

**Harmony Public Schools - DFW**  
**Harmony Science Academy - Grand Prairie**  
**2021-2022 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	4
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	9
Goal 1: Campus will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success	10
Goal 2: Campus will work to ensure that Instruction in Reading and Writing continue to be a central focus in all content areas	11
Goal 3: Campus will continue to work jointly with parents and the community to maximize learning for all students through two-way communication and collaborative partnerships.	12
Goal 4: Campus strives to ensure a safe, healthy and orderly environment conducive to learning for all students and staff.	14
Goal 5: Campus will employ, develop and retain highly qualified staff to maximize learning for all students.	16
Goal 6: Campus will continue to work on improving timely, centralized communication with faculty and staff.	17
Comprehensive Support Strategies	18
Targeted Support Strategies	19
Additional Targeted Support Strategies	20
Addendums	21

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

We are a Charter school in the DFW area in the city of Grand Prairie. We serve minority students from varied socio-economic statuses. HSA GP has highly qualified teachers and staff from various backgrounds.

### Demographics Strengths

Our strengths are a supportive school environment, teacher support, administrative support and a strong relationship between school, parents and students. Administration is supportive in listening to families. Teachers support student learning and find new ways to assist. We are constantly keeping lines of communication open with families for transparency.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Student performance is lower than previous years. **Root Cause:** Families communicate concerns about the internet at home. Some families are working families and students are responsible for completing work on their own. Complexities in students personal lives prevents students from being focused when in class."

# Student Learning

## Student Learning Summary

Currently our students are not performing well as they could be. This is due to virtual learning which has come with a set of concerns that we hope to remedy. The latest STAAR data provided does not give us a current reality of our students success. In spite of virtual learning, students' class participation is a strong area.

## Student Learning Strengths

Based on the provided STAAR data our students were stronger in Math and Science.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students do not have a strong foundation in reading and vocabulary which prevents success in older years in all core subjects but especially reading, writing, and social studies. **Root Cause:** There are several causes of this 1: we have a high percentage of ELLs in later years which require a more intentional focus on strategies 2: we do not have consistency in instruction in some grades year to year due to teacher turnover or change of position.

# School Processes & Programs

## School Processes & Programs Summary

Our campus has multiple programs to help maximize learning for our students. We have a SPED Program, an ESL Program, a STEM Program, RtI, Intervention, Saturday School, GT, and CRLP.

## School Processes & Programs Strengths

Our students receive extra guidance and teaching through our SPED teachers. Our students receive additional instruction in core classes they have gaps in in intervention. The STEM Program is introducing more technology to our younger grades while keeping our older students knowledgeable in coding. The GT Program has competed in Future City competitions, along with creating multiple videos throughout the year over their topics. CRLP is the College Readiness and Leadership Program that helps keep its mentors ahead of the curve by introducing colleges, leadership roles, and possible job opportunities at the middle school age.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The problem on our campus with programs is lack of participation from most staff members. The same staff members help in almost all categories, although there are enough staff to assist in programs and activities. **Root Cause:** Some possible root causes could be lack of time, lack of interest, too many after school engagements, family, or workload.

# Perceptions

## Perceptions Summary

We value student learning and believe all students should have access to a quality education. We try to build a presence in our community. We value our families and welcome feedback.

## Perceptions Strengths

We are a culture where family is important. We are dedicated to school safety for students and staff. The office/teachers do a great job of sending out information in the parent's native language to try to keep them up to date.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Many students are missing classes, or coming to zoom meetings late. Not all parents are staying updated on school information. **Root Cause:** Students have no consequences for missing or coming in late to classes, lack of parent supervision. Parents are not actively checking/opening their emails.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

## **Student Data: Assessments**

- State and federally required assessment information

## **Support Systems and Other Data**

- Other additional data

# Goals

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

**Performance Objective 1:** Increase the achievement level at Approaches Grade Level or above in the following subjects on STAAR Assessments:

All Students

Reading by 7% Math by 3 % Writing by 7% Science by 5% Social Studies by 3%

African-American, Hispanic and Economically Disadvantaged Populations:

Reading by 7% Math by 3% Writing by 7% Science by 5% Social Studies by 3%

LEP students:







Reading by 7% Math by 3% Writing by 7% Science by 5% Social Studies by 3%

Special Education programs

Reading by 7% Math by 3% Writing by 7% Science by 5% Social Studies by 3%

**Evaluation Data Sources:** 2021 STAAR Data, MAP and CBA data.

**Summative Evaluation:** Some progress made toward meeting Objective


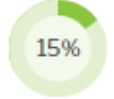




Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus staff/interventionist will provide targeted intervention to students in Special Education, RTI and LEP.</p> <p><b>Strategy's Expected Result/Impact:</b> Intervention will decrease the gap in student learning and achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coaches and Program Coordinators.</p> <p><b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Nov	Feb	Apr
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 2:** Train and support teachers on how to differentiate in order to meet the needs of students to perform at or above grade level.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** MAP, CBA's, Practice STAAR, student data to determine student needs.  
Document observations of differentiated lesson plans.







