



**CAMPUS
CONTINUOUS IMPROVEMENT PLAN**

Harmony Science Academy - Bryan

Campus Number: 101-858-003

2019-2020

**2031 S. Texas Avenue
Bryan, TX 77802**

School Phone: (979)779-2100

Table of Contents

Mission, Vision and Core Values	3
Campus Overview and Profile	4
Demographics:	5
Comprehensive Needs Assessment and Improvement Plan Process	6
Strengths identified in each area	6
The summary of the outcome of the Comprehensive Needs Assessment	8
Campus School Support Team	10
HPS Goals and TEA's Strategic Priorities	11
Improvement Plan	14
2019-2020 Federal and State Programs Budget	24

Harmony Public Schools - Quality Public Charter Education

Harmony Public Schools is a system of 57 Texas public charter schools that provides rigorous, high-quality education focused on Science, Technology, Engineering, and Math.

Our Mission

Harmony prepares each student for higher education by providing a safe, caring and collaborative atmosphere. Our curriculum features a quality, student-centered educational program with a strong emphasis on Science, Technology, Engineering and Mathematics (STEM).

Our Vision

Harmony's vision is to lead our students from the classroom into the world as productive and responsible citizens.

Harmony Core Values

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

HSA-Bryan Campus Overview

Harmony Science Academy - Bryan is a PreK - 8th public charter school providing a high-quality education option for students in the surrounding areas. Our school is a part of the state-wide Harmony Public Schools system.

School Profile

Harmony Science Academy-Bryan opened its doors during the 2007-2008 school year and served 221 students ranging from Kindergarten through 12th grade. Today, HSA-Bryan is one of 9 campuses in the Harmony School of Excellence Charter School - Houston North District and currently serves around 362 students ranging from Kindergarten to 8th grade. Harmony Science Academy-Bryan is a high performing K-8 college preparatory & T-STEM field pioneer charter school focusing on math, science, engineering, and computer technologies. In our attempt to meet individual student needs, HSA-Bryan is staffed with highly qualified teachers both in the general education, as well as, the English as a second language, Special Education and Gifted and Talented classrooms. Along with standard courses (math, reading, science, social studies... etc.) our students are also motivated to reach standards through the incorporation of incentives and desirable after school activities/clubs ranging from anime and soccer to chorus and robotics. Our programs include Project Based Learning, Custom Day initiatives in which students receive 2 periods of English Language Arts, and Mathematics instruction customized for students' needs, and social and emotional development programs. Additionally, a Power Hour will be incorporated into the daily schedule to address needs in science and writing for Tier 2 and Tier 3 students. We received a grant to utilize the Purple platform for 2019-2020 and 2020-2021 school year which is a multi-tiered system of support that will allow us to meet all the needs of our at-risk students more efficiently and effectively.

HARMONY SCIENCE ACADEMY - BRYAN (101858003)

DEMOGRAPHICS	# of Students in 2018-19	% of Students in 2018-19	# of Students in 2017-18	% of Students in 2017-18	# of Students in 2016-17	% of Students in 2016-17
Total	362	100%	373	100%	354	100%
Econ. Disadvantaged	301	83%	343	65%	275	77.7%
LEP	97	27%	86	23%	84	23.7%
SPED	52	14.3%	43	12%	52	14.6%
GT	43	12%	34	9%	41	11.5%
MALE	187	51.6%	183	49%	181	51.1%
FEMALE	175	48.3%	190	51%	173	48.8%
NATIVE	18	5	4	1	0	0
ASIAN	5	1	6	1	3	.85
BLACK	84	23	81	21	69	19.4
WHITE	234	65	91	24	78	22.0
HISPANIC	218	60	204	54	196	55.4

Comprehensive Needs Assessment and Improvement Plan Process

The Campus Needs Assessment (CNA) and Continuous Campus Improvement Plan (CIP) process is described below. The School Support Team (SST) met five times this year to collectively evaluate the previous' years data. Together, the team reviewed STAAR, NWEA MAP, TELPAS, enrollment and attendance, demographics, teacher evaluation , RTI, PLC and Instructional Rounds, PD framework, Parent Activities, home visits and survey results. The previously listed data was reviewed during our CNA meetings in an effort to identify areas of strength and problems specific to our campus. Through our data driven discussions, the SST committee worked together to develop the strategies that will be incorporated into our 2019-2020 CIP. Documentation of the process includes meeting minutes, agenda, sign-in sheets, and copies of data reviewed.

