

Harmony Public Schools - Houston West

Harmony Science Academy - Sugar Land

2026-2027 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	10
School Processes & Programs	14
Perceptions	17
Goals	20
Goal 1 : Exceed state and national (where applicable) standards/averages for all student ...	21
Goal 2 : The School will employ, develop and retain highly qualified staff to maximize lear...	24
Goal 3 : The School will work jointly with parents and the community to maximize learnin...	26
Goal 4 : The School strives to ensure a safe, healthy and orderly environment conducive ...	28
Goal 5 : The School will utilize technology to maximize learning for all students and to en...	30
Goal 6 : The School will give students the opportunity to expand their knowledge in the s...	31



Comprehensive Needs Assessment

Demographics

Summary

Our school proudly serves 755 students in grades K–5 in Sugar Land, Texas. As a charter school, enrollment is determined through a lottery system, ensuring fair access for all families.

We provide a dynamic learning environment where every child is encouraged to grow academically, socially, and creatively. Our strong STEM program is a cornerstone of our curriculum, fostering curiosity, critical thinking, and problem-solving skills from an early age.

Our commitment to academic excellence means that each student is both challenged and supported throughout their educational journey. We strive to meet learners where they are and help them reach their full potential.

Beyond academics, our close-knit community is at the heart of everything we do. Students, families, and staff collaborate to create a welcoming, inclusive, and engaging environment where every child can truly thrive.

Who Are Our Stakeholders:

The stakeholders include the principal, teachers, students, parents, support staff, and members of the local community, including community leaders. All stakeholders collaborate to ensure school events and activities are planned and executed effectively.

Each group plays an important role in the decision-making process, contributing ideas and support to enhance overall school wellness—academically, socially, and emotionally.

Do Our Special Programs Align with the Needs of Our Students?

Our special programs include Gifted & Talented, STEM enrichment, Bilingual/ESL, and Special Education. These programs are designed to meet the diverse needs of our students, families, and community.

They reflect the values and educational philosophy of our teachers and administrators, who are committed to fostering a challenging, inclusive, and supportive learning environment where every student can thrive.

Do Our Special Programs Align with the Philosophy and Beliefs of Our Teachers and Administrators?

Absolutely. The philosophy and beliefs of our teachers and administrators center around the idea that all students can learn and show individual growth. Our special programs are designed to support this belief by providing opportunities for all students to succeed, whether through academic enrichment, language development, or specialized support.

Student Behavior Trends:

One of our biggest challenges this year continues to be students struggling with conflict resolution, which has led to incidents of students hitting each other. Our goal is to help students develop better strategies for handling conflicts in a peaceful and constructive manner.

Discipline Referrals:

- This year, **2nd grade** has seen the highest number of referrals, though we've seen progress in reducing overall incidents.
- Discipline referrals have dropped significantly to **90 incidents** from **200 last year**. This shows that our efforts to address student behavior are making a positive impact.

Student Mobility Rate:

We have a **3.7%** mobility rate, indicating that most of our students are remaining enrolled at the school, contributing to a stable learning environment.

Support Systems in Place:

As a non-zoned school, we do not provide support services typically available in zoned schools, but we ensure all students receive

the academic support they need through our specialized programs and a dedicated staff. This includes interventions for behavioral challenges, language development, and academic support.

Class Size and Ratios:

- **Average Class Size:** 30 students
- **Student-to-Teacher Ratio:** 17:1
- **Student-to-Support Staff Ratio:** 1:1

These ratios ensure that students receive individual attention when necessary, although the average class size presents opportunities for further support through additional resources.

Attendance and Truancy Rates:

- **Attendance Rate:** 98.47%
- **Truancy Rate:** Less than 10%

Our attendance rate is exceptional, showing that students are engaged and committed to being present at school, while the low truancy rate demonstrates our efforts to ensure students are attending regularly.

Dropout/Retention Rates:

We have maintained a **0% dropout/retention rate**, which speaks to our dedication to keeping students on track academically and socially and offering the necessary support to help them succeed.

In summary, while we are seeing positive trends in most areas, addressing behavior issues through conflict-resolution training and continuing to support our student's academic and emotional needs will be key to further growth.

