

Addendum

Hope Academy Alternative and Charter Amber E. Wilson, Principal

2009-2010

Continuous School Improvement Planning Houston Independent School District

Each school year the principal of each school campus, with the assistance of the campus-level committee, must develop, review and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, subchapter A, with respect to the academic excellence indicators and any other appropriate performance measures for special needs populations. Education Code 11.252 (b). Each campus improvement plan must:

- ✓ Utilize a school wide planning team to complete the needs assessment (NCLB).
 - **Organizational structure, shared-decision making, methods of communication and membership and composition of the SDMC (Addendum).**
- ✓ Assess the academic achievement for each student in the school using the academic excellence indicator system (AEIS). Identify data sources and analyze data (NCLB).
 - **Who are we? Where are we now? Where are we today? (FIP).**
 - **Specified in Executive Summary under "Comprehensive Needs Assessment".**
 - **Document needs assessment and conclusions with narratives, charts and graphs in the "Comprehensive Needs Assessment" section in Addendum.**
- ✓ Set the campus performance objectives based on the academic excellence indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, subchapter A. Clarify the vision for reform (NCLB).
 - **Why do we exist? Where do we want to be? What are the gaps?**
 - **Where are we now? How do we want to be? How will we get there? (FIP)**
 - **Specified in Executive Summary under "Information" – Mission, Vision, Values.**
 - **SMART Goals specified in Executive Summary under "Inquiry Process and Analysis".**
- ✓ Identify how the campus goals will be met for each student.
 - **How do we do business? How can we get to where we want to be?**
- ✓ Determine the resources needed to implement the plan.
 - **How can we get to where we want to be?**
 - **What materials do we need, and how will we pay for them? (FIP)**
- ✓ Identify staff needed to implement the plan.
 - **How can we get to where we want to be?**
 - **Who will get us there? (FIP)**
- ✓ Set time lines for reaching the goals.
 - **How can we get to where we want to be?**
 - **When will we perform the activities? (FIP)**
- ✓ Measure progress toward the performance objectives systematically to ensure that the plan is resulting in academic improvement.
 - **How will we evaluate our efforts?**
 - **How do we know we are getting there? How will we evaluate success? (FIP)**
- ✓ Provide for a system to document and analyze parental and community involvement at the campus.
 - **Addendum and/or SIP template**
- ✓ Include goals and methods for violence prevention and intervention on campus.
 - **Addendum**
- ✓ Create a school profile that includes (NCLB):
 - **Student Needs – (Executive Summary – Comprehensive Needs Assessment & Inquiry Process and Analysis)**
 - **Curriculum and Instruction (Executive Summary – Quality Design and Planning)**
 - **Professional Development (Addendum)**
 - **Family and Community Involvement – (Addendum)**
 - **School Context and Organization – (Executive Summary – Information)**
- ✓ Identify all funding sources in the Resources Needed column of the SMART Goals document.

- **Fund Sources (GF1, SCE, TI, TII, TIII, AMI, ARI...)**

✓ Have not met Adequate Yearly Progress see AYP Section after Professional Development Section.

Principal Signature

Date

Comprehensive Needs Assessment

The data used for our needs assessment is derived directly from the results of our TAKS as well as the TEA Accountability tables, EVAAS, JFTK, AEIS, data from PEIMS, HISD Chancery, and from teacher, student and parent surveys. Our planning process framework is derived from the work of Dr. Victoria Bernhardt and Dr. Douglass Reeves and can be found in the HISD Continuous School Improvement Planning Guide. All of the work is grounded in the concepts of professional learning communities.

Student Learning Analysis

- **Strengths in student achievement:** collect, review, and analyze TAKS, EVAAS, JFTK, campus-based assessments results by school, by student groups, by classroom, by program down to specific skill levels.

Demographic Data Analysis

- **Strengths:** collect, review, and analyze student enrollment, attendance, drop-out rate, ethnicity, and gender trends over several years.