The CNA and CIP were evaluated, developed, reviewed and revised on the following dates for the 2018-2019 school year:

- Wednesday, February 27, 2019 at 3:30 p.m. in Room 207
- Wednesday, March 6, 2019 at 3:30 p.m.
- Wednesday, March 20, 2019 at 3:30 p.m.
- Thursday, March 21, 2019 at 3:30 p.m. (If needed)
- Thursday, April 04, 2019 at 3:30 p.m. (Finalize/Approve 2019-2020 CIP)

Strengths identified in each area

1. Demographics: refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

- Student enrollment has been increasing
- Monitoring our at-risk students and their academic success well
- Monitoring homeless and migrant students/no homeless or migrant students
- Low/reasonable student/teacher ratio
- Low/zero drop-out rate

2. Student Achievement: data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

- Most of our student subgroups are making progress
- We have an ongoing support for low-achieving students such as interventions, pull-outs and tutoring hours
- Chromebooks for students' use
- Software programs to increase students' academic success

3. School Culture and Climate: refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

HARMONY SCIENCE ACADEMY - BRYAN (101858003)

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

4. Staff Quality, Recruitment and Retention: refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

- Most of our teachers have teaching certificates
- All of our teachers are highly qualified
- Our staff retention rate is very high

5. Curriculum, Instruction and Assessment: collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

- We have a strong and rigorous curriculum that covers all TEKS
- We have a variety of assessment tools to be able to evaluate students' progress regularly
- Organization of curriculum is good and easy to follow

6. Family and Community Involvement: refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

- We have a very strong communication system with parents
- We are involving our parents in school decisions
- We are sending newsletters, information letters and notices to parents other than English as well

7. School Context and Organization: refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

- Our teachers putting extra time to help students be successful
- Teachers receive immediate feedback on observations and evaluations

8. Technology: refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

- We are using technology nearly for all classes
- We have a variety of educational software that supports curriculum

Summary of Outcomes of the Comprehensive Needs Assessment

Problems #	Demographics
1.1	Increase student enrollment & retention rate
1.2	Provide more tailored training over special populations on campus (SPED, ESL, GT, etc.)
1.3	Increase parental involvement & participation in school events (special attention to our EL population)

Problems #	Student Achievement
2.1	*Interventionist and tutors are needed in core subjects * for all grades
2.2	*Special Education teachers and ESL support staff are needed to maximize the learning of all students*
2.3	Need to restock teacher materials necessary to effectively present their lessons (esp. Science/Math)
2.4	Make our counselor more accessible/more frequent

Problems #	District Culture and Climate
3.1	*Trainings and workshops are needed to minimize discipline and classroom management issues *
3.2	*There is a need to increase the number of students participating in physical activities to maintain physical well being*
3.3	Extra-curricular activities, clubs, after school programs and contest opportunities are needed.
3.4	Increase campus security and safety for all stakeholders
3.5	Grow and Develop Community Connections/Volunteer Opportunities
3.6	Must invest in Beautification Projects to better how we are perceived in the community

Problems #	Staff Quality, Recruitment and Retention
4.1	*Staff will be provided professional development programs or related services to meet HQ requirements or to better serve students*
4.2	Develop a support system for all teachers (especially, new-I.E. Mentor Teachers/Substitute Teachers)
4.3	Create a more cohesive atmosphere of teamwork (allow for more teacher input/feedback)

HARMONY SCIENCE ACADEMY - BRYAN (101858003)

Problems #	Curriculum, Instruction and Assessment
5.1	* Coaches are needed to guide/train teachers for curriculum implementation and effective teaching*
5.2	* Testing and other instructional materials are needed to support curriculum*
5.3	Need access to more resources to help with differentiated instruction

Problems #	Family and Community Involvement
6.1	* School parental involvement policy and parent compact must be evaluated and revised with parents*
6.2	Establish a PTO with an elected board and 5-10 general members
6.3	We need more support to communicate with families who speaks other than English
6.4	Need to train our staff & provide tools on establishing lines of communication with parents

Problems #	District Context and Organization
7.1	*Extra learning time is needed for at risk and low performing students *
7.2	Activities and events are needed to increase motivation of staff, parents and students.
7.3	Improve communication & feedback/idea exchange between all stakeholders
7.4	Shift focus from grows to glows/develop new strategies in order to create a more positive atmosphere