Our student body remains diverse, and the gender distribution is nearly balanced in every class, with about the same number of male and female students. This trend has remained consistent over the past 3-5 years, helping to maintain a well-rounded and inclusive school environment.

The demographic breakdown is as follows:

- **Asian:** 52%
- **African American:** 22%
- **Hispanic:** 13.8%
- **Caucasian:** 10%
- **American Indian:** 1.4%
- **Others:** 0.10%

This diverse mix of cultures and backgrounds is a key strength of our school, fostering a rich environment where students learn from each other's unique perspectives. It also aligns with our mission to focus on community, culture, and character-building, preparing students to thrive in a global society.

The wide representation of different ethnicities contributes to a well-rounded educational experience that values diversity, promotes inclusivity, and enriches the learning environment for all students.

Our school boasts a diverse and talented staff made up of administrators, teachers, and support staff who bring a wealth of knowledge, experience, and cultural perspectives to our school community. The diversity of our staff is reflected not only in their backgrounds but also in the languages spoken, including:

- **English**
- **Spanish**
- **Urdu/Hindi**
- **Vietnamese**
- **Turkish**
- **Arabic**
- **Mandarin**
- **Igbo**
- **Bosnian**
- **Russian**
- **American Sign Language**

This multilingual staff allows us to better serve our diverse student population, particularly our Emergent Bilingual students, by fostering clear communication and building stronger connections with families from different cultural backgrounds.

Gender and Incentive Structure:

While the majority of our staff members are female, our focus remains on maintaining a balanced and supportive environment for all staff, regardless of gender.

We offer four incentive allotments to our staff, recognizing their dedication and hard work:

- **TIA Bonus** (Teacher Incentive Allotment)
- **SLO Bonus** (Student Learning Objectives)
- **Testing Bonus**
- **ILT Bonus** (Instructional Leadership Team)

These bonuses are designed to reward staff for their contributions to student achievement and their role in improving our school environment.

Teacher Qualifications:

- **Certified Teachers:** 77% of our full-time teachers are fully certified, ensuring that we meet high standards for instructional quality.
- **Experienced Teachers:** 90% of our teachers have 3 or more years of experience, which helps maintain consistency and expertise in the classroom, benefiting student learning and development.

The combination of experienced, certified teachers, along with a diverse and multilingual staff, ensures that our students are receiving high-quality, personalized education while being supported by a team that understands and celebrates cultural diversity.

Our school is situated in an older neighborhood that is bordered by businesses, with a significant portion of residents working as business owners. The community is thriving and experiencing growth, which brings both exciting opportunities and challenges.

One of the most notable aspects of our community is its **high level of diversity**, with people from a wide range of cultural backgrounds. This diversity is reflected in the languages spoken throughout the area, including:

- **English**
- **Spanish**
- **Urdu/Hindi**
- **Vietnamese**
- **Turkish**
- **Arabic**
- **Mandarin**
- **Igbo**
- **Bosnian**
- **Russian**
- **American Sign Language**

The multicultural richness of our community creates a unique and vibrant atmosphere, where different cultures, traditions, and languages blend together. This cultural diversity provides students with a well-rounded perspective and fosters inclusivity, while also helping our families feel connected to the school.

As the community continues to grow, we remain focused on building strong relationships with local businesses and families, ensuring that we continue to provide a supportive and welcoming environment for everyone. This shared sense of pride and unity is a key factor in the success and future of both the school and the surrounding neighborhood.

Our school's diversity is our greatest strengths, both student and teacher diversity, experience, interests, etc.

Strengths

The diversity at our school—among both students and staff—stands as one of our greatest strengths. It creates a rich, dynamic learning environment that supports the growth and development of every individual.

Student Diversity:

We have a student body that represents a wide range of cultural, ethnic, and linguistic backgrounds. This diversity allows our students to learn from one another, building cultural awareness and empathy. It helps students develop the skills they need to thrive in an increasingly global society.

Our diverse student population, with its various perspectives, contributes to a vibrant, inclusive atmosphere where students feel respected and valued. They learn the importance of collaboration, communication, and understanding across cultures.

Teacher and Staff Diversity:

Our staff also reflects a broad spectrum of cultural backgrounds and experiences. With teachers and administrators who speak multiple languages and come from diverse cultural contexts, we create a learning environment that meets the unique needs of our students and their families. The wide range of experiences, interests, and perspectives that our staff bring to the table further enriches our school culture and enhances our ability to teach and support every student.

