

Harmony Public Schools - Houston West

Harmony Science Academy - Katy

2025-2026 Campus Improvement Plan

Mission Statement

Harmony's mission is to prepare each student for higher education by providing a safe, caring, and collaborative atmosphere featuring a quality, student-centered educational program with a strong emphasis on science, technology, engineering, and math (STEM).

Vision

The vision is to enable students to succeed in school, in the workplace, and to provide options for students to enter math, science, and engineering careers. This will lead to students becoming productive and responsible citizens and even Nobel laureates.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Harmony Science Academy - Katy is a **PreK - 7th** public charter school providing a high-quality education option for students in the surrounding areas. Our school is a part of the state-wide Harmony Public Schools system.

Harmony Science Academy Katy is a smaller, diverse Title I elementary/middle school located in the Cinco Ranch area of Katy that offers a STEAM-based curriculum. Years ago, we were originally a K-12 school and K-5. We are now PreK-7. We are a public charter school of choice. Our stakeholders, which include faculty, parents, and administrators, are fully invested in our student's academic development. We reach out to our community leaders to also involve them in shaping our student environment. Our special programs are aligned with our students, parents, and community.

Current Enrollment by Grade Level and Special Population

Student Count Percentage ▼

% Students	Gender		Ethnicity							Econ Dis Flag	LEP		Special Ed Flag	
	F	M	MRA	AMI	AS	BLK	HI	HISP	WHT	***	Y	N	Y	N
PK	68.0%	32.0%	4.0%		32.0%	32.0%		12.0%	20.0%	100.0%	72.0%	28.0%		100.0%
KG	53.9%	46.1%	2.1%		32.6%	38.3%		13.5%	13.5%	100.0%	57.4%	42.6%	7.8%	92.2%
01	53.5%	46.5%	1.7%	0.6%	30.8%	40.1%		9.9%	16.9%	100.0%	47.1%	52.9%	8.7%	91.3%
02	45.6%	54.4%	1.2%		39.6%	30.2%		13.6%	15.4%	100.0%	23.1%	76.9%	6.5%	93.5%
03	52.9%	47.1%			30.2%	41.3%		12.2%	16.3%	100.0%	29.1%	70.9%	8.7%	91.3%
04	57.6%	42.4%	3.0%		31.5%	35.2%	1.2%	12.7%	16.4%	100.0%	24.2%	75.8%	10.3%	89.7%
05	42.1%	57.9%	1.3%	0.6%	26.4%	35.8%		11.9%	23.9%	100.0%	15.7%	84.3%	5.0%	95.0%
06	47.8%	52.2%	1.2%		29.2%	39.1%		11.2%	19.3%	100.0%	29.2%	70.8%	14.3%	85.7%
07	46.2%	53.8%	2.5%	0.6%	31.9%	37.5%		11.9%	15.6%	100.0%	19.4%	80.6%	4.4%	95.6%
Total	50.3%	49.7%	1.7%	0.2%	31.6%	37.1%	0.2%	12.1%	17.2%	100.0%	31.1%	68.9%	8.1%	91.9%

Drill Through Link is only available when viewing Student Count Numeric.

Enrollment Count are filtered for Primary Enrollment Records only.

Current Enrollment by Grade Level and Special Population

Student Count Numeric ▼

Enrollment Count	Total	Gender		Ethnicity							Econ Dis	LEP		Special Ed	
		F	M	AMI	BLK	AS	HISP	HI	MRA	WHT	***	Y	N	Y	N
PK	25	17	8		8	8	3		1	5	25	18	7		25
KG	141	76	65		54	46	19		3	19	141	81	60	11	130
01	172	92	80	1	69	53	17		3	29	172	81	91	15	157
02	169	77	92		51	67	23		2	26	169	39	130	11	158
03	172	91	81		71	52	21			28	172	50	122	15	157
04	165	95	70		58	52	21	2	5	27	165	40	125	17	148
05	159	67	92	1	57	42	19		2	38	159	25	134	8	151
06	161	77	84		63	47	18		2	31	161	47	114	23	138
07	160	74	86	1	60	51	19		4	25	160	31	129	7	153
Total	1,324	666	658	3	491	418	160	2	22	228	1,324	412	912	107	1,217

Enrollment Count are filtered for Primary Enrollment Records only.

We serve 100% of the demographic of students that come to Harmony. The gender population is 49.7 %/ 50.3% male-to-female in 2024-2025. African American 491 (37%), Hispanic 160 (.2%), White 228 (17.2%), Asian 418 (31.6%), Pacific Islander 2 (0.2%) Minimal difference over the past few years.

GT:214 (16.1%) SPED: 107 (8.1%) EB students: 412 (31.1%) 504 students: 11 (.8%)

Demographics Strengths

HSA Katy Elementary and Middle schools demographic strengths include:

Our high exposure to other cultures due to the community's varied backgrounds, which also contributes to the expansion and enlightenment of HSA Katy staff.

The talented skill-set of our ancillary education and courses (SpEd, GT, etc) contribute to our schools excellence as a whole.

Staff and student population is varied due to many different cultures.

Our staff attends professional development programs regularly.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Foundational reading skills are a major concern on our campus, with many students performing below grade level in phonics, fluency, and comprehension.

Root Cause: The root causes appear to be the long-term impacts of the COVID-19 pandemic, which disrupted early literacy instruction during critical developmental years, as well as increased reliance on technology, which may have limited meaningful reading practice and reduced student engagement with print-based learning.

Problem Statement 2 (Prioritized): There is a rise in disruptive classroom behaviors that negatively affect the student learning environment.

Root Cause: Key contributing factors include chronic absenteeism, which disrupts learning continuity and leads to disengagement; students arriving hungry or tired, which affects focus, emotional regulation, and participation; and excessive screen time, which can diminish attention spans, sleep quality, and social-emotional well-being.