Problems #	Technology
8.1	*Educational software and hardware are needed for students and staff along with training to utilize them effectively*
8.2	We need to invest in monitoring systems to maintain online safety
8.3	Need to implement more effective methods of making technology available to all stakeholders both on and off our campus

Campus School Support Team

Name	Title	Name	Title
Claudette Van Ravenstein	District Federal Programs Coordinator	Laura Mattingly	Principal
Abigail Chavez	Campus Testing & Federal Programs Coordinator	Laura Reeves	SPED Teachers
Denise Sanchez	2nd Grade Teacher	Darrell Nichols	Social Studies/SPED Teacher
Shiny Adambukulam	3rd Grade Math Teacher	Stacy Watt	ESL Coordinator
Ruth Cordova	5th Grade ELA Teacher	Sarah White	Kindergarten Teacher
Brad Berger	6/8th Grade Math Teacher (1st year)	Cynthia Hernandez	Spanish Teacher (Translator)
Ali Aydogdu	IT Manager	Taylor McClellan	5th Grade Math/Science Teacher
Handan Derin	Gifted & Talented Education Coach/Teacher	Ana Mejia	GHLO
Madison Pike	Middle School Science (6/7/8th Grade(s)-1st year)	Charlene Heath	Elementary Parent
April Crow	Engagement & Outreach Coordinator	Claudia Pacheco	Elementary/MS Parent (Spanish speaking)
Torey Gustavus	Registrar	Denise Atieah	Dean of Academics
Samantha Tees	6/8th Grade ELA Teacher	Georgia Seals	Elementary Parent
Sally Gregory	6/7th Grade Math	Deborah Elliott	Community (HSA-Bryan Retired Math Teacher)
Audrey Lawson	6/7th Grade ELA	Ana Hernandez	Parent
Judy LeUnes	Community	Bulent Derin	Dean of Discipline

HARMONY PUBLIC SCHOOLS GOALS

Goal #1 Student Achievement and Post–Secondary Success: HPS-District will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Goal #2 Recruitment, Development, and Retention of Highly Effective Staff: HPS-District will employ, develop and retain highly effective staff to maximize learning for all students.

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

Goal #4 Safe Schools: HPS-District strives to ensure a safe, healthy, and orderly environment conducive to learning for all students and staff.

Goal #5 Technology: HPS-District will utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Goal #6 Extracurricular Programs: HPS-District will give students the opportunity to expand their knowledge in the subject of their interest beyond curriculum level.

TEA’S STRATEGIC PRIORITIES

Goal #1: Recruit, Support, and Retain Teachers and Principals. (HPS-GOAL #2)

Goal #2: Building A Foundation of Reading and Math. (HPS-GOAL #1)

Goal #3: Connect High School to Career and College. (HPS-GOAL #1)

Goal #4: Improve Low-Performing Schools. (HPS-GOAL #1)

STRATEGIC PLANNING GOALS, OBJECTIVES and ACTION STEPS

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

Objective 1.1: 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 1% Writing by 1% Science by 1% Social Studies by 1%

African-American, Hispanic and Economically Disadvantaged Populations:

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

LEP students:

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

Special Education programs

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

Objective 1.2: Increase the achievement level at Meets Grade Level or above in the following subjects (check all that apply) in STAAR:

All Students:

Reading by 1% Math by 1% Writing by 1% Science by 1% Social Studies by 1%

African-American, Hispanic and Economically Disadvantaged Populations:

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

LEP students:

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

Special Education programs

Reading by 1% Math by 1% Writing by 1% Science by 1% Social Studies by 1%

Objective 1.3: Increase the achievement level at Masters Grade Level or above in the following subjects (check all that apply) in STAAR:

All Students:

Reading by 1% Math by 1% Writing by 1% Science by 1% Social Studies by 1%

African-American, Hispanic and Economically Disadvantaged Populations:

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

LEP students:

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

Special Education programs

HARMONY SCIENCE ACADEMY - BRYAN (101858003)

