

## 1. Executive Summary

Horizon Science Academy Belmont (HSA), a public K-12 charter school operated by Concept Schools, was established in 2013 and currently serves 541 K-8 students in the North Austin and Belmont-Cragin areas. As we open our second campus, we anticipate the enrollment of 825 students as a K-9 school. HSA will add one grade level each subsequent year until the school is a K-12 school. Of the students we serve, 99.8% come from low-income families in these neighborhoods that often struggle with providing adequate resources and equitable education. Given these challenges, the community needs and deserves excellent educational opportunities.

### Grant Project Goals

The goal of providing our students with the education and support necessary to succeed in college and beyond continues to be a driving force for HSA. With our additional campus, we will now be able to fulfill our mission by extending HSA's services to include a high school. HSA Belmont intends to replicate the success of HSA McKinley Park by providing students with career pathways, educational programs, and internships to prepare them for college and the workforce. With our overwhelming family and community support, we believe HSA will make a substantial difference in our students' lives.

Performance Measures	23-24 Targets	24-25 Targets	25-26 Targets
<b>Goal #1: Fully equip and furnish HSA Belmont for a successful educational program in its new campus to accommodate grades 7-12 by 2026-2027 Academic Year..</b>			
<b>Justification:</b> HSA Belmont's new high school will occupy a former school building at 4334 North Laramie Ave. The new location will allow HSA to fully implement its educational program to include grades 7-12. The CSP funds are necessary for repairs, furniture, fixtures, equipment, and technology for a 1:1 student to computer ratio. This will allow HSA to provide students with an educational program that promotes individualized instruction and college/workforce preparation.			
Prepare for and equip the new facility beginning August 2023 in accordance with the student/faculty growth plan.	Purchase necessary materials, supplies, and equipment in preparation for 300 students and 30 FTE faculty for Year 1.	Purchase insurance, classroom furniture, consumable supplies, reusable curriculum materials, instructional technology, and literacy resources for 400 students and 36 FTE .	Purchase insurance, classroom furniture, consumable supplies, reusable curriculum materials, instructional technology, and literacy resources for 500 students and 45 FTE.

Purchase laptops to implement a 1:1 device model for students and faculty.	Purchase 300 student Chromebooks and 20 faculty laptops in preparation for Y1.	Purchase 400 student Chromebooks and 25 faculty laptops in preparation for Y2.	Purchase 500 student Chromebooks and 30 faculty laptops in preparation for Y3.
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Performance Measures	23-24 Targets	24-25 Targets	25-26 Targets
<b>Goal #2:</b> Incorporate existing curriculum and career pathways for students at the Laramie campus and fully train faculty to implement the educational program with fidelity.			
<b>Justification:</b> HSA Belmont’s educational model is based on the successful model utilized at the HSA McKinley campus in order to provide students with curriculum and career pathways to prepare them for college and the workforce. The educational model provides students with a representative curriculum that includes relevant problem-solving opportunities and programs that give our students a competitive edge and help them pursue college degrees and STEM careers. We believe the use of CSP funds to support this effect are justified and vital to the success of our students.			
The assistant principals of academics and school culture will incorporate the existing curriculum and implement career pathways using the educational model.	The curriculum and career pathways are fully developed and implemented for gr. 9.	The curriculum and career pathways are fully developed and implemented for gr. 10.	The curriculum and career pathways are fully developed and implemented for gr. 11.
The assistant principals of academics and school culture will plan and lead professional development to train faculty to implement the educational program.	Train 20 faculty members on the educational program for 100 hours annually including procuring services from external providers to deliver academic and DEI sessions.	Train 25 faculty members on the educational program for 100 hours annually including procuring services from external providers to deliver academic and DEI sessions.	Train 30 faculty members on the educational program for 100 hours annually including procuring services from external providers to deliver academic and DEI sessions.

Performance Measures	23-24 Targets	24-25 Targets	25-26 Targets
<b>Goal #3:</b> Execute a strategic plan to inform the community about the school through comprehensive outreach, the provision of accessible materials, and regularly-scheduled school tours to meet the annual enrollment goals and increase student enrollment from 825 (Year 1) to 1025 (Year 3).			
<b>Justification:</b> HSA Belmont will open the Laramie campus with the strategic plan to create a sustainable student body growth and impact a greater number of families through the addition of one grade level per year. We believe the CSP funds will help support our efforts to inform the community of the new campus, the production/distribution of school-specific materials, and procurement of community outreach services. The use of CSP funds for this goal is essential and justified.			
Create and distribute school-specific recruitment materials in accessible languages to the school community each year.	Develop and distribute recruitment materials in English, Spanish, and other languages (as determined based on family preference) each year. All materials will include registration information and a clear statement that the school is a tuition-free public charter school.		
By the first day of school each year, secure full student enrollment through targeted recruitment and community outreach strategies.	Recruit and enroll at least 120 new students with a waitlist of 50+ students to ensure a sustainable growth.	Recruit and enroll at least 100 new students with a waitlist of 50+ students to ensure a sustainable growth.	Recruit and enroll at least 125 new students with a waitlist of 50+ students to ensure a sustainable growth.

## **2. Project Narrative**

### **A. Educational Program**

#### *i. Educational Philosophy, Key Design Elements, and School Culture*

HSA Belmont’s educational philosophy and key design elements were chosen to promote a holistic approach to education with student preparation for college and future careers at the center. As a public charter school, we have used the autonomy provided to enhance students’ educational opportunities and learning potential. Examples of this include: utilizing adaptable instructional strategies, flexible scheduling for maximizing student learning, in-house professional development tailored to our students’ needs, incorporating curriculum that provides authentic learning, maintaining the Concept Young Scholars Program (CYSP), creating exemplary STEM opportunities, incentivizing student attendance/behavior through our Positive Behavior Intervention System (PBIS), and collaborating with the Parent Teacher Organization. HSA teachers are committed to an adaptive pedagogy that connects teaching to students’ backgrounds, talents, interests, and the nature of their past performance. Given the challenges faced in our community, this is critical to our students’ success. Therefore, HSA utilizes the following design elements:

#### ***Design Element 1: Career Learning Pathways***

HSA believes that students are truly invested and take ownership of their education when they feel a personal connection to their academics. This is accomplished at HSA by giving students the opportunity to choose their career pathway. Each career pathway is built as a sequence of courses that gives students a foundation of knowledge that deepens throughout their experiences and studies. We believe that allowing students to choose specific career pathways now better prepares them for college and beyond.

#### ***Self-Directed Learning***

Students choose to enroll in a career pathway after their freshman year. HSA's academics are structured to offer 10 career pathways: Education, Law and Legal Affairs, Social Service, Business Management and Finance, Visual Arts, Performing Arts, Journalism, Computer Science, Engineering, and Biomedical Science. Some of the courses offered under these pathways are Introduction to Teaching, Principles of Special Education, Business Law, Entrepreneurship I & II, AP Studio Art: 3-D Design, Artificial Intelligence, AP Computer Science, PLTW Aerospace Engineering, and PLTW Medical Interventions. As students navigate through the pathway, they complete a variety of self-directed projects and internships.