Problem Statement 3 (Prioritized): Since the beginning of 2020-21 school year, there has been a noticeable increase in the number of students failing.

Root Cause: This trend is believed to be largely due to learning gaps resulting from COVID-19-related school closures, which disrupted instructional time and limited access to consistent academic support during critical learning periods.

Problem Statement 4 (Prioritized): Students no longer see the benefits of learning.

Root Cause: Easy access to the internet (AI, social media platforms).

Problem Statement 5 (Prioritized): There is a learning gap among the students.

Root Cause: Students are missing basic concepts of select subjects.

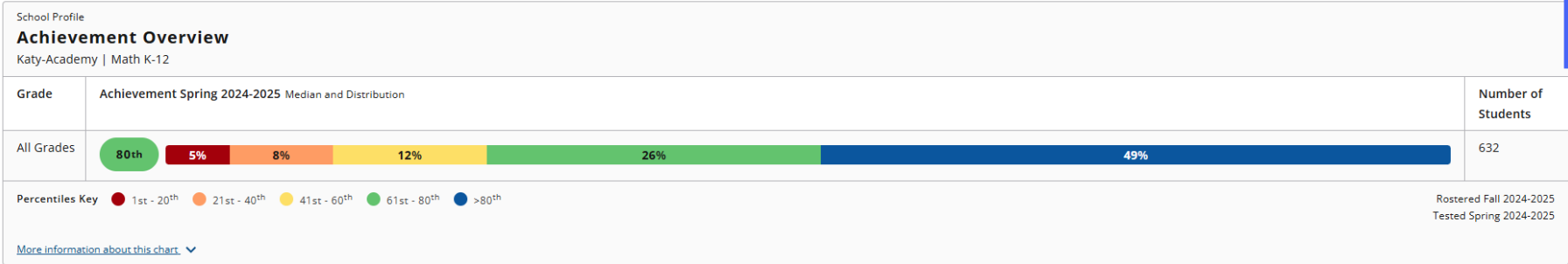
Student Learning

Student Learning Summary

HSA Katy CNA and CIP committees reviewed the interim and NWEA reports. Based on these reports, HSA KATY Elementary has made academic growth from fall to spring. Our current reports from NWEA show growth

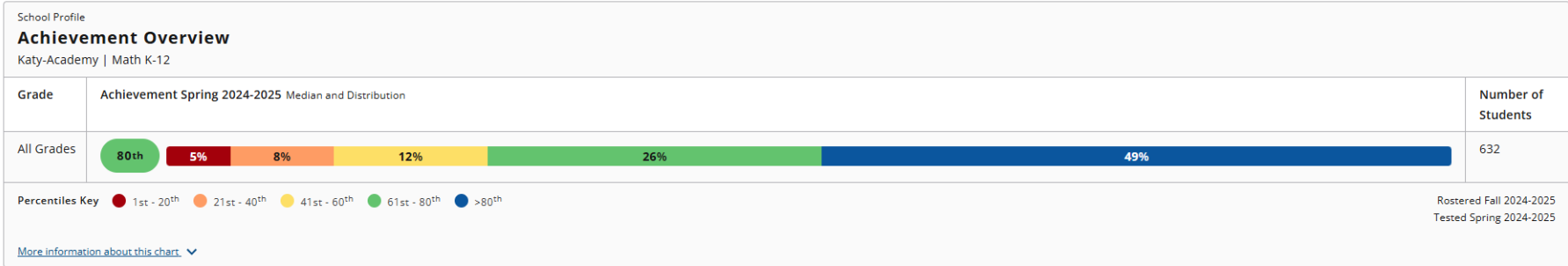
Scores from MAP NWEA Fall to Spring

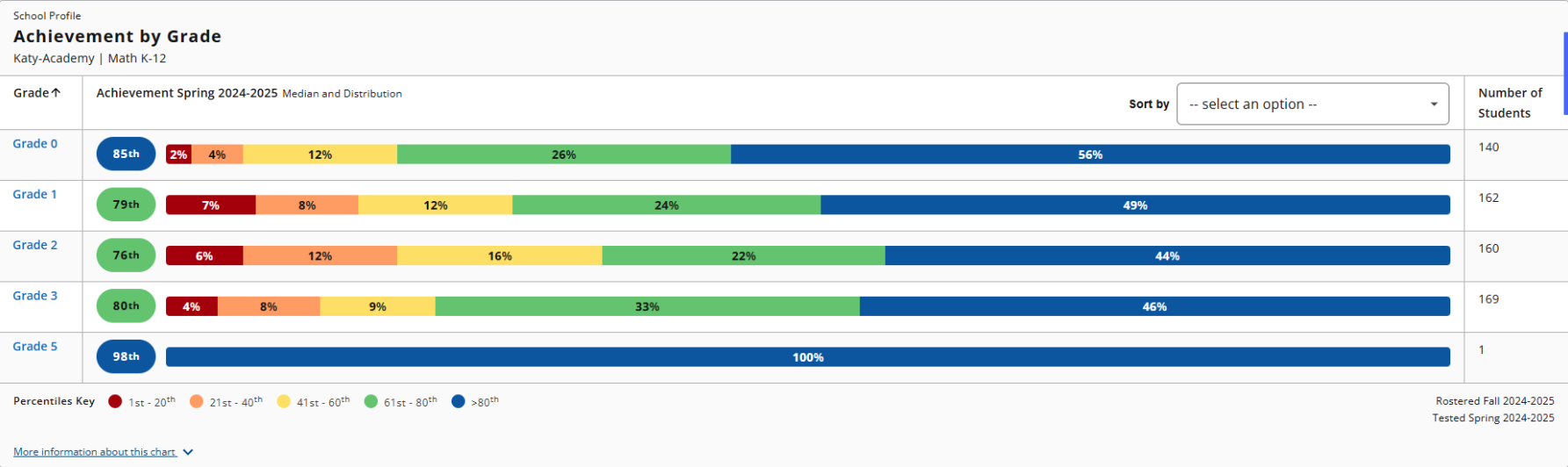
Katy-Academy



The following is the data from Fall to Spring in Reading.