This diversity is reflected not only in our multicultural classroom discussions but also in the creative ways teachers approach learning. By drawing on their varied backgrounds, our educators are able to offer different viewpoints, diverse teaching strategies, and tailored support to best reach our students.

Experience and Interests:

Our teachers bring with them a wealth of experience and expertise, including those with years of experience in education and those who are newer but bring fresh ideas. The broad range of interests and specialties that our staff members have—whether in STEM, the arts, or language development—ensures that students are exposed to a variety of ideas and talents, which enhances their overall educational experience.

In conclusion, our school's diversity—among students and staff alike—is integral to our success. It fosters a culture of inclusivity, respect, and collaboration, allowing us to meet the needs of our community while preparing students to be thoughtful, open-minded, and engaged global citizens.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	A percentage of students are not reading or performing at grade level due to limited proficiency in the English language.	Students do not have exposure to background knowledge needed to understand on grade level curriculum.
2	The campus recorded a high volume of discipline referrals, which disrupts instructional time and impacts student learning.	Character initiatives and behavioral support measures, such as restorative circles and kindness programs, have not been fully or consistently implemented by all staff members.

 = Priority

Student Learning

Summary

During the 2024–2025 school year, students demonstrated consistent academic growth across all tested areas. STAAR ELAR scores increased from 97% to 99%, Math scores rose from 96% to 98%, and Science scores improved from 92% to 97%. The campus also maintained an A rating, reflecting strong overall student performance.

For the 2025–2026 school year, NWEA data show that 77.44% of students met or exceeded their MAP growth goals in Math, while 78.4% did so in ELA. These results indicate continued academic progress and reflect our commitment to adjusting instruction to meet students' needs and ensure their success.

This growth demonstrates progress in closing learning gaps across all subjects and is supported by targeted instructional practices, including differentiated instruction, data-driven small group teaching, and after-school tutoring. Additionally, focused professional development has strengthened teachers' ability to use data effectively to address individual learning needs, contributing to increased student achievement.

Overall, STAAR results indicate strong academic performance across all subjects, with exceptionally high achievement at the Approaches level (98–100%). This reflects sustained success in ensuring that nearly all students meet minimum grade-level expectations.

At the Meets level, performance in Math and Reading ranges from 85–89%, while Science is lower at 77%, indicating an area for targeted improvement. A closer analysis of student groups reveals notable gaps at the Masters level among Economically Disadvantaged students, current EB/EL students, and students receiving Special Education services. These gaps highlight the need to shift instructional focus from basic proficiency to advanced mastery in order to close rigor gaps.

From 2024 to 2025, the campus demonstrated strong academic growth across all performance levels:

- **Approaches:** Increased from 95% to 98% (+3)
- **Meets:** Increased from 81% to 86% (+5)
- **Masters:** Increased from 49% to 59% (+10)

The most significant gain occurred at the Masters level, reflecting substantial improvement in advanced academic achievement. This progress indicates that instructional efforts are increasingly promoting higher levels of rigor and deeper student learning.

Overall, grade-level percentiles increased as students progressed from one grade to the next, with the exception of second grade. Second grade showed a decline of 7 percentage points in Math and a 4-point decrease from first to second grade.

This decline may be attributed to students' first exposure to more rigorous assessment formats, including longer questions and passages, as well as the removal of supports such as text-to-speech unless required by accommodations.

2025 Fall Reading MAP Scores

Kinder- 54th percentile

1st Grade- 77th percentile

2nd Grade- 73rd Percentile

3rd Grade- 76th Percentile

2025 Fall Math MAP Scores

Kinder- 68th percentile

1st Grade- 77th percentile

2nd Grade- 70th percentile

Harmony Science Academy Sugar Land has been recognized for its outstanding academic achievement, earning a nomination from the state of Texas for the National Blue Ribbon Schools Program in both the High Performing (HP) and Gap Closing (GAP) categories. Each year, up to 26 exceptional public schools in Texas are selected for nomination, and HSA-SL proudly received the National Blue Ribbon Award for the 2025–2026 school year.