### *Real World Experience*

Another important aspect of the career pathways is the opportunity for real world experience. Students in a career pathway are required to complete an internship in their desired field before graduating. Exposing students with opportunities in these fields prior to college encourages students to strive for promising futures. For example, students in the teaching pathways will serve as interns and assist with work with small groups in grades K-5. This experience helps students see if they want to pursue a career in teaching by the time they graduate from the program. We also provide our students with coding, library technology, and research classes. These courses prepare students for college level writing as well as careers in computer engineering. Through inquiry, internships, and other activities students are provided with authentic learning opportunities in their career pathway.

### *Personalized Learning*

Within HSA's academic structure, our high school program offers 10 career pathways that provide students with a comprehensive understanding of careers in STEM, Public Service, and Liberal Arts. These pathways provide students with foundational knowledge in the field of their

choice. Students in a career pathway are required to complete an internship in their desired field before graduating. We believe that allowing students to choose specific career pathways now better prepares them for college as well as the workforce.

In addition to personalized learning opportunities, the career pathways themselves are also shaped by the students. Modifying career pathways and the courses within them is an ongoing process. We base these decisions on student demand and the needs of the constantly changing and shifting job industry. This further enhances personalized learning opportunities for students while also ensuring that they are provided with education and experience in the most cutting edge fields.

Below are the current pathways that are offered at HSA.

Public Service			
	Education	Law & Legal Affairs	Social Service
<b>Required Courses</b>	AP English Language and Composition or AP English Literature and Composition or another AP course	AP English Language and Composition or AP English Literature and Composition	AP English Language and Composition or AP English Literature and Composition or another AP course
	Foundations of Teaching	Business Law or Criminal Law	TBD
<b>Elective Courses</b>	Elementary Teaching Track Internship	Business Law or Criminal Law	Psychology
	Introduction to Teaching ELL	Constitutional Law	AP Psychology
	Principles of Special Education	International Law	Journalism
	Teaching Practicum		

Liberal Arts				
	Business Management and Finance	Visual Arts	Performing Arts	Journalism
<b>Required Courses</b>	AP Calculus or AP English Language and Composition or AP English Literature and Composition	AP Studio Art : 2D Design or AP Studio Art : 3D Design	AP Music Theory	AP English Language and Composition or AP English Literature and Composition
	Entrepreneurship I	Art I	Beginning Band	Journalism and Media Studies
<b>Elective Courses</b>	Entrepreneurship II	Graphic Design and Illustration	Concert Band	Advertising, Marketing, and Business Communications
	Business Law	Digital Photography	Wind Ensemble	Microsoft Office Specialist Course
	Advertising, Marketing, and Business Communications	Ceramics and Interior Design		
	Microsoft Office Specialist Course	Drawing		

STEM			
	Computer Science	Engineering	Biomedical Science
<b>Required Courses</b>	AP Mathematics or Computer Science Course	PLTW - Introduction to Engineering Design OR PLTW - Principles of Engineering	PLTW - Human Body Systems OR PLTW - Principal of Biomedical Science
	Computer Science Essentials OR AP Computer Science Principles	AP Mathematics, Science, or Computer Science Course	AP Biology
<b>Elective Courses</b>	Computer Science Essentials	Robotics I	AP Chemistry
	AP Computer Science Principles	PLTW - Aerospace Engineering	PLTW - Principal of Biomedical Science
	AP Computer Science A	PLTW – Environmental Sustainability	PLTW - Human Body Systems
	Robotics I	PLTW - Introduction to Engineering Design	PLTW – Medical Interventions
		PLTW - Principles of Engineering	PLTW - Medical Innovations

*Research for Career Learning Pathways*

Over time, we have learned that the best way to engage all types of students is to provide them with real-world authentic learning opportunities. Research by the California Collaborative on District Reform found that, “Well-designed pathways connect students to real-world learning opportunities. In doing so, pathways enhance student engagement, broaden student access to social capital, and create a platform for teaching 21st century skills through the high school educational context. In these ways, pathways provide a more equitable approach for educating all students.” The student body at HSA is predominantly low-income and would not typically have the opportunities that the career pathways provide. By utilizing this approach, HSA can ensure equity and inclusion of all students.

***Design Element 2: Mentors and Home Support***

We believe that mentors and support at home play an extremely important role in the success of our students. Many of our teachers serve as mentors in the Concept Young Scholars Program (CYSP). The mission of CYSP is to improve the students’ academic success, prepare them for college, develop strong character, nurture and empower students through Personal

Development, Community Service, Physical Activities and Educational Adventures. Students work closely with a teacher to complete the CYSP activities. Through CYSP, students are empowered to become engaged and be productive in the local community and broader society.

Another vital aspect is support and connection to students' homes. Through initiatives such as home visits and parent-targeted events, HSA strives to build and maintain sustainable and healthy relationships between parents and the school. To support this initiative, HSA hosts a variety of parent, family, and community events throughout the year. These include Thanksgiving Dinners, dances, open houses, community breakfasts, first responders' luncheons, food drives, and block parties. HSA staff also conduct numerous home visits throughout the year. Teachers are required to complete at least 4 home visits throughout the year to strengthen our connection with students' families. Parents and families have been overwhelmingly receptive to our home visits and there is a noticeable difference in students when home visits are done. Since most of HSA's student body is considered "at-risk" these relationships can be crucial for students.

#### *Research for Mentors and Home Support*

Over the years, research has shown the profound impact that mentors can have on adolescents. Mentors are extremely beneficial for at-risk students as they not only provide students with emotional support, but also serve as a role model. A study by East Tennessee State University explains that "Researchers in this area also found that students achieved better grades, established obtainable goals, and enhanced their self-esteem when partnered with caring, supportive adults. Daloz also found that adult mentors provided at-risk students with a positive and influential person in their lives and also positively impacted academic achievement." HSA believes that mentors and advisors are vital to our students.

In addition to mentors, HSA also focuses on home support. We believe connections between home and school must be strong in order to ensure students' success. According to the National Household Education Surveys Program, "a statistically significant association between parent involvement and a child's academic performance, over and above the impact of the child's intelligence. A multiple mediation model indicated that the child's perception of cognitive competence fully mediated the relation between parent involvement and the child's performance on a standardized achievement test." This demonstrates the importance of having relationships with families and support at home.