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Train teachers in the identification and needs of potential GATE students. <b>Strategy's Expected Result/Impact:</b> PD Certification on file for each teacher. <b>Staff Responsible for Monitoring:</b> Principal, AP of Academics, GATE Coordinator  <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b>	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>				

**Goal 2:** Campus will work to ensure that Instruction in Reading and Writing continue to be a central focus in all content areas

**Performance Objective 1:** Increase writing for all grades in content areas.

**Evaluation Data Sources:** Standardized test, assessments and student assignments.

**Summative Evaluation:** No progress made toward meeting Objective







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Through curriculum provide academic vocabulary in higher grades and sight words in lower grades to enhance students' use of vocabulary in writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become better writers.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches</p> <p><b>Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Nov	Feb	Apr
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Campus will continue to work jointly with parents and the community to maximize learning for all students through two-way communication and collaborative partnerships.

**Performance Objective 1:** Ongoing: Enhance communication, collaboration, and involvement among the staff, parents, and community to support the students and inform them about school activities, the importance of career education, higher education and financial aid opportunities.

**Evaluation Data Sources:** School newsletter and home visits and open houses.







**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide information sessions virtual, in person and/or in writing to parents and students about outside school opportunities throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will gain knowledge of outside resources in their community.</p> <p><b>Staff Responsible for Monitoring:</b> Engagement coordinator.</p>	Formative			Summative
	Oct	Nov	Feb	Apr
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Campus will continue to work jointly with parents and the community to maximize learning for all students through two-way communication and collaborative partnerships.

**Performance Objective 2:** The GATE program will continue to keep parents updated on their student's GT progress.

**Evaluation Data Sources:** Parent surveys and informal discussions.







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hold welcome events, student showcases and parent meetings. <b>Strategy's Expected Result/Impact:</b> Increase parent involvement <b>Staff Responsible for Monitoring:</b> GATE Coordinator	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 4:** Campus strives to ensure a safe, healthy and orderly environment conducive to learning for all students and staff.

**Performance Objective 1:** Continue to provide feedback and instruction to teachers on classroom management.

**Evaluation Data Sources:** Teacher observation







**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide feedback to teacher, give time to implement. <b>Strategy's Expected Result/Impact:</b> increased time student is engaged in learning <b>Staff Responsible for Monitoring:</b> Administrative staff  <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	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 4:** Campus strives 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.

**Evaluation Data Sources:** Referral numbers

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to implement SEL in the classrooms to promote student conversations on handling issues.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are more aware of their social emotional learning and how they can better handle issues.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Behavior.</p>	Formative			Summative
	Oct	Nov	Feb	Apr
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				









**Goal 5:** Campus will employ, develop and retain highly qualified staff to maximize learning for all students.

**Performance Objective 1:** Campus and district will continue to provide professional development teachers and staff.

**Evaluation Data Sources:** Professional invites, certificates and training feedback.

**Summative Evaluation:** Significant progress made toward meeting Objective







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to provide campus training as needed to teachers on instructional and classroom strategies. <b>Strategy's Expected Result/Impact:</b> Improved teacher and staff training and performance <b>Staff Responsible for Monitoring:</b> Campus administration	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 6:** Campus will continue to work on improving timely, centralized communication with faculty and staff.

**Performance Objective 1:** Administration and Coordinators will disseminate information regarding upcoming activities and projects with enough planning time for faculty and staff.

**Evaluation Data Sources:** frequency of emails and staff newsletters.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Admin and Coordinators will send out monthly newsletter with upcoming activities. Coordinators will send emails and reminders of upcoming activities pertinent to their particular programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased employee attendance in campus activities</p> <p><b>Staff Responsible for Monitoring:</b> Administrative staff and coordinators</p>	Formative			Summative
	Oct	Nov	Feb	Apr
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Campus staff/interventionist will provide targeted intervention to students in Special Education, RTI and LEP.

# Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Campus staff/interventionist will provide targeted intervention to students in Special Education, RTI and LEP.
2	1	1	Through curriculum provide academic vocabulary in higher grades and sight words in lower grades to enhance students' use of vocabulary in writing.
4	1	1	Provide feedback to teacher, give time to implement.

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Train teachers in the identification and needs of potential GATE students.
4	1	1	Provide feedback to teacher, give time to implement.

# Addendums