Katy-Academy





HSA Katy Middle Scholl takes NWEA for Reading in Math in the Fall and Winter, only. NWEA Science is taken in the Fall and Spring, only, for grades 4th - 7th.

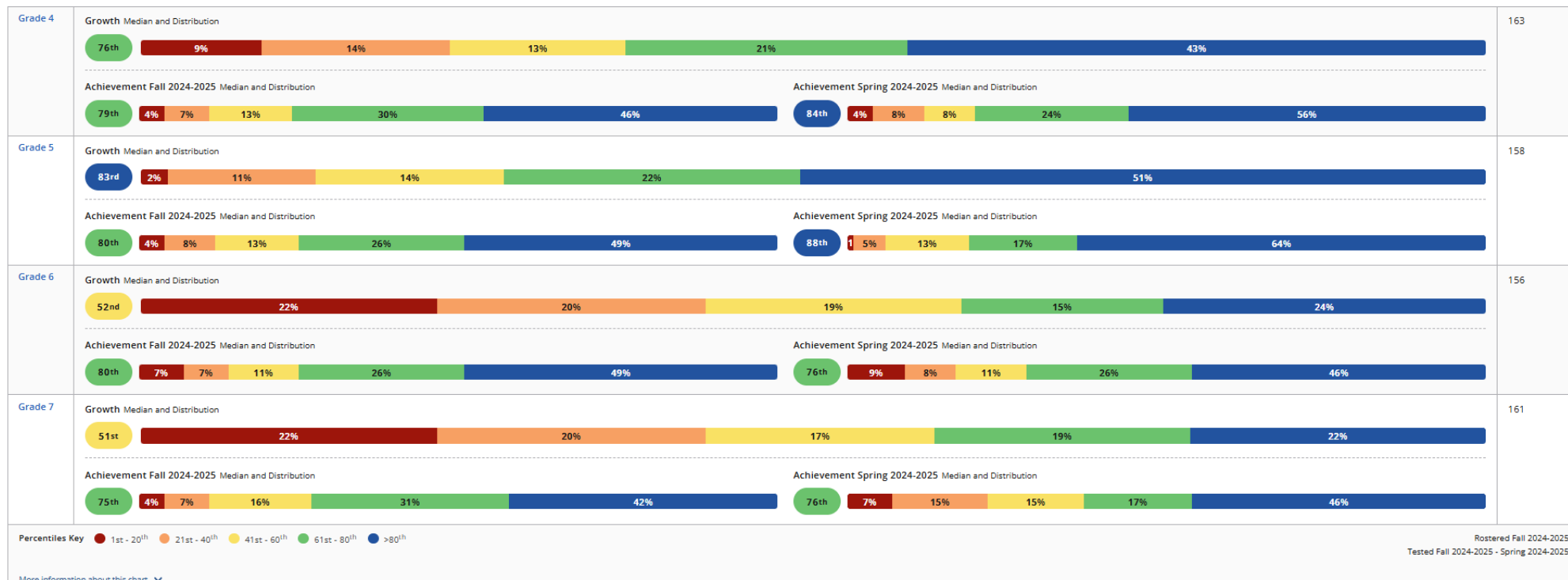
Scores from Math NWEA MAP Fall to Winter for 4th - 7th:



Scores from Reading NWEA MAP Fall to Winter for 4th - 7th:



Scores from Science NWEA MAP Fall to Spring for 4th - 7th:



Student Learning Strengths

All student subgroups are demonstrating steady academic progress. To support continued growth, we offer targeted interventions, pull-out programs, and dedicated tutoring hours for students who need additional help.

HSA Katy Elementary and Middle Schools also boasts a robust Gifted and Talented (GT) program. Our GT students engage in advanced, hands-on projects in the GATE Lab, many of which are showcased at our STEM Fairs and STEAM Festivals.

Our GATE team is highly valued by families, and we regularly receive positive feedback from parents who appreciate their dedication and commitment to enriching students' learning experiences.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A growing concern on our campus is that students are advancing to the next grade level without fully mastering grade-level content.

Root Cause: One contributing factor appears to be a greater focus by some families on earning high grades rather than ensuring true content mastery. Additionally, there is an opportunity for teachers to communicate more proactively and transparently about student progress and areas of concern.

Problem Statement 2 (Prioritized): Pacing guide is faster than teacher would like because there is no wiggle room to take additional days to cover a topic and to complete all of the topics.

Root Cause: The YAG should include time for a review day after a CBA is given. This will give teachers a flex day.

Problem Statement 3 (Prioritized): Some parents need technology support on Skyward and Schoology usage in order to help their scholars.

Root Cause: There is technology or applications that the school uses that parents may not be familiar with.

Problem Statement 4 (Prioritized): Chronic tardiness has become a frequent issue, with a significant number of students arriving late to school on a regular basis. This pattern disrupts learning and instructional time, not only for the students who are late but also for their peers.

Root Cause: It is believed that one contributing factor may be a lack of urgency or awareness among some parents regarding the importance of consistent and on-time attendance.

Problem Statement 5 (Prioritized): Increased behavior problems among classes.

Root Cause: Students are getting too comfortable having the same students every year in their classes.

Problem Statement 6 (Prioritized): SPED kids are struggling to have required learning to meet the academic demands of the grade level.

Root Cause: Not enough sped resources/services.