School Programs and Processes Analysis

- **Teacher Practices:** describe and analyze research-based best practices and how those practices have been supported by aligned professional development. Analyze the system for monitoring of best practices.
- **Acts of Leadership:** describe the leadership actions for monitoring performance, setting direction, providing feedback, and communication of values. Describe and define how school programs are aligned to support curriculum, instruction, assessment, intervention and differentiation for improved student learning.
- **Engaged Stakeholders:** Describe and analyze effectiveness of communication provided to parents about standards, best practices and grading. Analyze practices for actively engaging parents, community, business partners and patrons. Describe how the campus website provides student achievement data and campus demographic analysis.

Perceptions Analysis

- **Engaged Stakeholders:** Collect and analyze perceptions of the learning environment, values and beliefs from students, parents, and staff. Describe how analysis supports improved student learning.

2008-2009 Alternative/Charter TAKS Performance Results

	ELA	Math	Science	Social Studies	All Tests
9th	74%	29%			13%
10th	57%	13%	20%	62%	30%
11th	71%	36%	53%	84%	42%

Houston ISD Dropout Rates

	2005	2006	2007
All Students	12.5%	17.9%	22.1%
African Americans	11.9%	17.8%	22.6%
Hispanics	15.3%	21.3%	26.8%
Economically Disadvantaged	14.2%	20.4%	25.9%

Inquiry Process

The inquiry process looks at the data from the comprehensive needs assessment to determine what SMART goals need to be set and what groups of students need additional attention and support for successful learning.

- **Possible cause-effect:** examine cause and effect correlations from needs assessment data. Determine desired levels of improvement before selecting strategies or programs. Determine a vision for future.
- **Strategies driven by specific needs:** select all classroom-level research-based programs and instructional strategies for the stated purpose identified by cause and effect correlations that are designed to address specific needs in student achievement.
- **Analysis of adult actions:** analyze data to identify cause and effect correlations. Causes are adult actions or the result of adult decisions. Describe current situation. Indicate how this is routinely done during the school year.
- **Achievement results (effects) linked to causes:** describe how desired results or goals are explicitly linked to adult behaviors, antecedent conditions for learning, and administrative structures such as use of time, resources, and opportunities to impact student learning.

As the district has focused efforts on reading and reading/comprehension strategies, scores for ELA and Social Studies have increased and students continue to perform well in these areas. Hope Academy will continue this pattern by implementing strategies that have proven successful in these areas. As a result, ELA and Social Studies TAKS scores are expected to be at or above 75% and 85% respectively.

Math and Science scores remain low. Causes of these low scores stem from lack of hands-on experience in these areas, weak foundational skills, and less qualified instructors in these content areas. To address these needs, Hope Academy will conduct diagnostic testing in the science content area, conduct regularly scheduled tutorials, and use a science lab. Additionally, Hope Academy will strive to have 75% or more of its faculty identified as highly qualified in these content areas and have these staff members participate regularly in professional development. The achievement results will be to have Science TAKS scores at a passing rate of 55% or more for the 2009-2010 school year.

The dropout rate continues to rise throughout the district as there are many issues, both social and academic, that are preventing students from earning their diploma. Hope Academy is focusing on the social needs that are causing students to drop out. Daily attendance will be closely monitor and home visits will be conducted for students who are chronically absent. All district policies will be implemented for truancy, including parental notification and use of the court system. Additionally, Hope Academy will host a comprehensive mentor program in which each Hope Academy student will be assigned an adult mentor.

Organizational Structure

Our campus Shared Decision-Making Model (SDM) is designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and HISD board policy. The intention of the SDMC is to pull together our community in a constructive, organized, and unified body to enhance the education of all students.

The SDMC is the shared decision-making body. SDMC representatives are elected by the faculty and parents are elected by the PTO membership. It meets monthly and as needed to discuss issues brought forth by the administration, staff, parents, or community. The Council is supported by standing committees that address budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. Standing committees meet as needed. Parents are encouraged to serve on standing committees.