### ***Design Element 3: STEM and Inquiry Based Learning Opportunities***

HSA focuses on STEM and inquiry-based learning opportunities. Our mission is to foster an environment of inquiry and a love of learning, so students are prepared to thrive in STEM-focused high schools, colleges, and the world. To support our mission, HSA implements New Generation Science Standards and partners with local universities such as Northwestern University and UIC to implement a cutting-edge STEM curriculum. Nationally recognized, application-based programs such as Project Lead the Way and Gateway to Technology are part of the educational program at HSA. Hands-on science classes, STEM fairs, math competitions, robotics and engineering programs give our students a competitive edge and help them pursue college degrees and STEM careers.

### ***Research for STEM and Inquiry Based Learning***

A study in the Universal Journal of Educational Research investigated the effects of inquiry-based learning methods on students' academic achievement in science lessons. The study found that, "students who were instructed through inquiry-based learning achieved higher scores



than the ones which were instructed through the traditional method.” Students are more engaged in these inquiry lessons and learn more throughout the learning process.

*ii. Curriculum, Instructional Strategies, and Technology*

*Curriculum*

***Reading/ELA Curriculum Description***

The ELA curriculum at HSA is Great Minds Wit and Wisdom. It is a comprehensive English Language Arts curriculum crafted to help students build the knowledge and skills they need to be successful readers, exceptional writers, and effective communicators. The Wit and Wisdom ELA curriculum presents and challenges students to read authentic, complex texts while practicing and integrating reading, writing, speaking, listening, and vocabulary skills to build knowledge of the world around them. Every module is crafted around an essential question for building knowledge, deep diving into topics either individually or collaboratively in empowering students to engage with complex texts. Students tackle the rigor of grade-level content through productive struggle with the teacher being more of a facilitator and a guide using inquiry-based thinking and exploratory learning. HSA’s 7th-12 grade also utilizes the CommonLit English curriculum. CommonLit English is a collection of content-rich units organized around an essential question. Each unit has compelling and complex grade-level texts from a variety of genres with supports for building reading skills and reading stamina. Each lesson gives students a chance to build and deepen knowledge through interconnected reading, writing, listening, and speaking skills. There are explicit lessons for focused vocabulary and conventions and scaffolded in-text questions and supports for differentiation as well as actionable assessments and reports.

***Reading/ELA Curriculum Rationale***

The administration and leadership team believed that students needed to be presented with more real-world literature through rigorous text complexity, text-dependent questioning, and evidence-based responses. Wit and Wisdom’s English language arts lessons integrate

knowledge from science, history, geography, art and other topics while students develop their reading and writing skills and expand their vocabulary. Wit & Wisdom's approach to ELA allows students to take deep dives in building both skills and knowledge with every lesson.

Teachers also utilize resources like CommonLit to fit their teaching styles and unique students' needs. CommonLit does this, but also provides coherence. The unifying principle in the units is that they are connected and sequenced in a way that students can gain expertise, retain more information, learn more vocabulary words, and show motivation to read.

CommonLit has explicit Tier 2 academic vocabulary guidance, text-dependent questions, and discussion questions. The materials are available in digital and print formats. CommonLit has planned technology use intentionally and materials are easily adaptable to small group and whole group instruction. CommonLit provides opportunities for informal (during lesson) and formal (post-lesson) assessments aligned to the focus skills/standards. When student work is digitally assigned the CommonLit platform offers quick data analysis and progress monitoring which HSA wanted to have to target more growth.

### ***Reading/ELA Curriculum Evidence of Effectiveness, Research, & Standards Alignment***

After the implementation of Wit and Wisdom, students were exposed to richer, more rigorous complex texts in building knowledge. Teachers and students felt the positive results of productive struggle. Wit and Wisdom produced a universal language amongst all learners with the use of notice and wonder prompts, "parts-to-whole" writing tasks and the use of exploratory thinking allowed educators to empower students in wanting to be the next generation of great writers, thinkers, and leaders. Student data is driven from formative and summative assessments embedded into every module, along with connected writing assignments and assessments providing evidence in targeting those students in need of RTI services. Wit and Wisdom assessments are aligned with ANet and IAR assessment questions as well as CCSS.

An evaluation of the CommonLit curriculum was performed by Ad Hoc Analytics between October 2016 and June 2022, guided by six research questions. Two findings were of particular interest to our English curriculum committee: students who became more proficient and/or reached mastery level on state assessments and the impact CommonLit had on students of poverty and, in fact, students in Title 1 schools had greater gains. As an additional support for our choice, we also learned from the pandemic the importance of both actual book resources and online resources. The case study in the CommonLit Effectiveness Report was also insightful as the student population in this study closely resembled HSA's student population.

### ***Reading/ELA Curriculum Teacher Resources & Support***

Teachers collaborate with the administration and leadership team through a series of professional development and personalized coaching team meetings. Virtual and in-house PD provide support of a clear and universal design for implementation. Teachers are guided on how to build foundational skills in executing modules and lesson studies. The administration and leadership team, along with the English Department Head collaborate and coach teachers in building confidence and pacing suggestions. Teachers are provided 4 module editions, embedded student novels, paperback workbooks and digital resources. The Wit & Wisdom digital platform, in Sync offers video lessons and assignments for continuous learning and support for diverse learners (ESL and SpEd). Formative and summative assessments are embedded in every module. A range of multilingual learner supports including Wit & Wisdom Prologue supplementary lessons. Wit & Wisdom tracks student progress over time through digital assessments. Pacing guides are embedded into each module and lesson study.

Concept's Director of English Education works in collaboration with the HSA's English Department Head to coach teachers and build capacity. They also use research-based instructional strategies such as Fountas & Pinnell, John Hattie, and others to strengthen the raw

material of CommonLit. Working with teachers to effectively work with small groups for rigor and differentiation is on-going. This is particularly important as the data comes in and students interact with the units. HSA also has a Reading Specialist who screens 6-12 grade students to help match the necessary additional resources to address the social, emotional, and academic needs of individual students.

### ***Math Curriculum Description***

HSA uses the Eureka Math Program for grade 6-8. The math curriculum is a holistic approach that emphasizes critical thinking, active learning, reasoning, and creativity. Our math teachers encourage students' growth through problem-solving, hands-on learning, embedded mathematical language routines, and opportunities for developing students into mathematical thinkers. At HSA, our math teachers believe that all students are capable of math literacy and use accessible, meaningful contexts to build on students' knowledge. This is centered around discourse and classroom discussions. The quickest way to get the right answer is no longer the priority. Instead, it's about understanding the process, which could mean learning several methods to get the same result. Each of the lessons and assessments is aligned to center activities that support unit content and ongoing procedural fluency. Many of the activities have Blackline Masters and include recording sheets. It also includes a variety of tools including game boards and cards for hands-on learning opportunities.

HSA uses the Reveal Math Program for grades 6-12 which has distinct tools and designs to support learning in the classroom and blended environments. Interactive presentations, point-of-use videos, animations, and a varied set of online math modeling tools partner with the interactive student editions to provide a unique classroom environment and personalized learning. Videos support teachers' development of content knowledge and pedagogy, and digital teacher tools facilitate lesson and grade management, monitoring student progress, and assessment.

