

**Hope Academy
Alternative and Charter**

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2009-2010

**Continuous School Improvement Planning Goals
Houston Independent School District**

Executive Summary

Information

Located at 3015 N. MacGregor Way in Houston, Texas, Hope Academy is a high school that targets young people in grades 9 through 12 who are experiencing academic difficulty, behavioral challenges and other issues that have not allowed them to have success in a traditional school setting. Hope Academy serves young men and women who are considered at high risk for failure academically, as well as in life.

The vision of Hope Academy is to produce youth who are academically excellent, functioning at their appropriate grade level, and to assist them in developing appropriate decision-making and critical thinking skills.

Hope Academy's mission is to cultivate students into creative builders of their future who exemplify exceptional character. We enable all students to succeed by providing an accelerated academic program, flexibility, and engaging relationships within a mutually respectful learning environment.

Comprehensive Needs Assessment

- Student Learning – Students are performing well in the areas of English/Language Arts and Social Studies based on 2008-2009 data from the Alternative and Charter Region. However, there is continued improvement needed in the areas of math and science among all grade levels. As a school in this region, Hope Academy expects to inherit these same strengths and deficiencies. Additionally, this group of students is at high risk of dropping out. Hope Academy will implement strategies to not only recover dropouts but to also prevent repeat and/or new dropouts.
- School Programs and processes – The at-risk students served by Hope Academy face a host of social issues that prevent them from getting the most from academics and instruction offered at school. Programs at Hope Academy are not only targeted towards student academic deficiencies, but also towards character building and social support. These programs include a comprehensive mentor program, extra-curricular activities, as well as a foundation of 6 character traits to be exhibited by all students, teachers and staff.
- Perceptions – Many of the students who enroll at Hope Academy are expected to be unsuccessful by family and community members. However, it is through the support and involvement of these stakeholders that Hope Academy will be able to provide opportunities for success for these young people.

Documentation of needs assessment such as charts and graphs should be placed in the Addendum.

Inquiry Process and Analysis

Hope Academy is beginning its first year of operation for the 2009-2010 school year. This is a unique opportunity to address student needs from the beginning based on data acquired from the community that Hope Academy serves.

- 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.

- 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.
- Hope Academy's SMART Goals will focus on the causes for deficiencies in the areas of Math and Science as well as prevention of high school dropouts.

Documentation of inquiry process and detailed analysis should be placed in the Addendum.

Quality Design and Planning

Hope Academy will conduct close monitoring of programs and goals.

- PLC meetings will be conducted on a weekly basis to monitor progress of SMART goals and determine areas of needed intervention.
- With assessment of goals on a regular basis, it may become apparent that intervention is needed to keep a goal on its proper timeline. Interventions will be developed and implemented through PLCs, SDMCs, parental involvement, and based on information gathered from district meetings and professional development. Such intervention strategies may include revising campus wide programs and creating new programs. These programs will be based on strategies proven successful on other campuses, both instructionally and socially.
- Professional Development will be scheduled throughout the school year for faculty and staff both collectively and individually to address instructional weaknesses and to bring effective strategies to our campus.
- Partnerships will be created with local businesses and community members. They will be asked to provide Hope Academy with both time and resources to help meet goals.

Documentation of design and planning are detailed in the SIP template with strategy/action steps, person responsible, formative/summative assessments, resources, and timelines.

Continuous Improvement Monitoring and Evaluation

- On-going assessment process and feedback—Hope Academy will conduct benchmark testing twice every quarter to assess student mastery of learning objectives and as a result develop intervention plans in areas that need improvement based on that data.
- Monitoring systems – The Principal will serve as the instructional leader, coaching teachers based on teaching strategies effective with at-risk student populations. Teachers will also be evaluated using the Professional Development and Appraisal System (PDAS). Teachers will also collect data within the classroom in the areas of pass rates, attendance and mastery of learning objectives.

Documentation of on-going assessments and monitoring systems are detailed in the SIP template with strategy/action steps, person responsible, formative/summative assessments, resources, and timelines.