School Processes & Programs

School Processes & Programs Summary

HSA Katy Elementary and Middle Schools follows HPS hiring processes and try to hire the best candidate out of all applications during the job fairs. Many of HSA Katy Elementary and Middle School teachers are certified and 100% of teachers are highly qualified. School has a mentor program for new teachers and we have instructional coaches to help teachers. ELA and Math Campus Instructional Coaches are having biweekly to weekly meetings with teachers to provide support. Harmony provides Micro-credentials to help teachers train and allow growth. Harmony also has the opportunity for teachers to apply for tuition to be reimbursed for additional education, either through Region IV trainings or even higher level education and Master's Degrees. Both campuses has data meetings, PLC meetings and more to go over and during these meetings, teachers and support staff diagnose the reasons for high and low performance. We have teachers share best practices in department meetings and PLC meetings to help struggling teachers and those who are struggling the most can get assigned a mentor teacher. HSA Katy does walkthroughs, BWDM, quarterly data meetings, observations, and feedback meetings, curriculum is aligned with the scope and sequence, and lessons plans normally come from the curriculum, we have technology and lots of instructional software. Teachers enjoy using the PBA system as a management tool while as it helps curve punitive write ups. HSA Katy has a strong and rigorous curriculum that cover TEKS, we have a variety of assessment tools , we have a variety of resources that support and enhance our curriculum. HSA Katy Middle implemented a Practice Lab for new teachers, as well as teachers in need of assistance, to target needs of instruction as well as discussing expectations, provide trainings, and be a place for teachers to receive support in a smaller group setting.

School Processes & Programs Strengths

HSA Katy Elementary and Middle Schools have a strong and rigorous curriculum that covers all TEKS and School curriculum is well differentiated to support and challenge our students.

We have a variety of assessment tools to be able to evaluate student progress regularly such as NWEA, Interim assessment, mCLASS etc.

Teachers receive immediate feedback on observations and evaluations. We have high expectations for our students and teachers. We have a variety of educational software programs that support our curriculum.

We are using technology and different software for nearly all classes and students and staff at both campuses are well aware of how to utilize technology resources

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Some parents do not know how to access or use school software programs such as the skyward, schoology etc.

Root Cause: Front office and IT department do not give enough support to parents regarding our school software programs.

Problem Statement 2 (Prioritized): 2021-2022 school year - Talk Time data indicates Mental health issues are increasing and school staff is not prepared to support students with mental and behavioral issues that interfere with academic success.

Root Cause: The HSA Katy does not focus on an adult or student Social Emotional Learning and staff are not trained on trauma-informed instruction or mental health best practices. The current ratio of counselors to students is approximately 1:760. There is a need to increase the number of campus counselor at a campus level in order to meet more student needs.

Problem Statement 3 (Prioritized): Trainings and workshops are needed to minimize discipline and classroom management issues which interferes with creating productive and safe learning environments for all students (a core mission of Harmony)

Root Cause: Provide staff development and enforce a safety program that addresses conflict resolution, bullying, suicide prevention, discipline management, dropout prevention, violence prevention and intervention methods

Problem Statement 4 (Prioritized): Need more technology devices (Chromebooks/IPADS) to maximize learning for all students in all core subject areas/ research based projects and training to staff on utilizing technology and instructional resources to maximize learning.

Root Cause: With the continuous shift to digital learning platforms and online assessments locally and at the state level, the need to improve connectivity and device availability is still needed.

Perceptions

Perceptions Summary

HSA Katy Elementary and Middle schools have a culture of collaboration to help students meet high expectations and develop young scholars. Parents and teachers communicate with each other in a variety of ways, including phone calls, Class Dojo, weekly newsletters, School messenger, school website and school Facebook pages. HSA Katy Elementary and Middle schools offer several events and programs during the school year such as parent/student breakfast, Fall Festival, STEAM Festival, open house/GATE showcase, as well as several other programs to encourage parent involvement. HSA Katy Elementary and Middle participate in the Home Visit program to build relationships between the school and the home, informing parents of students specific information as well as school programs and events.

HSA Katy implements PBA point system and HSA Middle School has PROUD (Persistent, Respectful, Optimistic, Upstanding and Dependable) and HSA Katy Elementary has have "ROAR" values which are Respect, Optimism, Ambition, Responsibility. Students at both campuses hear their core values each day and are posted around the buildings in various locations. HSA Katy Elementary has a small PBA store and Positive rewards and praise given frequently.

Perceptions Strengths

Students mostly respect each other and school staff.

Students and staff feel secure at school.

Most students and staff are satisfied with the school culture and climate.

HSA Katy Elementary and HSA Katy Middle school both have a very strong communication with parents.

HSA Katy Elementary staff is using the school dashboard to stay on top of deadlines.

HSA Katy Middle utilizes Google calendar as well as a hard copy of the monthly calendar with events, important dates, and deadlines.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There are too many students in each of the classes compared to district schools.

Root Cause: Funding

Problem Statement 2 (Prioritized): Students lack foundational skills in core subjects.

Root Cause: Lack of motivation, short attention span, they know they will not be failed and passed on to the next grade.

Priority Problem Statements

Problem Statement 1: Since the beginning of 2020-21 school year, there has been a noticeable increase in the number of students failing.

Root Cause 1: This trend is believed to be largely due to learning gaps resulting from COVID-19-related school closures, which disrupted instructional time and limited access to consistent academic support during critical learning periods.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 2021-2022 school year - Talk Time data indicates Mental health issues are increasing and school staff is not prepared to support students with mental and behavioral issues that interfere with academic success.

Root Cause 2: The HSA Katy does not focus on an adult or student Social Emotional Learning and staff are not trained on trauma-informed instruction or mental health best practices. The current ratio of counselors to students is approximately 1:760. There is a need to increase the number of campus counselor at a campus level in order to meet more student needs.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Some parents do not know how to access or use school software programs such as the skyward, schoology etc.