The SDMC functions under the direction of the Principal. Members of the SDMC attend SDMC meetings for the term of his/her office, monitor the implementation of the School Improvement Plan, address issues presented by the principal, present issues for discussion and recommend resolutions to the SDMC, create ad hoc committees by consensus of the SDMC, chair standing committees and ad hoc committees, submit minutes to the principal for committee meetings, and report the recommendations to the SDMC. The SDMC is responsible for approving all professional development plans for the school.

The Principal coordinates the process of shared decision making, facilitates communication for all stakeholders, considers issues and recommendations from the community, SDMC, and standing committees, and makes

decisions based on those recommendations.

Shared Decision-making Process

Consensus is the ultimate goal of the SDMC. Agreement by all participants is not always possible or necessary for consensus. Consensus is a collective process that provides a forum for full dialogue on appropriate/applicable responses to issues.

Members of the committees discuss and make recommendations to the SDMC. The SDMC reviews recommendations and reaches consensus. Sufficient consensus is defined as a willingness to settle an issue in favor of the majority. All points of view will be considered and general agreement must be reached before decisions will be implemented. If general agreement is not reached, further study of the issue will occur and alternatives will be presented until agreement is reached. After all alternatives have been explored, a deadlock can be broken by a majority vote. As issues come up for discussion, the chairperson is responsible for ensuring that all present have a legitimate opportunity to state their case. The principal retains the authority to exercise a veto over decisions made by the SDMC.

Method of Communication

Members of the school community may submit non-personnel issues for consideration through the shared decision-making process. Written issues or concerns are submitted to any SDMC member or placed in the SDMC box located in the main office. A school community member may attend a meeting of any committee to discuss or present an issue. All meetings are on the monthly calendar. The SDMC delivers issues to appropriate standing committees for action. Communications from all committees is transmitted to faculty, staff, and parents.

Membership Composition of the Shared Decision-Making Committee

Number of Classroom Teachers (2/3)	3	Number of Parents	2
Number of School-based Staff (1/3)	1	Number of Community Members	1
Number of Non-Instructional Staff	1	Number of Business Members	1
Name of SDMC Member		Position (Term expires)	
TBA		Business Member	
Lucas Gorham		Classroom Teacher	
Kortney Smith		Classroom Teacher	
BJ O'Neal		Classroom Teacher	
N/A		Classroom Teacher	
Dr. D. Z. Cofield		Community Member	
N/A		Community Member	
DaShuna Littles		Non-Instructional Staff	
TBA		Parent	
TBA		Parent	
Amber Wilson		Principal	
Raymond Whitley		School-Based Staff	
N/A		School-Based Staff	

State Compensatory Education

Total amount of State Compensatory Education Funds.	\$1,275,750.00
Personnel funded with State Compensatory Education Funds (number of FTEs.)	
• Administration	3
• Staff	7
• 13 Teachers	13
Total FTEs funded with State Compensatory Education Funds.	23
In addition to staffing and related costs, these funds are used to fund the day-to-day operations on campus, such as food, supplies and materials, professional development, building rental, an online curriculum, technology needs, and other miscellaneous costs. State Compensatory Funds are coded in the <i>Resources Needed</i> column of the campus goals as SCE	

Gifted/Talented Program Goal

For 2009-2010, provisions to modify services for students identified as Gifted/Talented (G/T) are provided through the implementation of the Vanguard Standards (Standards 5, 6, 7 and 8), Standard Practice Memorandum (SPM)

5610.A and the G/T Curriculum Framework Scholars & Knowledge.	
Formative	Differentiation strategies for instruction and assessment are documented weekly in lesson plans. Middle school G/T students will be scheduled into 4 Pre-AP or IBMYP classes each year. High school G/T students we be scheduled into at least 2 advanced classes each year.
Summative	Students identified as G/T shall be expected to score above grade level on the district required Stanford/Aprenda and score at the commended level on TAKS. Students enrolled in AP and IB classes which have corresponding College Board and IB exams shall take the corresponding AP or IB exams.
Strategy	Implement and monitor Pre-AP/AP and IBYP/IBMYP/IB skills and strategies and the G/T Curriculum Framework Scholars & Knowledge.