<input checked="" type="checkbox"/> Reading by <u>1%</u> <input checked="" type="checkbox"/> Math by <u>1%</u> <input type="checkbox"/> Writing by <u>1%</u> <input type="checkbox"/> Science by <u>1%</u> <input type="checkbox"/> Social Studies by <u>1%</u>										
Strategies and Action Steps	Person(s) Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Problems # Addressed	Progress Eval			
							Q1	Q2	Q3	Q4
A *Utilize Tutors, Interventionists, Instructional Contract Services and other support personnel to provide consistent assistance to all students in need with push in, pull out, during, after, before school, or Saturdays including Accelerated Instruction*	Director of Academics, Principals, AP's	<input checked="" type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input checked="" type="checkbox"/> Title III, Part A <input checked="" type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input checked="" type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Quarterly	Intervention Binders & Tracking Tool, Time and Effort Sheets (TES)	Benchmark Results, STAAR,	2.1, 7.1				
B *Purchase testing materials, educational software and other supplemental instructional materials for STAAR Remediation and improving student performance including Special Education, GT, ESL and at-risk students*	Principal, Asst. Princ., Teachers	<input checked="" type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input checked="" type="checkbox"/> Title III, Part A <input checked="" type="checkbox"/> IDEA-B <input checked="" type="checkbox"/> GT <input checked="" type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Quarterly	Test scores, Mock STAAR results, benchmark results, NWEA goal setting	STAAR results, NWEA MAP scores	2.3, 5.2, 5.3, 8.1				
C *Utilize Special Education teachers and related Instructional Contract Services to maximize the learning of students with special needs.*	Principal, Asst. Princ., SPED Coordinator	<input checked="" type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input checked="" type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input checked="" type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Semi-annually	SPED service logs	STAAR (ALT) results	2.2				
D *Utilize Title III interventionists and related Instructional Contract Services to enhance LEP students' performance.* (DONE)	Principal, Asst. Princ., ESL Coordinator	<input type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input checked="" type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Quarterly	ESL Team Schedules/Logs	Benchmark results, STAAR/TEL PAS results	2.2				

HARMONY SCIENCE ACADEMY - BRYAN (101858003)

Goal 2: HSA-Bryant will employ, develop, support and retain highly effective staff to maximize learning for all students.

Objective 2.1: Provide professional development opportunities for teachers and staff tailored to their needs with individual PD plans.

Objective 2.2: Recruit and retain highly effective teachers and staff for all students.

Objective 2.3: Encourage diversity through staffing

Objective 2.4: Provide necessary materials & resources required for effective classroom instruction

Strategies and Action Steps	Person(s) Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Problems # Addressed	Progress Eval			
							Q1	Q2	Q3	Q4
A *Provide professional development opportunities to teachers and staff using contracted services*	Principal, Asst. Princ., Operations Manager	<input type="checkbox"/> Title I&IV, Part A <input checked="" type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Quarterly	Contracts, Certificate of completion, attendance logs, Individualized PD plans	Teacher PD surveys	1.2, 3.1, 4.1, 5.1				
B *Utilize coaches for mentoring, supporting and training teachers. Coaches will also provide support in PLC's*	Principal, Asst. Princ.,	<input type="checkbox"/> Title I&IV, Part A <input checked="" type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Quarterly	Schedules, coaching trackable documents	Teacher evaluation, PLC surveys, NWEA MAP growth	4.1, 5.1				
C Train administrators on job interview skills and organize job fairs	Principal, Asst. Princ., Outreach Coordinator	<input type="checkbox"/> Title I&IV, Part A <input checked="" type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE	Semi-annually	Activity calendar, attendance logs, Habermann training	Evaluation, Supporting Data	4.1				

HARMONY SCIENCE ACADEMY - BRYAN (101858003)

D	Utilize mentor teachers and department chairs for onboarding new teachers and teachers in need of assistance	Principal, Asst. Princ.,	<input checked="" type="checkbox"/> General Fund <input type="checkbox"/> Title I&IV, Part A <input checked="" type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Semi-annually	Mentor assignment lists, meeting schedules/minutes/forms	Evaluation, Teacher/Mentor/Admin Feedback	4.1, 4.2, 4.3				
E	Hold meetings, social events and team building activities with faculty/parent/students to increase morale and improve school environment	Principal, Asst. Princ., Outreach Coordinator, Teachers	<input type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Quarterly	Events, activities, activity calendar, sign in sheets	Surveys	1.1, 1.3, 3.5, 4.2, 4.3, 6.2, 7.2, 7.3, 7.4				
F	Inventory/organize current materials/resources, restock the ones we are lacking, and distribute as needed amongst staff	Principal, Asst. Princ., Operations Manager	<input type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Quarterly	Supply lists, materials purchase orders	Receipts, Inventory Tracking	1.1, 2.3, 4.2, 4.3, 5.2, 5.3				

HARMONY SCIENCE ACADEMY - BRYAN (101858003)

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

Objective 3.1: Provide volunteer opportunities for students and parents at school and in the community.