Root Cause 3: Front office and IT department do not give enough support to parents regarding our school software programs.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: A growing concern on our campus is that students are advancing to the next grade level without fully mastering grade-level content.

Root Cause 4: One contributing factor appears to be a greater focus by some families on earning high grades rather than ensuring true content mastery. Additionally, there is an opportunity for teachers to communicate more proactively and transparently about student progress and areas of concern.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Trainings and workshops are needed to minimize discipline and classroom management issues which interferes with creating productive and safe learning environments for all students (a core mission of Harmony)

Root Cause 5: Provide staff development and enforce a safety program that addresses conflict resolution, bullying, suicide prevention, discipline management, dropout prevention, violence prevention and intervention methods

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Need more technology devices (Chromebooks/IPADS) to maximize learning for all students in all core subject areas/ research based projects and training to staff on utilizing technology and instructional resources to maximize learning.

Root Cause 6: With the continuous shift to digital learning platforms and online assessments locally and at the state level, the need to improve connectivity and device availability is still needed.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Foundational reading skills are a major concern on our campus, with many students performing below grade level in phonics, fluency, and comprehension.
Root Cause 7: The root causes appear to be the long-term impacts of the COVID-19 pandemic, which disrupted early literacy instruction during critical developmental years, as well as increased reliance on technology, which may have limited meaningful reading practice and reduced student engagement with print-based learning.
Problem Statement 7 Areas: Demographics

Problem Statement 8: There is a rise in disruptive classroom behaviors that negatively affect the student learning environment.
Root Cause 8: Key contributing factors include chronic absenteeism, which disrupts learning continuity and leads to disengagement; students arriving hungry or tired, which affects focus, emotional regulation, and participation; and excessive screen time, which can diminish attention spans, sleep quality, and social-emotional well-being.
Problem Statement 8 Areas: Demographics

Problem Statement 9: Students no longer see the benefits of learning.
Root Cause 9: Easy access to the internet (AI, social media platforms).
Problem Statement 9 Areas: Demographics

Problem Statement 10: There is a learning gap among the students.
Root Cause 10: Students are missing basic concepts of select subjects.
Problem Statement 10 Areas: Demographics

Problem Statement 11: Pacing guide is faster than teacher would like because there is no wiggle room to take additional days to cover a topic and to complete all of the topics.
Root Cause 11: The YAG should include time for a review day after a CBA is given. This will give teachers a flex day.
Problem Statement 11 Areas: Student Learning

Problem Statement 12: Some parents need technology support on Skyward and Schoology usage in order to help their scholars.
Root Cause 12: There is technology or applications that the school uses that parents may not be familiar with.
Problem Statement 12 Areas: Student Learning

Problem Statement 13: Chronic tardiness has become a frequent issue, with a significant number of students arriving late to school on a regular basis. This pattern disrupts learning and instructional time, not only for the students who are late but also for their peers.
Root Cause 13: It is believed that one contributing factor may be a lack of urgency or awareness among some parents regarding the importance of consistent and on-time attendance.
Problem Statement 13 Areas: Student Learning

Problem Statement 14: Increased behavior problems among classes.
Root Cause 14: Students are getting too comfortable having the same students every year in their classes.
Problem Statement 14 Areas: Student Learning

Problem Statement 15: SPED kids are struggling to have required learning to meet the academic demands of the grade level.

Root Cause 15: Not enough sped resources/services.

Problem Statement 15 Areas: Student Learning

Problem Statement 16: There are too many students in each of the classes compared to district schools.

Root Cause 16: Funding

Problem Statement 16 Areas: Perceptions

Problem Statement 17: Students lack foundational skills in core subjects.

Root Cause 17: Lack of motivation, short attention span, they know they will not be failed and passed on to the next grade.

Problem Statement 17 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Other additional data

Goals

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

Performance Objective 1: Increase the achievement level at Approaches Grade Level or above in the following subjects (check all that apply) in STAAR:

- All Students:
Reading by 0.5% Math by 0.5% Writing by __% Science by __% Social Studies by __%
- African-American, Hispanic and Economically Disadvantaged Populations:
Reading by 1% Math by 1% Writing by __% Science by __% Social Studies by __%
- LEP students:
Reading by 1% Math by 1% Writing by __% Science by __% Social Studies by __%
- Special Education programs
Reading by 0.5% Math by 0.5% Writing by __% Science by __% Social Studies by __%

High Priority

Evaluation Data Sources: DA scores, Benchmark Scores, STAAR Scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Structuring the schedule to find more times for small group instruction. Strategy's Expected Result/Impact: More closing of the gaps. Higher achievement in all demographics, but especially those who are struggling. Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Interventionists TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 5 - Perceptions 2 Funding Sources: - 211, 255, 289 Title I, II, IV Part A Basic Program	Formative		
	Oct	Jan	Mar

Strategy 2 Details	Formative Reviews		
Strategy 2: * Utilize Tutors, Interventionists, Instructional Contract Services and other support personnel to provide consistent assistance to all students in need with push in, pull out, during, after, before school, or Saturdays including Accelerated Instruction* Strategy's Expected Result/Impact: Increased achievement and closing of the performance gaps in STAAR. Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1, 5 - Student Learning 6 Funding Sources: Interventionist, coaches, and contract services - 211, 255, 289 Title I, II, IV Part A Basic Program, - 420 State Comp. Education (PIC30)	Formative		
	Oct	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: *Purchase testing materials, educational software and supplemental instructional materials for STAAR Remediation and improving student performance including Special Education, ESL and at-risk students* Strategy's Expected Result/Impact: Increased achievement and closing of the performance gaps in STAAR. Staff Responsible for Monitoring: Principal, Assistant Principal Funding Sources: - 211, 255, 289 Title I, II, IV Part A Basic Program, - 224 IDEA-B, - 263 TITLE III, PART A English Language Acquisition	Formative		
	Oct	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: *Utilize Special Education teachers and related Instructional Contract Services to maximize the learning of students with special needs.* Strategy's Expected Result/Impact: Increased achievement, growth, and closing the gaps in Special Education students. Staff Responsible for Monitoring: Principal, Assistant Principals, Special Education staff Problem Statements: Student Learning 6 Funding Sources: - 224 IDEA-B, - 420 Special Education (PIC23)	Formative		
	Oct	Jan	Mar