### ***Math Curriculum Rationale***

One of the most important parts of the Eureka Math program are the design principles used to create a problem-based curriculum that truly fosters the development of math learning with the community in a classroom. Five guiding principles outline the fundamentals of our textbook selection. The first guiding principle is that:

- Students are capable as learners of mathematics.
- They learn mathematics by doing mathematics.
- To support our students in productive struggle, giving them problem-based instructional frameworks to help them understand their mathematics is really important
- The materials in Eureka Math really offer all aspects of the rigor by helping students access mathematics, really engage in rigorous routines, and connect to new representations in math language from prior learning.
- Coherent progression, vertical alignment

HSA also has a balanced math program for upper grades, Reveal Math. This program helps our students become better problem solvers by incorporating both inquiry-focused and teacher-guided instructional strategies within each lesson. In order to uncover the full potential of every student, Reveal Math champions a positive classroom environment, explores mathematics through a flexible lesson design, and tailors classroom activities to our student needs. These guiding principles allow students to take ownership of their mathematical journey. The curriculum is available in both print and interactive formats. Students can also complete additional practice in the Student Practice Book or digitally with embedded learning aids and auto-scoring to further build proficiency and confidence with the lesson concepts. Reveal Math provides easy access to a robust set of engaging digital tools and interactive learning aids.

### ***Math Curriculum Evidence of Effectiveness, Research, & Standards Alignment***

Eureka Math, a Common Core-aligned curriculum, equates mathematical concepts to stories, with the aim of developing conceptual understanding. It encourages students to use various mental strategies to solve problems, and to focus on the process instead of the answer. Eureka

Math has received high praise from several State Department of Education agencies and EdReports.org, an independent standards review organization.

The math curriculum survey results that we send at the end of the year show that the curriculum, scope, and sequence have been rated as very effective and received high marks from our math teachers. The program at HSA has completed a standard-by-standard alignment report, a qualitative review of the instructional content, and a review of the technology compatibility for each grade level covered.

The aligned math standards at HSA are built on progressions of topics across grade levels, informed both by research on students' cognitive development and by the logical structure of mathematics. The progressions explain why standards are sequenced the way they are, point out cognitive difficulties and pedagogical solutions, and give more detail on particularly tricky areas of mathematics by Achieve the Core.

### ***Math Curriculum Teacher Resources & Support***

Teachers follow the curriculum, scope, and sequence, and use lesson plans and other curriculum resources in the Learning Management System that are put together by the Curriculum team led by the Concept Department director. These resources include access to digital accounts of the Reveal Math program, Desmos Graphing Calculator, department website, Khan Academy, Flocabulary, Math Standards Progressions documents, and IAR Math Resources.

The scope and sequence and other curriculum resources are useful in helping teachers create their lesson plans with effective math instructional strategies. Math Standards Progressions documents also provide a transmission mechanism between different grade levels in the network, where our teachers have curriculum conversations among them and successfully unpack standards.

### ***Science Curriculum Description***

The science curriculum blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. HSA's middle school utilizes Amplify Science, while the proposed high school would use Savvas Experience. Both middle and high school curricula engage students in relevant, real-world problems where they investigate scientific phenomena, engage in collaboration and discussion, and develop models or explanations to arrive at solutions. The program organization supports implementation of the NGSS using Anchoring, Investigative, and Everyday Phenomena.

### ***Science Curriculum Rationale***

Amplify Science and Savvas Experience are both research-based programs. They were also selected because they are aligned with the 5E instructional model and the constructivist approach. The curriculum is phenomena-driven, inquiry-based, and provides hands-on learning to engross students in science. They also provide blended learning opportunities (Print and digital) to the students as well as project-based learning (PBL) with engineering and design challenges. Another reason that this curriculum was selected was because it includes ready to use hands-on activities and lab kits. This curriculum also supports different teaching modalities for all learning types.

### ***Science Curriculum Evidence of Effectiveness, Research, & Standards Alignment***

Amplify Science is rooted in the Lawrence Hall of Science's Do, Talk, Read, Write, Visualize model of learning. This research-based approach presents students with multiple modalities through which to explore the NGSS curriculum. An independent study found that Amplify Science had a significant positive impact on student learning. EdReports also analyzed its alignment to NGSS standards. The instructional materials incorporate and integrate the three dimensions and incorporate three-dimensional assessments for student learning. HSA high school science curriculum (Savvas Experience) is rooted in the 5E instructional model and uses

phenomena to engage students in evidence-based ideas and practice. The high school curriculum is also aligned to the NGSS standards.

### ***Science Curriculum Teacher Resources & Support***

Concept's Science Director provides teachers with a scope and sequence for the 6-12th grade science curriculum. The director also provides professional development, support, and suggestions for hands-on experiments and learning opportunities for students. Teachers utilize these resources to provide students with NGSS aligned lessons, labs, and activities.

In addition to these courses, HSA will also provide high school students with Advanced Placement (AP) opportunities. HSA will offer a variety of Advanced Placement courses where students would have the opportunity to earn college credit in high school. Students who register for AP courses would be required to take the AP examination administered in the spring. AP English courses replace the core English course for the year in which the AP course is taken.

By utilizing this carefully selected curriculum, teachers can tailor their lessons to fit their students' unique needs. This allows for more targeted and personalized instruction. The Career Pathways also provide students with access to internships and other opportunities typically unavailable to students in this community. Through our authentic, relatable, and student-centered approach, we have seen tremendous growth in our students.

#### ***iii. Assessment and Data***

HSA strives for continual improvement and sets a high bar for achievement. Each year the academic and administrative teams analyze test score data and develop plans to refine methods and instructional strategies to meet the thresholds and goals for all students in every subgroup and academic area. HSA utilizes data for early identification of students who are “at risk” and to inform intervention strategies that are being implemented across ALL testing grade levels. With strategies set in place to identify student needs and address them, we have set the following goals:



- Growth in every subgroup across subjects measured by IAR
- IAR scores will exceed the state average
- HSA will be awarded with National Blue Ribbon recognition for closing the achievement gap in the minorities.
- NWEA MAP testing: assessing the students 3 times per year and reaching over 70% meet and exceed growth targets by the 2027-28 school year.
- Implementing Instructional Rounds model as an ongoing professional development through collective efficacy and holding each team member accountable.
- Continue to incorporate Social Emotional Learning curriculum and accomplish the 5 key competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making
- Continue developing RTI curriculum which provides early intervention for students at an earlier state.
- 100% of graduating students will be accepted to a 4-year college
- 50% of students will graduate with a career pathway endorsement
- 50% of students will graduate having completed an internship within their career pathway
- Our students average PSAT and SAT scores will exceed city, state, and national averages
- AP participation rate of seniors will be 70% -100%

As a non-selective school, some students will be academically behind their grade level and, in some cases, three to four years behind. Once enrolled at HSA, students will be required to take diagnostic tests focusing on mathematics and reading. To understand each student's academic background, administration and staff will analyze the results of these tests. In addition to the diagnostic tests, we will also review the students' past school records and standardized test results to determine whether the students are below, at, or above our performance standards.