Objective 3.2: Enhance communication, collaboration, and involvement among the staff, parents, and community to support the students uniformly across our campuses.

Objective 3.3: Address individual needs of homeless and migrant students within 6 weeks of identification.

	Strategies and Action Steps	Person(s) Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Problems # Addressed	Progress Eval			
								Q1	Q2	Q3	Q4
A	*Provide opportunities at school for parents to participate in academic and social events with their children*	Principal, Asst. Princ., Outreach Coordinator, Teachers	<input type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Quarterly	Activity calendar, Voly	Survey, Voly sign-ups	1.1, 1.3, 3.5, 4.3, 6.1, 6.3, 6.4, 7.2, 7.3, 7.4, 8.3				
B	Use Wednesday mail, website, newsletters, email, harmony voly platform, Skyward, local radio stations, all-calls, parent-teacher-student conferences other advertising avenues to increase communication, involvement (planners?)	Principal, Asst. Princ., Outreach Coordinator, Teachers	<input type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Quarterly	Activity calendar, Sign-in sheets, parent communication logs, voly reports	Survey, Voly reports, Sign-in sheets	1.3, 3.5, 4.2, 4.3, 6.3, 6.4, 7.2, 7.3, 7.4, 8.3				
C	*Work with administrators, coordinators, teachers and school counselors to provide information and resources for parents and students regarding high priority needs in the area/campus	Principal, Asst. Princ., Outreach Coordinator, Teachers	<input type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE	Semi-annually	Activity calendar, Agendas, Sign-in Sheets	Survey	1.1, 1.3, 3.5, 4.3, 6.3, 7.2, 7.3, 7.4				

HARMONY SCIENCE ACADEMY - BRYAN (101858003)

			<input checked="" type="checkbox"/> General Fund							
D	Encourage teachers to schedule home visits to all, especially economically disadvantaged students.	Principal, Asst. Princ., Outreach Coordinator, Front office staff, Teachers	<input type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Quarterly	Home visit logs	Activity Report, Surveys	1.1, 1.3, 3.5, 4.2, 4.3, 6.1, 6.2, 6.3, 6.4, 7.2, 7.3, 7.4			
E	Provide other programs to parents/staff/students such as Homeroom parents, offer community service hours, partner with Businesses and Colleges, establish Tiger Team (PTO), SST Committee	Principal, Asst. Princ., Outreach Coordinator, TFP Coordinator	<input type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Quarterly	Activity calendar	Activity Report, Sign in sheets, Surveys	1.1, 1.3, 3.5, 4.2, 4.3, 7.2, 7.3, 7.4			
F	*Provide services for homeless and migrant students to address their needs.*	Principal, Asst. Princ., Outreach Coordinator, Campus Operations Manager, Registrar, Federal Programs Coordinator	<input checked="" type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Monthly	Student roster, Communication logs, PEIMS report (identification)	Surveys	1.1, 5.3, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 8.3			

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

Objective 4.1: Provide staff development regarding discipline and classroom management issues.

Objective 4.2: Provide a coordinated health program(s) to encourage students to participate in physical activities.

Objective 4.3: Provide a physically & psychologically & safe school environment for all students and staff by improving facility standards & providing training and ongoing awareness campaigns

Strategies and Action Steps	Person(s) Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Problems # Addressed	Progress Eval			
							Q1	Q2	Q3	Q4
A *Provide staff development and enforce a safety program that addresses conflict resolution, bullying, suicide prevention, discipline management, dropout prevention, violence prevention, intervention methods, and mental and physical well-being.*	Principal, Asst. Princ., Outreach Coordinator, Campus Operations Manager	<input checked="" type="checkbox"/> Title I&IV, Part A <input checked="" type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Quarterly	Activity calendar, sign-in sheets, certificates of completion (if applicable)	Discipline and Incidents Reports, Referrals, surveys	1.1, 3.1, 3.4, 4.1, 4.2, 4.3, 5.3				
B *Help students track and evaluate their fitness assessment data and ensure that they participate in moderate to vigorous physical activity *	Principal, Asst. Princ., Physical Education Staff	<input type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Semi-annually	Participation rate of physical activities (lesson plans, student activity count etc.)	Fitness assessment data	3.2				
C Enroll students in Character Education classes that provide awareness of sexual abuse and dangers of drugs, alcohol, and tobacco.	Principal, Asst. Princ., Character Ed. Teacher	<input type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Semi-annually	Course schedule & curriculum/pacing guide	Reports, Surveys	3.4				