Strategy 5 Details	Formative Reviews		
Strategy 5: *Utilize Title III interventionists and related Instructional Contract Services to enhance LEP students' performance.* Strategy's Expected Result/Impact: Closing the gap in testing for our LEP population, particularly our Hispanic students. Staff Responsible for Monitoring: Principal, Assistant Principals, ESL Coordinator and staff TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: - 263 TITLE III, PART A English Language Acquisition, - 420 Bilingual Education (PIC25)	Formative		
	Oct	Jan	Mar

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Foundational reading skills are a major concern on our campus, with many students performing below grade level in phonics, fluency, and comprehension. Root Cause: The root causes appear to be the long-term impacts of the COVID-19 pandemic, which disrupted early literacy instruction during critical developmental years, as well as increased reliance on technology, which may have limited meaningful reading practice and reduced student engagement with print-based learning. Problem Statement 5: There is a learning gap among the students. Root Cause: Students are missing basic concepts of select subjects.
Student Learning
Problem Statement 6: SPED kids are struggling to have required learning to meet the academic demands of the grade level. Root Cause: Not enough sped resources/services.
Perceptions
Problem Statement 2: Students lack foundational skills in core subjects. Root Cause: Lack of motivation, short attention span, they know they will not be failed and passed on to the next grade.

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

Performance Objective 2: The percent of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 38% to 46% by June 2024 (HB3).

Katy-Academy All AA Hisp. Wh AI Asian PI 2 or more SpEd (c) Cont. Enrl N-Cont. Enrl Eco. Dis. EL
Grade 3 Reading At Meets Grade Level or Above 2019 64% 64% 56% 83% * 63% * * * 65% 62% 54% 58%
Grade 3 Reading At Meets Grade Level or Above 2020 67% 66% 58% 85% * 65% * * * 67% 64% 56% 60%
Grade 3 Reading At Meets Grade Level or Above 2021 70% 68% 60% 87% * 67% * * * 69% 66% 58% 62%
Grade 3 Reading At Meets Grade Level or Above 2022 73% 70% 62% 89% * 69% * * * 71% 68% 60% 64%
Grade 3 Reading At Meets Grade Level or Above 2023 76% 72% 64% 91% * 71% * * * 73% 70% 62% 66%

Grade 3 Mathematics At Meets Grade Level or Above 2019 53% 57% 31% 67% * 54% * * * 56% 42% 44% 50%
Grade 3 Mathematics At Meets Grade Level or Above 2020 58% 59% 33% 69% * 56% * * * 58% 44% 46% 52%
Grade 3 Mathematics At Meets Grade Level or Above 2021 61% 61% 35% 71% * 58% * * * 60% 46% 48% 54%
Grade 3 Mathematics At Meets Grade Level or Above 2022 64% 63% 37% 73% * 60% * * * 62% 48% 50% 56%
Grade 3 Mathematics At Meets Grade Level or Above 2023 67% 65% 39% 75% * 62% * * * 64% 50% 52% 58%

HB3 Goal

Strategy 1 Details		Formative Reviews		
Strategy 1: *Coaches and administrators support teachers with biweekly data meetings (BWM) , continuous observation/feedback cycles, and targeted professional learning activities to strengthen instructional delivery to close learning gaps. Strategy's Expected Result/Impact: Coaches will meet their quarterly coaching and BDM goals 100%. Administrators will meet their observation, walkthrough, and Instructional Rounds PL goals 100% Staff Responsible for Monitoring: Principals, Assistant Principals, Coaches Problem Statements: Demographics 5 - Perceptions 2 Funding Sources: - 420 Early Childhood Education (PIC36), - 211, 255, 289 Title I, II, IV Part A Basic Program		Formative		
		Oct	Jan	Mar

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 5: There is a learning gap among the students. Root Cause: Students are missing basic concepts of select subjects.
Perceptions
Problem Statement 2: Students lack foundational skills in core subjects. Root Cause: Lack of motivation, short attention span, they know they will not be failed and passed on to the next grade.

Goal 2: The school will employ, develop and retain highly effective staff and administrators to maximize learning for all students.

Performance Objective 1: Provide professional development opportunities for teachers and staff.

HB3 Goal

Evaluation Data Sources: Walkthrough, observations, feedback

Strategy 1 Details	Formative Reviews		
Strategy 1: *Provide professional development opportunities to teachers and staff using contracted services* Strategy's Expected Result/Impact: Improved teacher effectiveness and evaluations Staff Responsible for Monitoring: Principals, Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Demographics 1, 4 - Student Learning 2, 6 Funding Sources: Professional Development - 211, 255, 289 Title I, II, IV Part A Basic Program	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize mentor teachers, coaches, and department chairs for on-boarding new teachers and teachers in need of assistance Strategy's Expected Result/Impact: Teachers grow and adapt quickly. They are guided to be the best for their students. Staff Responsible for Monitoring: Principals, Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 420 State Comp. Education (PIC30), - 211, 255, 289 Title I, II, IV Part A Basic Program	Formative		
	Oct	Jan	Mar