Parent and Community Involvement Goal

For 2009-2010, the percent of parents and community members attending PTO meetings will BE **50%**.

Formative	At the end of the first semester, the percent of parents and community members attending PTO meetings will be reviewed to determine progress.
Summative	At the end of the school year, the percent of parents and community members attending PTO meetings will be reviewed to determine if the objective was met.
Strategy	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.

Violence Prevention and Intervention Goal

For 2009-2010, discipline referrals for drugs, alcohol, and tobacco will be less than **5%**.

Formative	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession
Strategy	Implement and monitor the school wide safety and security plan.

Violence Prevention Goal

For 2009-2010, the discipline referrals for violence will be less than **1%**.

Formative	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for violence .
Strategy	Implement and monitor the school wide safety and security plan.

Attendance Goal

For 2009-2010, the ADA student attendance will be at or above **90%**.

Formative	Monthly attendance rates by grade level and total school will be reviewed in addition to a list of students with more than three absences per month.
Summative	The year end ADA will be reviewed to determine if the annual attendance objective was met.
Strategy	Send letters to parents of students with three or more unexcused absences. Initiate attendance referrals for students with more than five unexcused absences.

Special Education Goal

For 2009-2010, the percent of students meeting ARD expectations will be at or above **95%**

Formative	Each grading period, students' progress on TEKS will be monitored and reviewed.
Summative	Results of the TAKS I and/or TAKS Alt tests will be reviewed to determine if the ARD objectives were met.
Strategy	Provide differentiated instruction to address learning needs of identified special needs students.

Highly Qualified Teacher Goal

For 2009-2010, the percent of highly qualified teachers in the core academic areas will be at or above **75%**.

Formative	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.
Summative	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.
Strategy	Conference with teachers to implement a plan to become highly qualified.

Secondary Drop – Out Prevention Goal

For 2009-2010, the dropout rate will be 5% or less with no student group exceeding 5% .	
Formative	Each grading period the documentation will be reviewed for students who have checked out of school.
Summative	2009 – 2009 drop-out data will be reviewed.
Strategy	Monitor school leavers bi-weekly, contact parents and implement intervention plans.

High School AEIS Goal – Ninth Graders

The percent of 2009-2010 first time ninth grade students who advance to the tenth grade (fall to fall) will be at least **95%**.

Dyslexia Program Goals

Formative	After each grading period, the number of incoming ninth grade students who are at-risk for failing one or more classes will be reviewed.
Summative	At the end of the school year (August), the percent of incoming (previous fall) ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes and programs.

High School AEIS Goal – Texas Scholars

For 2009-2010, the percent of graduates who are Texas Scholars will be at or above **75%**.

Formative	Each semester prepare a list of students who have opted out of the Texas Scholar program by grade level.
Summative	At the end of the school year, calculate the percent of graduates who are classified as Texas Scholars.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes and programs.

High School AEIS Goal – Advanced Courses

For 2009-2010, the percent of students who have completed at least one advanced course will be at or above **0%**.

Formative	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.
Summative	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes and programs.

High School AEIS Goal – Advanced Placement Exams

For 2009-2010, the percent of students who take an AP exam will be at or above **0%**.

Formative	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.
Summative	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes and programs.

High School AEIS Goal – SAT/ACT Exams

For 2009-2010, the percent of graduates who take SAT/ACT exams will be at or above **50%**.

Formative	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.
Summative	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes and programs.