HARMONY SCIENCE ACADEMY - BRYAN (101858003)

D	*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*	Principal, Asst. Princ., Outreach Coordinator, Special Programs Coordinators/Teachers	<input type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Quarterly	Service logs, attendance sheets, Activity calendar, Course Schedule	Reports, STAAR, Discipline and Incidents Reports	2.2, 3.1				
E	*Work with parents, teachers and administrators to implement dropout prevention strategies such as mentoring/tutoring, after-school and summer programs and family engagement*	Principal, Asst. Princ., Outreach Coordinator, Operations Manager	<input type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Quarterly	Activity Calendar, programs/clubs/ activities offered before & after school list	8th grade graduation rate, student participation counts	1.1, 3.2, 3.3, 3.5, 3.6, 4.3, 6.1, 7.3, 8.3				
F	*Develop and implement policies addressing sexual abuse and other maltreatment of children under Section 38.041*	Principal, Asst. Princ., Outreach Coordinator, Operations Manager, TFP Coordinator	<input type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Semi-annually	Policies	Annual Report	2.4, 3.1, 3.4, 4.3, 6.4, 7.3				
G	Provide access to & increase promotion of on campus counselors & alternatives (frequency, posters, designated location, open door policy)	Principal, Asst. Princ., Outreach Coordinator, Operations Manager, Teachers	<input type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Quarterly	Activity Calendar, schedules with times & locations listed	Sign in sheets, surveys	1.1, 2.4, 3.4, 4.2, 4.3, 7.3, 7.4				

HARMONY SCIENCE ACADEMY - BRYAN (101858003)

H	Reach out to local resources for counseling (A&M Intern, MHMP, professionals, psychology programs, SOS interfaith ministries etc.)	Principal, Asst. Princ., Outreach Coordinator, Operations Manager, Teachers	<input type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Semi-annually	Communication logs	list of available services, schedules (if applicable, sign in sheets, surveys	1.1, 2.4, 4.3		
I	Lobby improvements: push to exit/request access doors added to inside of lobby	Principal, Asst. Princ. Operations Manager, safety committee	<input type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Quarterly	Construction plans/contract	Project completion	3.4, 3.6, 7.4		
J	Paint and improve parking lot lines and arrows to clarify direction of movement during drop off and dismissal	Principal, Asst. Princ. Operations Manager, safety committee	<input type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Quarterly	Activity Calendar showing Timeline/Due Date	Project completion	1.1, 3.4, 3.6		

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

Objective 5.1: Ensure that all students and staff utilize and integrate technology as a *tool* for learning.

Objective 5.2: Ensure that all students and staff are trained on how to best utilize and integrate technology as a *tool* for learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Problems # Addressed	Progress Eval			
							Q1	Q2	Q3	Q4
A *Purchase technology devices (document camera, laptop, chromebook, etc.) and educational software to maximize learning and teaching.*	Principal, Asst. Princ.Operations Manager, Campus IT, Coordinator, TFP Coordinator,	<input checked="" type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Quarterly	Inventory, Invoices	STAAR, NWEA MAP Results, Benchmarks	1.1, 2.3, 4.1, 4.2, 5.2, 5.3, 6.4, 8.1, 8.3				
B *Provide staff development on integration of technology in instructional and administrative programs*	Campus IT	<input checked="" type="checkbox"/> Title I&IV, Part A <input checked="" type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Quarterly	Annual PD Plan, Training Presentations, Dates	Attendance Roster, HTESS	4.1, 4.2, 4.3, 8.2, 8.3				
C Create a systematic approach to address campus IT needs	Principal, Asst. Princ.Operations Manager, Campus IT	<input type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Monthly	Help desk tickets	Help desk ticket resolution data	8.3				

HARMONY SCIENCE ACADEMY - BRYAN (101858003)

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

Objective 6.1: Increase the opportunities for student involvement in extracurricular activities by 5%.