Strategy 3 Details	Formative Reviews		
Strategy 3: *Coaches and administrators support teachers with biweekly data meetings (BWM) , continuous observation/feedback cycles, and targeted professional learning activities to strengthen instructional delivery to close learning gaps. Strategy's Expected Result/Impact: Coaches will meet their quarterly coaching and BDM goals 100%. Administrators will meet their observation, walkthrough, and Instructional Rounds PL goals 100% Staff Responsible for Monitoring: Principals, Assistant Principals, Coaches ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 5 Funding Sources: - 420 Early Childhood Education (PIC36), - 211, 255, 289 Title I, II, IV Part A Basic Program	Formative		
	Oct	Jan	Mar

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Foundational reading skills are a major concern on our campus, with many students performing below grade level in phonics, fluency, and comprehension. Root Cause: The root causes appear to be the long-term impacts of the COVID-19 pandemic, which disrupted early literacy instruction during critical developmental years, as well as increased reliance on technology, which may have limited meaningful reading practice and reduced student engagement with print-based learning.
Problem Statement 4: Students no longer see the benefits of learning. Root Cause: Easy access to the internet (AI, social media platforms).
Problem Statement 5: There is a learning gap among the students. Root Cause: Students are missing basic concepts of select subjects.
Student Learning
Problem Statement 2: Pacing guide is faster than teacher would like because there is no wiggle room to take additional days to cover a topic and to complete all of the topics. Root Cause: The YAG should include time for a review day after a CBA is given. This will give teachers a flex day.
Problem Statement 6: SPED kids are struggling to have required learning to meet the academic demands of the grade level. Root Cause: Not enough sped resources/services.

Goal 2: The school will employ, develop and retain highly effective staff and administrators to maximize learning for all students.

Performance Objective 2: Recruit and retain highly qualified teachers and staff for all students.

HB3 Goal
Evaluation Data Sources: Walkthroughs, observations, feedback

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff will continue to use the school Dashboard to stay on top of deadlines, etc. A school calendar will be created that will send notifications and reminders to teachers. Strategy's Expected Result/Impact: Teachers have greater communications with administration which leads to less missed deadlines, more classroom productivity, and better growth tracking for students Staff Responsible for Monitoring: Principals, Assistant Principals, Coaches ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 420 State Comp. Education (PIC30)	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: School will hire international staff members who are highly-qualified with a Bachelor's degree from their previous country. Strategy's Expected Result/Impact: School will the number of appropriately certified teachers in order to serve our growing EB student population. Staff Responsible for Monitoring: Principal, Assistant Principal. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Funding Sources: Title II or BEA funds - 211, 255, 289 Title I, II, IV Part A Basic Program	Formative		
	Oct	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Provide volunteer opportunities for students and parents at school and in the community.

Evaluation Data Sources: Parent, student, staff, and community feedback

Strategy 1 Details	Formative Reviews		
Strategy 1: *Provide opportunities at school for parents to participate in academic and social events with their children* Strategy's Expected Result/Impact: More parent involvement leads to higher scores. Staff Responsible for Monitoring: Principal, Assistant Principal, Engagement, Federal Programs Coordinator TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 3 Funding Sources: - 211, 255, 289 Title I, II, IV Part A Basic Program	Formative		
	Oct	Jan	Mar
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Some parents need technology support on Skyward and Schoology usage in order to help their scholars. Root Cause: There is technology or applications that the school uses that parents may not be familiar with.

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

Performance Objective 2: Enhance communication, collaboration, and involvement among the staff, parents, and community to support the students.

Evaluation Data Sources: Parent, student, staff, and community feedback

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop a texting program to communicate with parents. Strategy's Expected Result/Impact: Increased parent involvement and therefore student achievement. Staff Responsible for Monitoring: Principal, Engagement Coordinator ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211, 255, 289 Title I, II, IV Part A Basic Program, - 420 State Comp. Education (PIC30)	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Encourage teachers to schedule home visits to all, especially economically disadvantaged students and students who are struggling academically. Strategy's Expected Result/Impact: Increased parental involvement and therefore student achievement, particularly in our struggling populations. Staff Responsible for Monitoring: Principal, Engagement Coordinator ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211, 255, 289 Title I, II, IV Part A Basic Program	Formative		
	Oct	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide parents multiple opportunities and methods to both communicate and receive communication from the school and their child's teachers. Examples: Parent/Teacher conferences, Wednesday Mail, SchoolReach, Voly program, newlsetters, and email. Strategy's Expected Result/Impact: Better communication between families and staff. Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, and Staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Communication options - 211, 255, 289 Title I, II, IV Part A Basic Program	Formative		
	Oct	Jan	Mar

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide parents with training through our Parent University to teach more about the software used, our curriculum, and how parents can help at home. Institute Curriculum Nights and MAP Night to share information with parents. Strategy's Expected Result/Impact: Better student scores, increased parent involvement Staff Responsible for Monitoring: Principal, Assistant Principals, Engagement Coordinator, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: - 211, 255, 289 Title I, II, IV Part A Basic Program	Formative		
	Oct	Jan	Mar

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Some parents do not know how to access or use school software programs such as the skyward, schoology etc. Root Cause: Front office and IT department do not give enough support to parents regarding our school software programs.

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

Performance Objective 1: Provide a safe school environment for all students and staff.