In addition, HSA-SL has earned and maintained all six state Distinction Designations for the past five consecutive years, reflecting consistent excellence across all academic areas. The school's performance is comparable to that of top-performing traditional elementary schools, such as Anne McCormick Sullivan Elementary, as evidenced by its A ratings and sustained academic growth.

These accomplishments demonstrate that HSA-SL remains highly competitive among high-performing Fort Bend ISD elementary schools and continues to exceed expectations for its student population.

2024- 2025 STAAR Math- 98% Reading- 99% 5th Science 95%

2025-2026 MAP/Winter- Math- 77.44% , Reading- 78.4%

2025-2026 S1 Report Card- A Honor Roll- 30% AB Honor Roll- 40%

HSA-SL performs well on state assessments with a high percentage of students passing the STAAR test with approaches. The overall majority of our student population is showing growth based on NWEA MAP scores.

A wide range of stakeholders—including the principal, teachers, students, parents, support staff, and members of the local community and community leaders—work collaboratively to ensure that school events and activities run smoothly and effectively. All stakeholders contribute to shared decision-making focused on improving overall school wellness, both academically and socially.

The Response to Intervention (RTI) Committee, composed of teachers, support staff, deans, and the principal, meets regularly to review students' academic progress and ensure appropriate interventions and supports are in place to meet individual needs.

The Campus Needs Assessment (CNA) team, which includes parents, support staff, deans, and the principal, works together to establish a foundation for continuous improvement by developing a strategic plan to guide campus growth for the upcoming school year.

School-wide events such as STEAMfest, Fall Festival, Winter Gala, field trips, and Field Day involve collaboration among all stakeholders, including the principal, teachers, students, parents, support staff, and the local community. These groups work together to plan and execute successful, engaging events, with active participation from all members.

Academic and enrichment programs—including Gifted and Talented (GT), Emergent Bilingual (EB), Honors classes (HMA), and the National Elementary Honor Society (NEHS)—involve the principal, teachers, parents, deans, and support staff. These programs provide differentiated instruction and targeted support, allowing students to develop academic skills, leadership abilities, and real-world applications of their learning.

Community-focused initiatives such as food drives, service projects, "Mornings with Mrs. Merchants," Title I events, and Road to Success programs bring together students, teachers, parents, deans, and the principal to strengthen connections between the school and the broader community while supporting overall well-being.

Family engagement events, including partnerships like Chuck E. Cheese nights, foster positive relationships among students, families, staff, and the community, promoting both academic and social growth.

Celebratory events such as Kindergarten and 5th Grade graduations involve students, parents, teachers, deans, support staff, community leaders, and the principal, providing meaningful opportunities to recognize student achievements.

Finally, Book Fair Week engages students, parents, teachers, and staff in promoting literacy by encouraging a love of reading and exposing students to a variety of genres.

Our special programs are designed to meet the diverse needs and aspirations of our students, families, and community. Parents seek access to resources that enrich and enhance learning experiences tailored to their children's individual needs. Our philosophy is grounded in our P-R-I-D-E values—Perseverance, Respect, Integrity, Dedication, and Empathy—which guide our commitment to student growth and success.

This year, we have strengthened collaboration between department heads and coordinators to ensure educators effectively use real-time student data, modern instructional resources, and targeted professional development. Our approach now goes beyond basic support, focusing on the specific needs of students in Gifted and Talented (GT), English as a Second Language (ESL), Special

Education, Title I, Fine Arts, and athletic programs.

Through refined, data-driven meeting cycles, we have become more agile in adapting teaching practices to the evolving academic and emotional needs of every student. This ensures that our special programs remain proactively aligned with both campus goals and community expectations.

Our campus employs a systematic approach to ensure students who are absent do not fall behind and that all students receive the support they need to succeed.

Blended Learning and Tutorials:

Teachers use blended learning time to reteach content missed by absent students and to reinforce skills where students struggle. Classwork is accumulated and assigned for completion in the morning before class begins. After-school tutorials in Math, Science, and Reading/Language Arts (RLA) deepen understanding of grade-level skills, while Saturday tutorials target students in Tier 2 and Tier 3.