Objective 6.2: Have an increase of 5% of students who join competitions and contests.

Objective 6.3: Promote/support/expand out gifted and talented education program.

Strategies and Action Steps	Person(s) Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Problems # Addressed	Progress Eval			
							Q1	Q2	Q3	Q4
A Ask teachers to offer variety of clubs and contract with organizations to offer programs at school	Principal, Outreach Coordinator	<input checked="" type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Semi-annually	Schedule, registration forms	Participation in club/program offerings, attendance	1.1, 3.2, 3.3, 3.5, 7.2, 7.4, 8..3				
B Encourage students to participate in various competitions. Math Counts, Math League, Science Fairs, I-SWEEEP, Science Olympiad, Robotics etc.	Principal, Outreach Coordinator, Teachers	<input type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Quarterly	Schedule, competition registrations, Updated list	Tournament and Award tracking	1.1, 1.3, 3.2, 3.3, 3.5, 4.3, 7.2, 7.4, 8.1				
C Have our Gifted & Talented Education Campus Coach observe students in classrooms to help with nominations	Principal, Asst. Princ., GATE Coach	<input type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input checked="" type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Semi-annually	Schedule, nomination forms	Gifted and Talented Enrollment Report	1.1, 1.2, 4.2, 4.3, 5.2, 5.3				

Goal 7: HSA-Bryan will establish a desirable relationship with our school families and the surrounding community.

Objective 7.1: Encourage creativity & school beautification projects on campus.

Objective 7.2: Develop a more desirable appeal to current, perspective, and family of potential students visiting the campus for tours and community events.

Strategies and Action Steps	Person(s) Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Problems # Addressed	Progress Eval			
							Q1	Q2	Q3	Q4
A Encourage staff to personalize classrooms (paint/murals/class decor/educational posters, etc.) and help with beautification projects campus wide	Principal, Asst. Princ., Operations Manager, Teachers	<input type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Quarterly	Creativity competition, rewards/awards, recognition (newsletters, social media)	Surveys	1.1, 3.6, 7.2				
B Improve curb appeal & first impression factor of our school by: outside refreshing paint, landscaping our parking lot, adding plants to surround front door etc.	Principal, Asst. Princ., Operations Manager	<input type="checkbox"/> Title I&IV, Part A <input type="checkbox"/> Title II, Part A <input type="checkbox"/> Title III, Part A <input type="checkbox"/> IDEA-B <input type="checkbox"/> GT <input type="checkbox"/> SPED <input type="checkbox"/> Bilingual <input checked="" type="checkbox"/> SCE <input checked="" type="checkbox"/> General Fund	Semi-annually	Job estimates/receipts, photo album	Surveys	1.1, 3.6, 7.2				

2019-2020 Federal and State Programs Budget

Campus/District: HSA-Bryan			Estimated Annual Salary of 1 FTE: \$45,000		
Program/Service	Budget Amount	FTEs	Program/Service	Budget Amount	FTEs
Title I Part A (Fund Code: 211; Intent Code: 30) Title IV A*** (Fund Code: 289; Intent Code: 24)			Carer & Technology (CTE) (Fund Code: 420; Intent Code: 22)		
Total	\$137,944	2.8	Total		
Title II Part A (Fund Code: 255; Intent Code: 24)			Special Education (Fund Code: 420; Intent Code: 23)		
Total	\$11,958	0.3	Total	\$108,608	2.2
Title III Part A (Fund Code: 263; Intent Code: 25)			Bilingual Education (Fund Code: 420; Intent Code: 25)		
Total	\$8,298	0.2	Total	\$18,588	0.4
IDEA B (Fund Code: 224; Intent Code: 23)			Compensatory Education (Fund Code: 420; Intent Code: 30)		
Total	\$62,185	0.9	Total	\$290,878	5.8
Gifted & Talented (GT) (Fund Code: 420; Intent Code: 21)			High School Allotment (Fund Code: 420; Intent Code: 31)		
Total	\$11,499	0.2	Total	\$0	0.0
*** 100% of Title IV fund will be transferred to Title I fund.					

*For more information please contact the HSA-Bryan Federal Programs Coordinator: Abigail Chavez