HSA also utilizes a variety of assessment data to track students' progress throughout the year. This includes school wide benchmarking. HSA uses benchmarking as a piece of data for teachers to consider in their Professional Learning Community (PLC) discussions regarding meeting individual student needs. Benchmark assessments serve three purposes:

1. Allow students to be screened to monitor their academic progress. Students below benchmarks are identified for further assessment.
2. Help set a baseline for school goal setting purposes.
3. Provide data on school programming effectiveness.

iv. Effectively Serving All Students

HSA serves 571 students in the North Austin and Belmont-Cragin area with over 280 students on a waiting list. Of the students we serve, 99.8% come from low-income families. The student demographic breakdown is: 52.5% African American, 42.2% Hispanic, 3.9% multiracial, 0.7% White, 0.4% Asian, and 0.4% American Indian; Students with Disabilities is 7.4%; English Language Learners are 15.6%. Our student mobility rate is 2%. Many of our students are below grade level when they enroll at HSA. According to Literacy Chicago, 53% of Chicago's adult population also have limited literacy skills. This is knowledge of our community, HSA is able to anticipate our students' literacy issues and combat them as soon as students enroll.

One of the main ways that we address individual needs and ensure that all students are given the opportunity to achieve success is through our multi-tiered systems of support. HSA utilizes "Response to Intervention" (RTI), a three-tiered academic and behavioral support program as part of the HSA/Concept model. This connects to HSA's Positive Behavior Interventions and Support (PBIS) structure. This is a proactive approach to establishing behavioral support and social culture for all students at HSA to achieve social, emotional, and academic success. Students that demonstrate behavioral issues are supported through the tiered RTI system with strategic behavioral interventions and data tracking. Any student who is suspected of having learning difficulty and behavior issues will receive RTI assistance prior to referral to special education based. When a student is performing below grade level, the MTSS/RTI team will meet for a comprehensive look at the student's strengths and weaknesses, both at home and at school. The team is composed of individuals who are connected to the student (parents, teachers, administrators, etc.) who collectively identify the student's potential and areas of unrealized

achievement to then develop strategies for helping the student in the areas identified. The team will also review the students' academic data, classwork, and any attempts to remediate instruction.

Response-to-Intervention (RTI) is the practice of providing high-quality instruction/intervention matched to student needs. Progress is closely monitored and changes in instruction are based on data collected from on-going assessment. Students with serious academic background issues based on data analysis will participate in the RTI program where they will receive one on one and small group, targeted, and effective assistance. All students receive Tier I interventions, also known as "Best Practices." Tier I interventions are successful with 80-90% of the student population. Classroom teachers provide Tier I interventions and support. Tier I instruction includes, but not limited to research-based instructional strategies, data driven decision making and instruction, district/school approved core curriculum, differentiated instruction, and flexible grouping. Students who are not meeting grade level benchmarks and for whom Tier I interventions are not supportive enough will receive Tier II interventions (10% of the population). They receive the same instruction as students in Tier 1 as well as targeted interventions. Tier II interventions are provided by the classroom teacher as well as support staff when necessary. These interventions must be research based. Tier II instruction and interventions include, but are not limited to differentiated instruction and resources from FCRR, Newmark, McGraw Hill, RTI Menu, and HMH. Students who are not making adequate progress at Tier II will receive Tier III interventions (1-5% of the population). Tier III interventions include intensive instruction, specific to the student's highest area(s) of need. Tier III interventions are provided by the classroom teachers as well as specialists in the specific area of skill deficit. Tier III interventions are those which offer a student highly individualized, systematic, and explicit instruction in an area of assessed need. The School Based Problem-Solving Team meets regularly to review the progress

of students receiving Tier III support. This team includes School Leadership (Admin), Student's Grade Level Teacher(s), Special Education Teacher(s), ELL Teacher, Speech Language Pathologist, Paraprofessional, Counseling Staff/ Social Worker/ Psychologist, Family/ Student. Tier III instruction is specific to each student's needs and is dependent on diagnostic assessment data. There are four essential components to guide HSA's MTSS framework:

1. Critical Responsibility: All stakeholders are responsible for ensuring that each student learns at a high level.
2. Rigorous Instruction: All students receive rigorous, standards-based, grade-level instruction throughout the year.
3. Progress Monitoring: All stakeholders are responsible for the systemic use of data to determine the academic needs for each student and aggressively monitoring the effectiveness of the instruction in regards to meeting those needs.
4. Certain achievement: There is an articulated process that guarantees each student the support and time to achieve their academic and behavior goals.

Concept Student Information System (CSIS) facilitates communication between teachers and RTI staff, as the system helps the school provide more targeted assistance to the students in the RTI program. Student progress in the RTI is monitored on a regular basis. Effectiveness of strategies and support determines the next step for students in RTI. Utilizing our MTSS/RTI process allows HSA to support the individual needs of all students.

**B. Financial Plan**

*i. Financial Management and Monitoring Plan*

HSA anticipates that enrollment will continue to increase over the next five years. A summary of the 5-year financial projection is included in the table below. This estimated enrollment is based on the expansion of HSA at the Laramie location.

	FY24	FY25	FY26	FY27	FY28
<b>Number of Students Enrolled</b>	825	925	1,025	1,125	1,125
<b>School District Per Capita Tuition Charge (PCTC)</b>					
<i>(Use two years prior to budget year)</i>	FY21	FY22	FY23	FY24	FY25

State calculated PCTC (Based on AFR-Form 50-35)	\$ 18,041	\$ 18,041	\$ 18,041	\$ 18,041	\$ 18,041
Total State Calculated PCTC Revenue	\$ 14,884,180	\$ 16,688,323	\$ 18,492,466	\$ 20,296,609	\$ 20,296,609
Actual PCTC Received	\$ 18,041	\$ 18,041	\$ 18,041	\$ 18,041	\$ 18,041
Percentage of Actual PCTC Revenue Received	100.00%	100.00%	100.00%	100.00%	100.00%
<b>REVENUES</b>					
- Actual/Estimated PCTC Revenue Received	\$ 14,884,180	\$ 16,688,323	\$ 18,492,466	\$ 20,296,609	\$ 20,296,609
<b>- Supplemental</b>					
<i>State</i>					
Special Education	\$ 26,874				
Evidence-Based Funding for Special Education Services	\$ 97,087				
Other State Funding	\$ 36,990				
<i>Federal</i>					
Title I-II-IV	\$ 438,719				
Special Education - IDEA	\$ 129,925				
Other Federal Grants (Nutrition Program)	\$ 466,574				
ESSER	\$ 1,168,107				
<b>Other Revenues (Describe &amp; Itemize)</b>					
Student Fees	\$ 36,895				
Fundraising/ Donations	\$ -				
Other (Describe & Itemize)	\$ 18,840				
<b>Total Revenues</b>	<b>\$ 17,304,190</b>				
<b>EXPENDITURES</b>					
Personnel Expenses	\$ 9,511,800				
Direct Student Expenses	\$ 4,913,015				
Office and Administrative Expenses	\$ 1,284,678				
Facility Expenses	\$ 764,537				
Other Expenses	\$ 15,500				