Targeted Interventions:

Interventionists provide Tier 3 instruction for students who need intensive support. RTI meetings are held three times per year to monitor academic progress and ensure students receive the appropriate interventions. Parent-Teacher Conferences occur twice a year to discuss academic progress and classroom behavior. Additionally, ARD meetings adjust services for students with individualized needs, ensuring tailored instruction.

Support for Absent and At-Risk Students:

- Teachers reteach lessons during blended learning sessions to help absent students stay on track.
- Students at risk for failing receive additional support, including direct communication with parents via phone or email and access to at-home resources.
- Tutorials are offered on Mondays, Tuesdays, Thursdays, and Saturdays to provide additional learning opportunities.

Campus-Wide Strategies for Reteaching and Support:

1. **Small Groups:** Data from Performance Matters guides small-group instruction tailored to student needs.
2. **Online Applications:** Teachers use platforms like Schoology, Zearn, and Progress Learning to track, modify, and personalize assignments.
3. **Communication:** Ongoing communication with parents and stakeholders ensures students' learning gaps are addressed promptly.
4. **Attendance Monitoring:** The attendance specialist tracks student absences and follows up appropriately.
5. **Community Support:** The campus CIS (Community in Schools) provides additional outreach and support.
6. **Incentives:** School-wide programs such as PBA points encourage consistent attendance.
7. **Positive School Environment:** Building connections and maintaining a supportive environment motivates students to attend regularly.
8. **Early Intervention:** RTI and MTSS processes develop individualized support plans for students needing academic or behavioral assistance.

Through these strategies, HSA-SL ensures that all students, including those who are absent or at risk, have access to consistent instruction, targeted support, and opportunities to succeed academically and socially.

Strengths

Students take a more active role in learning by helping their peers during small groups or pair activities during instruction time.

Students keep track of their academic goals using MAP and interim scores.

Students take ownership and responsibility for their attendance by tracking missing assignments. (Upper Grades)

Students have a strong responsibility for learning tasks completed on software (ZEARN, STEMSCOPES, AMPLIFY, etc.)

We are a high performing campus with parent support. Students are reaching approaching levels in the STAAR assessment (98-99%). Students are encouraged to achieve mastery level.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 Students are achieving approaches level on the STAAR assessment but the percentage of students who reached Meets/Masters is lower.	Teachers often struggle to meet the needs of students during whole-group instruction when performance levels vary widely. While trying to ensure that all students can access the content, instruction may not consistently challenge high-performing students or push their thinking to deeper levels.
2 We currently have 90 ELA and 80 Math students receiving Tier 2 and Tier 3 instruction	Teachers are having difficulty analyzing data, creating small group instructional lessons, and delivering the lessons with fidelity.

★ = Priority

School Processes & Programs

Summary

Teachers receive a high level of support, including compensation for home visits and completion of micro-credentials. Additional incentives include performance-based bonuses and opportunities for Teacher Incentive Allotment (TIA) recognition. Teachers are assigned to subjects based on their strengths and may receive stipends for hard-to-staff positions. Salary increases are also provided based on years of service within the district.

Instructional support is provided through regular observations conducted by instructional coaches, who assess teachers' areas for growth and provide targeted feedback and strategies for classroom implementation. The campus facilitates Professional Learning Communities (PLCs) that address schoolwide priorities, such as developing clear success criteria and fostering student-led classrooms. Model teachers serve on the Instructional Leadership Team, offering a teacher perspective on instructional needs. They also model best practices by recording and demonstrating lessons for their peers.

An RTI (Response to Intervention) committee reviews student data to determine which students require additional support, including math and ELA interventions, ESL services, or special education. Student progress is reviewed at the end of each semester to evaluate growth and determine next steps. Parents are notified of tiered interventions and provided with action plans to support their child's academic progress. Student growth is monitored using MAP, mCLASS, and Interim STAAR data to track progress and set goals for upcoming semesters.

Lesson preparation is monitored through stack audits to ensure instructional rigor and alignment to student needs. Blended learning practices are also reviewed to ensure students receive effective small-group instruction and targeted intervention.

The campus offers a variety of extracurricular programs aligned with its focus on science and technology, including chess club, STEM club, FIRST LEGO League (FLL), coding club, Math Kangaroo, drone club, and Name That Book club. These programs provide a safe, engaging, and rigorous environment for students.

High-risk students receive additional support through small-group instruction during blended learning, as well as after-school and Saturday tutorials.