High Priority

Evaluation Data Sources: Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: *Provide staff development in safe schools and enforce a school safety program that addresses conflict management, bullying, suicide prevention, discipline management, violence prevention and intervention methods.* Strategy's Expected Result/Impact: Surveys and improved discipline Staff Responsible for Monitoring: Principals, Assistant Principals ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2, 4 - Student Learning 5 Funding Sources: - 420 State Comp. Education (PIC30)	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Help students track and evaluate their fitness assessment data and ensure that they participate in moderate to vigorous physical activity Strategy's Expected Result/Impact: Healthier, more active students. Decreased absences due to illness. Staff Responsible for Monitoring: Principal, Assistant Principals, Physical Education Staff. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 461 Activity Fund, - 420 State Comp. Education (PIC30)	Formative		
	Oct	Jan	Mar

Strategy 3 Details	Formative Reviews		
Strategy 3: Hire additional Behavioral Counselors or seek counseling services to support the ongoing social emotional needs of students as it relates to their learning. Strategy's Expected Result/Impact: A Behavioral counselor will be hired to meet the social-emotional needs of our students by contracted counseling services, mentee counseling services, and other means Staff Responsible for Monitoring: Principal/Assistant Principal Problem Statements: Demographics 2, 4 - Student Learning 5 Funding Sources: - 211, 255, 289 Title I, II, IV Part A Basic Program	Formative		
	Oct	Jan	Mar

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a rise in disruptive classroom behaviors that negatively affect the student learning environment. Root Cause: Key contributing factors include chronic absenteeism, which disrupts learning continuity and leads to disengagement; students arriving hungry or tired, which affects focus, emotional regulation, and participation; and excessive screen time, which can diminish attention spans, sleep quality, and social-emotional well-being.
Problem Statement 4: Students no longer see the benefits of learning. Root Cause: Easy access to the internet (AI, social media platforms).
Student Learning
Problem Statement 5: Increased behavior problems among classes. Root Cause: Students are getting too comfortable having the same students every year in their classes.

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

Performance Objective 1: Provide one to one technology devices (Chromebooks/IPADS/Computers/Laptops) to maximize learning for all students in all core subject areas/ research based projects and train teachers to maximize learning.

Evaluation Data Sources: Annual Budget Expenditures, Technology Inventory, Technology Purchase Orders/Invoices, Annual District & Campus PL Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: *Purchase technology devices (document camera, laptop, chromebook, etc.) and educational software to maximize learning and teaching.* Strategy's Expected Result/Impact: Each campus will have one to one technology available for technology and curriculum implementation at the campuses. Staff Responsible for Monitoring: Principal, Assistant Principals, IT, Business Manager ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 4 Funding Sources: - 420 State Comp. Education (PIC30), - 211, 255, 289 Title I, II, IV Part A Basic Program	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: *Provide staff development on integration of technology in instructional and administrative programs* Strategy's Expected Result/Impact: Better training of staff leads to better student understanding. Improved ALEKS performance Staff Responsible for Monitoring: IT, Principal, Dean of Academics, Campus Coaches. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Demographics 4 Funding Sources: - 211, 255, 289 Title I, II, IV Part A Basic Program, - 420 State Comp. Education (PIC30)	Formative		
	Oct	Jan	Mar
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: Students no longer see the benefits of learning. Root Cause: Easy access to the internet (AI, social media platforms).

School Processes & Programs

Problem Statement 4: Need more technology devices (Chromebooks/IPADS) to maximize learning for all students in all core subject areas/ research based projects and training to staff on utilizing technology and instructional resources to maximize learning. **Root Cause:** With the continuous shift to digital learning platforms and online assessments locally and at the state level, the need to improve connectivity and device availability is still needed.

Goal 6: The school will provide opportunities for students to extend their knowledge in subjects of their interest beyond curriculum level.

Performance Objective 1: Increase number of student enrolled in extracurricular programs offered by the school.

Evaluation Data Sources: Club and competition enrollment.

Strategy 1 Details	Formative Reviews		
Strategy 1: Ask teachers to offer variety of clubs and contract with organizations to offer programs at school Strategy's Expected Result/Impact: More students finding their calling and being more invested in school Staff Responsible for Monitoring: Principals, Assistant Principals, Engagement Coordinator, Teachers Funding Sources: - 461 Activity Fund	Formative		
	Oct	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: The school will provide opportunities for students to extend their knowledge in subjects of their interest beyond curriculum level.

Performance Objective 2: Have students complete projects and join competitions and contests.

Evaluation Data Sources: Increased participation in activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage students to participate in various competitions. Math Counts, Math League, Science Fairs, Robotics etc. Strategy's Expected Result/Impact: Increased participation TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Oct	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

211, 255, 289 Title I, II, IV Part A Basic Program					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2	Interventionist, coaches, and contract services		\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
2	1	1	Professional Development		\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	2	2	Title II or BEA funds		\$0.00
3	1	1			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	3	Communication options		\$0.00
3	2	4			\$0.00
4	1	3			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$365,899.47
+/- Difference					\$365,899.47
224 IDEA-B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	4			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$237,942.33
+/- Difference					\$237,942.33

244 Perkins V					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,723.17
+/- Difference					\$6,723.17
263 TITLE III, PART A English Language Acquisition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	5			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$49,268.47
+/- Difference					\$49,268.47
420 Career and Technology (PIC22)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$227,551.00
+/- Difference					\$227,551.00
420 State Comp. Education (PIC30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
2	1	2			\$0.00
2	2	1			\$0.00
3	2	1			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$528,267.00
+/- Difference					\$528,267.00

420 Early Childhood Education (PIC36)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
2	1	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$345,410.00
+/- Difference					\$345,410.00
420 Special Education (PIC23)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$405,804.00
+/- Difference					\$405,804.00
420 Bilingual Education (PIC25)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$123,901.00
+/- Difference					\$123,901.00
420 Dyslexia (PIC37)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,797.00
+/- Difference					\$5,797.00
420 College Career & Military Readiness (PIC38)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

420 General Funds (Charter Schools)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
461 Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			\$0.00
6	1	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
420 Gifted & Talented (Intend Code: 21)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$32,451.00
+/- Difference					\$32,451.00
Grand Total Budgeted					\$2,329,014.44
Grand Total Spent					\$0.00
+/- Difference					\$2,329,014.44