<b>Total Expenditures</b>	<b>\$ 16,489,530</b>				
<b>EXCESS REVENUES (over/under) EXPENDITURES</b>	<b>\$ 814,660</b>				

HSA will provide transportation to our students who live between 1.5 to 3 miles from the school. 210 of our current students use the school's bus services. We have contracted a student transportation service, First Student. We utilize 4 buses to transport students and the annual transportation cost is \$395,336. This also includes the transportation of special education students and bus monitors.

HSA's new facility is a former Catholic school building located at 4434 North Laramie Avenue, Chicago. The Laramie campus has around 60,000 square feet of closed area. The new facility will accommodate students from grades 7-12. With the new facility, we will be able to provide our families with the long-awaited high school.

<b>Purpose</b>	<b># of rooms</b>
Classrooms	26
Science lab	2
Library	1
Music Room,	1
Art Room	1
Computer Room	2
Cafeteria	1 ( 400 people capacity)
Teacher's lounge	2
Offices	8
Lobby	2
Student Bathrooms	10
Staff Bathrooms	6
Parking Lot	70 cars

Since the improvements to the Laramie facility are minor, it will be ready to serve students by August 2023. The cost of the planned improvements is estimated to be around \$2.5 million. The cost calculation was done by New Plan Learning.

In addition to estimating these future costs, HSA also regularly analyzes student demographic data to allocate the proper resources. This allows HSA to ensure that we have

sufficient resources to fully service our at-risk student population. The chart below shows the demographic data for HSA over the last 5 years.

### Enrollment and Demographics Data and Trends

	2018-19	2019-20	2020-21	2021-22	2022-23
Total Enrollment	548	551	571	559	556
Kindergarten	60	59	58	60	60
Grade 1	59	59	60	58	60
Grade 2	56	59	60	56	54
Grade 3	58	58	60	56	58
Grade 4	50	56	61	54	56
Grade 5	69	60	57	57	58
Grade 6	67	67	74	64	66
Grade 7	70	72	70	68	73
Grade 8	59	61	71	60	71
Grade 9	N/A	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A	N/A
<b>Gender</b>	<b># and %</b>	<b># and %</b>	<b># and %</b>	<b># and %</b>	<b># and %</b>
Male	275 = 50%	284 = 52%	305 = 53%	301 = 53.8%	300 = 54%
Female	273 = 50%	267 = 48%	266 = 47%	258 = 46.2%	256 = 46%
<b>Ethnicity/Race</b>	<b># and %</b>	<b># and %</b>	<b># and %</b>	<b># and %</b>	<b># and %</b>
White	0	2 = <1%	0	4 = 0.7%	3 = 0.5%
Black	330 = 60%	303 = 60%	300 = 53%	274 = 49.0%	256 = 46%
Hispanic	194 = 35%	217 = 40%	241 = 42%	248 = 44.4%	263 = 47.3%
Asian	3 = <1%	2 = <1%	0	2 = 0.4%	2 = 0.4%
Other	0	2 = <1%	0	31 = 5.5%	32 = 5.8%
<b>Special Pop.</b>	<b># and %</b>	<b># and %</b>	<b># and %</b>	<b># and %</b>	<b># and %</b>
IEPs	51 = 9%	41 = 7%	42 = 7%	57 = 10.2%	47 = 8.5%
English Learners	95 = 17%	87 = 16%	89 = 16%	93 = 16.6%	82 = 14.7%
Homeless	0	0	0	0	0
Free or Reduced-Price Lunch	494 = 90%	548 = 99%	570 = 99.8%	549 = 98.2%	98.5%
Source(s): Illinois Report Card					

The knowledge of our students and community allows HSA to plan and anticipate the needs of our students. HSA has also developed a strategic enrollment and financial plan in order to ensure that we continue to achieve our goals. HSA's enrollment team consists of the school principal, community outreach coordinator, school secretary, and an 8th grade teacher. This team

meets on a weekly basis to review and track enrollment progress. In addition to this team, HSA also holds monthly leadership meetings to discuss initiatives, progress, and other information. The principal also meets with the treasurer for “Actual vs. Budgeted” meetings to verify that HSA is on track to maintain our financial stability. HSA’s principals also regularly meet with the treasurer and leadership team to analyze and evaluate grants. These teams and meetings help ensure that HSA remains compliant, strategic, and responsible with finances.

### **C. Operations Plan**

#### ***i. Staffing and Professional Development Plan:***

HSA developed a comprehensive professional development program for staff. The plan includes: mentorship for new staff members, instructional coaches, Summer Institute, various professional development days throughout the year, Concept School’s Regional Professional Development Days, grade level and department meetings, professional learning communities, classroom observation and feedback by teachers and administrators, individualized third-party professional development workshops, and encouraging staff members to continue their education through a tuition reimbursement program.

Staffing at HSA-Belmont is one of the most important jobs of the administrative team and we take great pride in identifying highly skilled and compassionate teachers to work with our students. The K-6 building requires careful consideration of the students' developmental stages, curriculum focus, and the need for a supportive environment. The following is our approach to staffing, including ratios and positions, for effective implementation of the education model:

#### **1. Leadership and Administration**

- a. **Principal:** Responsible for overall administration, academic leadership and coordination of stakeholders
- b. **Assistant Principals of Academics and School Culture and Operations:** Assist the principal in managing day to day operations focusing on academic affairs and student and building culture.

#### **2. Teaching Staff**



- a. **Kindergarten Teachers:** Teachers dedicated to providing early education to kindergarten students, focusing on social, emotional, and foundational academic skills.
- b. **Grade-Level Teachers:** Teachers for each grade level (1<sup>st</sup> to 3<sup>th</sup>) responsible for delivering the core curriculum, subject-specific instruction in Math ELA, Social Studies and Science and providing assessments and analyzing and interpreting student data. 4<sup>th</sup> and 5<sup>th</sup> grade Science teacher will provide more expertise for Science and 6<sup>th</sup> grade is completely departmentalized by having a teacher for each of the core subjects of ELA, Math, Science and Social Studies.
- c. **Specials Teachers:** Teachers specialized in various subjects such as Physical Education, Art, Music and Computer Science, providing students with a well rounded education experience.
- d. **RTI and Title I Teachers:** Teachers who promote literacy and math and assist students struggling with reading and math comprehension skills
- e. **Diverse Learning Teachers:** Special Education Teachers who work with students with IEPs and provide extra support to students with learning difficulties.
- f. **Multilingual Teachers:** Teachers who support non-native English speakers in acquiring language proficiency.
- g. **Teacher Assistants:** Each K-3 classroom will have a designated Teacher Assistant to help with the implementation of instruction, provide small group activities and provide more individualized attention for our students.