Data collection plays a critical role in fostering an inclusive and supportive learning environment. Academic data shows that participation in Gifted and Talented (GT) programs correlates with higher achievement. Ongoing data analysis ensures all students receive appropriate support and helps identify which instructional strategies are effective. When strategies are not successful, adjustments are made. Special education services are grounded in peer-reviewed research and best practices.

The school offers 13 STEAM-related after-school clubs where students apply prior knowledge and newly developed skills in meaningful ways. Coding and programming are integrated across content areas. In science, students code simulations to visualize phenomena such as weather patterns. In technology classes, students use platforms like Learning.com and CodeMonkey. In art, students design 3D models on graph paper, create them using Tinkercad, and print them using Cura. STEAM projects also incorporate math skills, such as measurement and design.

Students are encouraged to participate in extracurricular activities to deepen their interests and prepare for future academic and career opportunities. They develop problem-solving skills that can be applied to real-world situations, including financial literacy activities like book fairs and business fairs.

Students regularly use technology, including Chromebooks and educational platforms such as Amplify, Raz-Kids, and Zearn, both in and out of school. Technology Applications classes teach essential digital skills. Weekly STEM classes provide opportunities for coding and working with tools like micro:bits.

All students have access to support services, including the nurse's office, after-school programs, field trips, and enrichment classes such as art and music. Health accommodations are provided as needed, and additional support is available through Communities in Schools.

All assessments are aligned with district curriculum and state TEKS standards. Lessons are backward-planned using scope and sequence documents and are carefully prepared to identify potential misconceptions and define expected outcomes. Instruction is data-driven, incorporating higher-order thinking questions and checks for understanding. Formative assessments guide intervention decisions and address learning gaps.

The school prioritizes strong conditions for learning by protecting instructional time and maintaining a structured schedule. Teachers are provided with planning and collaboration time, while students benefit from enrichment and intervention opportunities, including extended day programs and summer learning. Thoughtful scheduling, including recess and technology integration, supports overall student success.

Equity is a central focus, ensuring that all students—regardless of background—have access to the resources, opportunities, and support needed to succeed.

College and career readiness is embedded throughout the school culture. Students are encouraged to develop positive behaviors and mindsets through daily pledges and visual reminders displayed across campus, including college-themed areas and mission statements.

The school prioritizes keeping students in the classroom whenever possible. Students are only removed if they pose a safety risk to themselves or others. Classroom expectations are often co-created with students to promote ownership and accountability. Behavior is monitored using Reinforcement Points (RP), and communication with parents is maintained through tools like ClassDojo and email.

While there have been no reported bullying incidents, there have been a small number of cases involving suicide prevention concerns and instances of physical or verbal aggression, which are addressed promptly and with appropriate support.

Strengths

Family involment

RTI process

Club variety

Morning SEL

Lesson prep

Reward system

Tutorials (after school and Saturday)

High attendance

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Some students have low software use at home due to lack of parent involvement at home.	Some working parents are unable to attend campus events due to being unavailable during the day to hear the importance of home support. Other possible issues may be time at home once families arrive home after daycare or extra-curricular activities. Homework packets may also take precedent over software time due to be taken for a grade when software is not.
2 Teachers are overwhelmed with the number of students within the classroom as well as there being a large number of students that have gaps within one class making it harder to address the needs of every student within the class. On top of this student behaviors due to learning gaps cause the learning environment to be a stressful environment for the teacher and their learners.	Too many students within the classroom as well as students not being heterogeneously spread throughout the grade level sections.

★ = Priority

Perceptions

Summary

Between the 2021–2022 and 2023–2024 school years, attendance increased among African American, White, and students identifying with two or more races. Attendance remained consistent among Hispanic students but declined among Asian students.

The most common behavior concern is classroom disruption, including excessive talking. Data indicates that the majority of referrals stem from these disruptions. Incidents are more frequent in Kindergarten through 2nd grade compared to upper grade levels. The most common consequences are in-school suspension and being sent home. This pattern suggests that discipline challenges are primarily related to student engagement, routines, and classroom management rather than safety concerns. As a result, professional development focused on classroom management, student engagement strategies, and restorative practices may be more effective than punitive approaches.

