional	Monica Duran	medical assistant

# CNA-Student learning

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Committee Chair	Katrina Jordan	Classroom teacher
Administrator	Nihal Subas	Dean of Academics
Classroom Teacher	Kevin Kim	Classroom teacher
Classroom Teacher	Diana Bedolla	Classroom teacher
Classroom Teacher	Thomas Kalb	Classroom teacher
Classroom Teacher	Denise Urias Salinas	Classroom teacher
Classroom Teacher	Stephen Schiffer	Classroom teacher
Classroom Teacher	Sefika Kosak	Classroom teacher
Classroom Teacher	Abraham Benyamin	Classroom teacher
Campus Coordinator	Hidayet Gozeten	GT Coordinator
Classroom Teacher	Sevde Ozcan	Classroom teacher
Classroom Teacher	Ridvan Zilleli	Classroom teacher
Classroom Teacher	Maisie Varner	Classroom teacher



# CNA-Perceptions

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Committee Chair	Sean Barton	Classroom teacher
Administrator	Tina Stephens	Dean of Students
Classroom Teacher	Sahib Soybelli	Classroom teacher
Campus Coordinator	Umit Ince	Engagement Coordinator
Campus Coordinator	Saira Cherian	Counselor
Classroom Teacher	Herve Debure	Classroom teacher
Classroom Teacher	Nuri Korganci	Classroom teacher
Campus Coordinator	Hannah Garrad	Behavior Counselor
Campus Coordinator	Mehmet Can	Counselor
Campus Coordinator	Elizabeth Ralston-Brazell	SPED Coordinator

# CNA- School processes and programs

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Committee Chair	Rene Miranda	Classroom teacher
Administrator	Omer Toycu	Principal
Classroom Teacher	Ubeyde Tarin	Classroom teacher
Classroom Teacher	Dipshikha Nandi	Classroom teacher
Classroom Teacher	Aysel Ozturkeri	Interventionist
Classroom Teacher	Ozlem Aslan	Interventionist
Campus Coordinator	Sevgi Gene	Counselor
Classroom Teacher	Sarah Johanson	Classroom teacher
Classroom Teacher	Emily Loreda	Classroom teacher
Classroom Teacher	james Mulvey	Classroom teacher
Classroom Teacher	Jeffrey McGinn	PE Coach
Classroom Teacher	Nishat Farooqui	Classroom teacher

# CIP Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Omer Toycu	Principal
Campus Coordinator	Ankoor Master	TFT/ESL Coordinator
Administrator	Nihal Subas	Dean of Academics
Parent	Donna Partin	Parent
Parent	Aini Nahrawi	Parent
Classroom Teacher	Sean Barton	teacher
Classroom Teacher	Jeffrey McGinn	teacher
Classroom Teacher	Besmira Zeneli	teacher
Classroom Teacher	Stephen Schiffer	teacher

# Addendums