**3. Staffing Ratios:** Staffing ratios are crucial to ensuring that each student receives adequate attention and support. Here are the approximate staffing ratios for our various grade levels at HSA-Belmont

- a. Kindergarten thru 3<sup>rd</sup> grade: 1 teacher per 12-18 students
- b. 4-5 Grade: 1 teacher per 18-22 students
- c. 6 Grade: 1 teacher per 22-25 students

#### **4. Student Support Services**

- a. **School Counselor and Social Worker:** Address the socio-emotional needs of students, provide guidance and support character education.
- b. **Behavioral Interventionist:** Work with students who need additional supports in regulating their behaviors and providing that additional structure for their socio-emotional growth.
- c. **School Nurse:** For medical emergencies, health promotion, and basic medical care.

#### **5. Operations and Maintenance:**

- a. **Building Manager:** Oversees maintenance, safety and cleanliness of the school building.
- b. **Custodial Staff:** Maintain the school's physical environment.
- c. **Bus Drivers and Aides:** Provide safe and reliable transportation services.
- d. **Cafeteria Staff:** Provide nutritious meals for our students health and well being.

#### **Justification**

- a. **Personalized attention:** Lower student to teacher ratios in the early years (Kindergarten to 3<sup>rd</sup> grade) ensure personalized attention, which is crucial for establishing a strong foundation in learning and addressing individual needs effectively.

- b. **Subject Specialization:** Having specialized teachers for various subjects allows for focus and expert instruction in specific content areas.
- c. **Inclusion and Support:** The presence of Diverse Learning, Multi-lingual and Math and Reading Title I teachers ensure that students with diverse learning needs are supported appropriately and given the resources they require to succeed.
- d. **Holistic Development:** Specials teachers contribute to the students' holistic development by fostering creativity, physical well being, cultural appreciation and technological curiosity.
- e. **Social-Emotional Support:** School counselors, Social Workers and Behavioral Interventionists help foster a nurturing environment that supports students' social and emotional development.
- f. **Health and Safety:** The presence of a school nurse and a well-maintained environment ensures the well-being and safety of the students.

This staffing approach prioritizes the needs of the students, promotes effective teaching and learning, and supports the overall growth and development of young learners in a K-6 education setting. Regular evaluations and adjustments are made at the end of each year to ensure the staffing approach at HSA remains effective and responsive to the evolving needs of our school.

HSA implements an instructional coaching model to support the ongoing professional development of all staff to ensure we foster a culture of continuous improvement and growth. The teaching staff at HSA participate in a collaborative goal setting process at the beginning of the year with the admin and instructional coaches to develop and identify specific goals aligned with the schools' overall objectives and the teacher's own professional aspirations.

The Instructional coaches and administration regularly observe teachers in their classrooms, collect data and provide non-evaluative feedback based on the Danielson framework. This data driven approach helps identify strengths and areas for improvement, allowing for personalized and targeted professional development plans. Based on the data collected and collaborative goal setting, coaches, Admin and teachers designed customized professional development plans for each teacher. These plans often include outside workshops or seminars, graduate degrees or certifications, peer collaboration, co-teaching opportunities and online resources tailored to meet individual needs. The Instructional Coaches and Admin often model

effective instructional practices during their observations and co-teach with teachers to demonstrate new strategies in action. This hands-on approach provides teachers with real-time support and opportunities to learn from experienced educators.

After observations and modeling/co-teaching, coaches and admin provide constructive feedback to teachers. They engage in reflective conversations to help teachers identify areas of growth and strategize ways to implement new approaches effectively. HSA also facilitates peer learning communities where the teachers can share their experiences, successes and challenges during their grade level or department PLC meetings. These communities serve as a platform for collaborative problem-solving and the exchange of best practices. Furthermore, teachers are regularly provided feedback from frequent walk-throughs that increases the impact of the coaching model on their professional development and more importantly student outcomes. Teachers feel empowered to use their non-evaluative feedback to make improvements and refine their pedagogy.

Finally, HSA makes sure to recognize and celebrate the achievements of the teachers when they successfully implement new strategies and improve their instructional practices. Acknowledging their efforts creates a positive and motivating learning environment for all staff in the building. By implementing this instructional coaching model with a focus on ongoing professional development, staff members can continuously grow, refine their teaching and ultimately enhance student learning outcomes. The model's success relies on a collaborative and data driven approach, where our staff feel supported, empowered and motivated.

*ii. Board Capacity and Governance Structure:*

HSA exceeded the organizational goals set by the Illinois State Board of Education. We continue to hold ourselves to these higher standards and excel in our organization and governing. HSA was incorporated in the state of Illinois in 2013, and currently meets all organizational standards as a public charter school. The dedicated five members of the governing committee, two

of whom are the Concept Schools Board Members, are responsible for overseeing and governing the schools, its administration and budget. Among its duties, the Governing Committee is responsible for establishing the mission, goals, by-laws, and governing principles, and ensuring that HSA is compliant with all applicable federal and state statutes.

To maintain its collective experience, governing committee members participate in Open Meeting Act (OMA) training, offered by the Illinois Attorney General, and participate in professional development training related to their role as members and all other related training that will enhance their capacity and responsibilities.

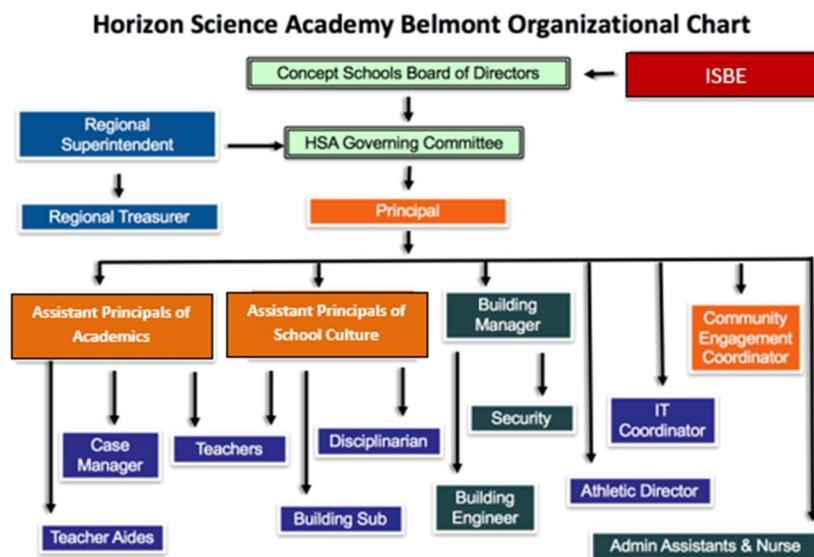
*iii. School Leadership and Management:*

The organizational chart shown below outlines the flow of leadership. The Concept Schools Board of Directors holds the charter and oversees a local Governing Committee which is responsible for providing oversight and policy decisions for the school. The charter network, Concept Schools, provides ongoing management/administrative services for the school. The Governing Committee will have overall responsibility for governing the school, with responsibility for management and daily operations delegated to the principal and school staff as appropriate.