Student conflict has decreased through the implementation of Character Education initiatives. Teachers incorporate strategies such as community circles, social-emotional learning (SEL) videos, and mini character lessons. Virtual counseling is available through the SAF process, and additional SEL support is provided through Communities in Schools.

Staff retention declined from 93.4% to 73% following the pandemic but has since improved, with the most recent rate stabilizing at 88%.

New teachers are supported through mentoring and coaching, including regular feedback and goal-setting aligned to annual expectations. Teachers receive resources and guidance to meet these goals. An increasing number of teachers are qualifying for Teacher Incentive Allotment (TIA) recognition, which is motivating others to improve their practice.

During Comprehensive Needs Assessment (CNA) meetings, stakeholders are invited to share input on strengthening partnerships, improving communication, and increasing family engagement. Business and community leaders contribute insights on workforce skills aligned with the school's STEM focus, particularly during events such as the STEAM Festival. Parents and family engagement specialists also offer strategies to promote meaningful two-way communication and create a welcoming environment.

Parent Climate Survey results indicate that families view the school as a safe environment during and after school hours. Parents feel welcomed by the school's diversity, and the presence of campus security contributes to a sense of safety.

To accommodate working families, the school offers events before and after typical work hours, as well as virtual meeting options. Translation services are provided to ensure effective communication with all families, and the school connects families with community resources when needed.

Most students describe the school as a safe and welcoming environment. They take pride in their learning and value the sense of community. While systems are in place to prepare students for the next grade level, some gaps exist in the curriculum and MAP test preparation, requiring teachers to supplement with additional resources. Overall, students find the academic program rigorous, challenging, and enriching.

Parents consistently report that the school provides a warm and positive learning environment for their children. Many families actively participate in campus events, attend student lunches, and stay informed through multiple communication channels, including Principal Breakfast meetings, teacher communication, Skyward, Schoology, weekly newsletters, social media, and the PTO.

The campus hosts regular meetings and breakfasts with the principal to discuss expectations and school goals. Parents are encouraged to join the PTO and participate in volunteer opportunities to support the school community.

Teachers report high levels of satisfaction with the school culture and climate and feel safe within the school environment. Recent practice-based professional development has provided opportunities for teachers to learn and apply instructional strategies. Grade-level teams collaborate regularly to plan and improve student outcomes.

Professional development is tailored to strengthen and enhance teacher effectiveness. Instructional coaches provide targeted strategies, and teachers work collaboratively to share ideas and refine instruction.

The school actively engages stakeholders through campus committees such as the Campus Improvement Plan (CIP) and LPAC. Community-building events, including the annual STEAM Festival, invite families and community members to experience the school's

programs and values. Weekly communication keeps families informed about upcoming events and reinforces the school's core values, such as Harmony PRIDE.

Strengths

Student- teacher rapport

School Culture

Student Academic performance

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Students struggle with various content areas among the grade levels.	Students may not have enough depth of knowledge and parents are unsure of how to assist their child at home.
2	We do not have 100% of parents involved or attending campus academic events.	Many parents work during the times of these events, some have language barriers, and transportation issues as well.

★ = Priority



Goals

Goal 1

Exceed state and national (where applicable) standards/averages for all student groups in student achievement and progress while ensuring each and every child will show individual growth on assessments.

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 1% Math by 0.5% Writing by __% Science by __% Social Studies by __%

African-American, Hispanic and Economically Disadvantaged Populations:

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

LEP students:

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

Special Education programs

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

Evaluation Data Source: STAAR

Strategy 1

Utilize Title III interventionists and related Instructional Contract Services to enhance LEP students' performance.

Strategy's Expected Result/Impact: Test scores, Mock Test results, Benchmark results

Staff Responsible for Monitoring: Principal,

Asst. Principal

ESL Coordinator

Title III Interventionists

Funding Sources: 263 TITLE III, PART A English Language Acquisition,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

October

January

March

Strategy 2

Utilize Special Education teachers and related Instructional Contract Services to maximize the learning of students with special needs.*

Strategy's Expected Result/Impact: Test scores, Mock Test results, Benchmark results

Staff Responsible for Monitoring: Principal,
Asst. Principal
SPED Coordinator
SPED Teachers
SPED Teacher Aids