For 2009-10, provisions for identification, assessment and instructional services to students having or suspected of having dyslexia or a related disorder, dyslexia teachers and parents are provided through compliance with laws governing dyslexia programming: TEC §11.252, TEC §38.003; TEC §28.006; TAC 19 §74.28; §504 of the Rehabilitation Act of 1973 and Dyslexia Program Guidelines/standards.

Formative	Various objective data examples: inservice/meeting agendas and sign-in sheets; campus data files; documentation of procedures, instructional services, campus parent education program; student records; program evaluation;
Summative	Various objective data examples: student progress monitoring data; program evaluation; inservice/meeting agendas and sign-in sheets; campus data files; documentation of procedures, Tier II and Tier III instruction, campus parent education program data; student records; program evaluation;
Strategy	Various strategies as determined by needs of campus. (Refer to Dyslexia Program Supplement for possible strategies.)

District and State Waivers

N/A

**Hope Academy
Houston Independent School District
Staff Development Plans
2009 – 2010**

Date	Who should attend	Purpose
Full Day Staff Development		
August 4-6, 2009 8:00 – 3:30	Professional Development for all faculty	ABRAZO New Teacher Training
August 7, 2009 8:00 – 3:30	Professional Development for all faculty	Professional Development and Appraisal System
August 11, 2009 8:00 – 3:30	Professional Development for all faculty	Effective Classroom Teaching Strategies
August 12, 2009 8:00 – 3:30	Professional Development for all faculty	Classroom Management/Succeeding with Difficult Students
August 13, 2009 8:00 – 3:30	Professional Development for all faculty	Assertive Discipline
August 18, 2009 8:00 – 3:30	Professional Development for all faculty	Lesson Planning, Learning for All, Professionalism
February 15, 2010 8:00 – 3:30	Professional Development for all faculty	Inclusive Strategies for Diverse Learners, How to be Firm, Fair, and Consistent
April 02, 2010 8:00 – 3:30	Professional Development for all faculty	Analyzing/Disaggregating Data
Early Dismissal Staff Development		
N/A		

Adequate Yearly Progress – Stage One

- ✓ Identify and address the specific academic issues that caused the campus to be identified under AYP for school improvement.
 - **Specified in SMART Goals**
- ✓ Specify how no less than 10% of Title I Part A funds will be utilized to provide high-quality professional development for teachers and the principal.
- ✓ How will this address the academic achievement problem that caused the campus to be identified under AYP for school improvement?
 - Do the professional development activities meet the specified requirements under section 1119?

- **Specified in Strategies and Fund Sources in SMART Goals.**
- ✓ Provide written notice about the academic achievement problem that caused the campus to be identified under AYP for school improvement to the parents of students attending the campus.
 - Is the notice in the appropriate language of the parents?
- ✓ Specify the responsibilities of the school and district in providing assistance under section 1120A.
- ✓ Provide activities before school, after school, during the summer and during any extension of the school year as appropriate.
 - **Specified in Strategies in SMART Goals.**

Adequate Yearly Progress – Stage Two

- ✓ Incorporate all of the requirements identified in the School Improvement plan and Stage 1.
- ✓ Implement Supplemental Educational Services, as required by all Stage 2 schools.

Adequate Yearly Progress – Stage Three

- ✓ Incorporate all of the requirements identified in the School Improvement plan and Stage 1 and 2.
- ✓ Implement the corrective actions identified as required of all Stage 3 schools.

Adequate Yearly Progress – Stage Four

- ✓ Incorporate all of the requirements identified in the School Improvement plan and Stage 1, 2 and 3.
- ✓ Develop a plan for alternative governance, and steps to make arrangements to implement the plan, as required of all Stage 4 schools.

Title I – Stage Five

- ✓ Incorporate all of the requirements identified in the School Improvement plan and Stage 1, 2, 3 and 4.
- ✓ Implement the alternative governance arrangement developed in Stage 4.