A regional superintendent, a Concept Schools employee, serves as a liaison between Concept and the Governing Board. The Superintendent's main responsibilities are to provide support to the school and to ensure that the Concept model is implemented with fidelity. A regional treasurer, also a Concept employee, oversees the finances for the school.

At the building level, the building principal serves as the primary instructional leader and manager of the school. The Assistant Principal of Academics (APA) manages the academic program. This includes overseeing implementation of the curriculum and instructional strategies, leading the teaching team, and managing testing. The AP of Operations (APO) oversees the operational aspects of the school including working with the front office, developing community

connections, and maintaining school procedures. The AP of School Culture manages student relations, discipline, and safety, providing one-on-one counseling for students who are having difficulty. The AP of School Culture also has an important role in communicating with parents (as well as students) on behalf of HSA Belmont. Reporting to the AP of Academics, teachers teach in areas of specialization and will meet by grade level and by subject matter. The high school and elementary campuses both follow this organizational structure.



The school leadership team will be responsible for administering and overseeing the subgrant. They will work together to ensure that all expenditures align with project goals. This includes but is not limited to professional development, educational services, supplies, recruitment, instructional resources, and other student related expenses.

Although the school leadership team will collaborate, the principal will be the primary administrator overseeing the subgrant. The principal will be responsible for documentation, progress monitoring, tracking expenses, and communication for CSP/INCS. This includes expenditures such as hiring/compensating staff, obtaining legal services, and procuring equipment and supplies for the new campus. The principal will also be in charge of the final approval of purchases related to CSP funds. They will work closely with the treasurer to

consistently review the budget to ensure that HSA is compliant with all regulations and on track to maintain financial stability.

While the principal will be the primary point person for overseeing the subgrant, the assistant principals also have specific grant related duties. The Assistant Principal of Academics will be responsible for ordering and tracking all curriculum and instructional supplies. The Assistant Principal of Operations (APO) will oversee the renovation of the new building as well as transportation and advertising for the new campus. The APO will also work with HSA’s tech department to purchase and track technology, software, and related supplies. The Assistant Principal of School Culture will manage all items related to the community and students’ needs.

Through this collaboration, the HSA leadership team will be able to ensure that the school can fully support our students’ needs while maintaining financial stability. At HSA, students are our number one priority and providing them with the best possible educational experience is essential to our mission.

**D. Growth Plan**

*i. Growth Plan:*

HSA has developed an extensive plan for student recruitment and retention. Our plan targets students within a 3-mile radius of the high school campus and 5 miles from the elementary campus. The first phase of the plan was to form an enrollment team. The enrollment team consists of the school principal, community outreach coordinator, school secretary, and an 8th grade teacher. This team meets on a weekly basis to review and track enrollment progress.

The table below shows the activities planned by the enrollment team.

Activity	Description
Town Hall Meetings	The school will organize three town hall meetings with existing parents to discuss enrollment matters. Bilingual staff members and parents, particularly those fluent in Spanish, will be present at all community outreach events and information sessions to ensure effective communication with native Spanish speakers.

Postcard Mailings	Promotional materials will be printed, clearly stating that the school serves all students. The materials will highlight the school's unique programmatic elements, such as extended school days, coding and robotics classes, literacy and math instruction, transportation, aftercare, and exceptional academic performance. Postcards will be mailed to parents living within a 3-mile radius of the school's two campuses.
TV and Social Media Advertising	The school has partnered with a marketing firm to launch a TV streaming advertising campaign. A 30-second video will be aired on more than 25 channels targeting the desired neighborhood. Additionally, a Google AdWords campaign will be used to reach a wider audience online.
Local Media Outreach	The school will promote its programs and achievements through local newspapers and online platforms, showcasing its unique offerings and events.
Pre-School Outreach	The school will invite local preschool providers to visit the Mango campus to familiarize themselves with the educational program offered. The school will also host information sessions at local preschools to engage with families of enrolled students. Building relationships with trusted preschool providers is an effective way to reach out to potential families.
Information Sessions and Open Houses	The school will schedule several information sessions, allowing families to visit the school, meet school leaders, and ask questions. These sessions will be advertised on the school's website, ClassDojo, the school's office, and social media platforms.
Family-to-Family Outreach	Current families will be encouraged to distribute applications to friends, colleagues, and neighbors, leveraging their enthusiasm to spread awareness about the school. Referrals will be incentivized with small rewards or recognitions for those who successfully recommend new students.
Engaging Local Influencers and Community Leaders	Identify and connect with local influencers and community leaders who can help spread the word about the school and its offerings. Their endorsements can have a significant impact on reaching potential families and improving enrollment numbers.
Participating in Community Events	Attend and participate in local community events, such as fairs, festivals, and neighborhood gatherings, to increase the school's visibility and directly engage with prospective families. Set up booths or stands to provide information about the school and distribute promotional materials.
Collaborating with After-School and Extracurricular Programs	Partner with local after-school programs, clubs, and extracurricular activities to introduce the school to families already invested in their children's education and development. Offer joint events or workshops to demonstrate the school's commitment to a well-rounded education.

Customized Enrollment Support	Provide personalized support for families throughout the enrollment process, such as assistance with completing applications or answering questions about school policies and procedures. This tailored approach can help families feel more at ease and confident in their decision to enroll their children in the school.
Promote Success Stories and Testimonials	Feature success stories, testimonials, and achievements of current and former students on the school's website and social media platforms. Sharing these stories can help prospective families visualize the benefits and opportunities offered by the school.
Continuous Evaluation and Adaptation	Regularly assess the effectiveness of the recruitment plan and its activities. Gather feedback from families, staff, and community members to identify areas of improvement and make necessary adjustments. This continuous evaluation process ensures that the plan remains relevant and effective in achieving enrollment goals.

By incorporating all these additional strategies into our student recruitment plan, we will attract and enroll 300 new students for our two campuses. The key is to be proactive, adaptable, and committed to engaging with our families and the community to showcase the value of the education our school offers.