Funding Sources: 224 IDEA-B,

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Formative Reviews

October

January

March

Strategy 3

Provide systematic instruction to students in special programs including dyslexia treatment programs, violence prevention programs, conflict resolution programs, and suicide prevention programs in accordance with Subchapter O-1, Chapter 161, Health and Safety Code*

Strategy's Expected Result/Impact: Test scores, Mock Test results, Benchmark results

Staff Responsible for Monitoring: Principal,
Dean of Student Culture
Assistance Principal
Teachers
SPED Coordinator
SPED Teachers
Dyslexia Teacher

Funding Sources: 211, 255, 289 Title I, II, IV Part A Basic Program,

Formative Reviews

October

January

March

Strategy 4

The percentage of 3rd-grade students scoring "Meets" or above on STAAR Reading will increase from 22% to 46% by June 2027 (HB3).

Strategy's Expected Result/Impact: Test scores, Mock Test results, Benchmark results, Intervention Binders

Staff Responsible for Monitoring: Principal,
Asst. Principal
Classroom Teachers
Interventionists
SPED Teachers
Campus ELA Coach

Funding Sources: 211, 255, 289 Title I, II, IV Part A Basic Program, , 224 IDEA-B,

Formative Reviews

October

January

March

Goal 2

The School will employ, develop and retain highly qualified staff to maximize learning for all students.

Performance Objective 1

Provide professional development opportunities for teachers and staff.

Evaluation Data Source: Certificate of completion, attendance logs

Strategy 1

Provide relevant and differentiated professional development opportunities to teachers and staff

Strategy's Expected Result/Impact: Certificate of completion, attendance logs

Staff Responsible for Monitoring: Principal

Assist. Principal

Campus Coaches

Department Meeting Leaders

Funding Sources: ,

Formative Reviews

October

January

March

Strategy 2

Hold meetings, social events and team building activities with faculty to improve the school environment

Strategy's Expected Result/Impact: Events, activities, activity calendar

Staff Responsible for Monitoring: Principal,

Dean of Student Culture

Asst. Principal

Engagement Coordinator

Teachers

Funding Sources:

Formative Reviews

October

January

March

Performance Objective 2

Recruit and retain highly effective teachers and staff for all students.

Evaluation Data Source: H-TESS

Strategy 1

Utilize mentor teachers and department chairs for on boarding new teachers and teachers in need of assistance

Strategy's Expected Result/Impact: Mentor assignment lists, meeting schedules

Staff Responsible for Monitoring: Principal,
Asst. Principal

Funding Sources: ,

Formative Reviews

October January March

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.

Strategy 1

Coffee with Mrs. Merchant to promote opportunities to volunteer at the school.

Strategy's Expected Result/Impact: More volunteers at the school

Staff Responsible for Monitoring: Admin team

Funding Sources:

Formative Reviews

October

January

March

Performance Objective 2

Bring the parents in the beginning of the year and let them know the expectations and the reality of doing the work for their students and how it affects the learning in the long run for their student. The school should educate the parents.

Evaluation Data Source: Activity Calendar

Strategy 1

Provide opportunities for parents to participate in academic and social events with their children.

Strategy's Expected Result/Impact: Activity calendar

Staff Responsible for Monitoring: Principal,
Asst. Principal

Funding Sources:

Formative Reviews

October

January

March

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 staff development regarding behavior and classroom management issues

Evaluation Data Source: Behavior Management System

Strategy 1

Provide staff development in safe schools

Strategy's Expected Result/Impact: Activity calendar

Staff Responsible for Monitoring: Principal,
Asst. Principal
Dean of Student Culture
Teachers

Funding Sources:

Formative Reviews

October

January

March

Performance Objective 2

We need to provide more extra-curricular activities, clubs, after school programs and contest opportunities to students

Evaluation Data Source: After school data

Strategy 1

Continue to promote after-school clubs and activities for student to participate.

Strategy's Expected Result/Impact: Club schedule; Reports

Staff Responsible for Monitoring: Principal,
Asst. Principal
Engagement Coordinator

Funding Sources:

Formative Reviews

October

January

March

Goal 5

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

Performance Objective 1

Ensure that all students and staff utilize technology as a tool for learning.

Strategy 1

Purchase technology devices (document camera, laptop, chromebook, etc.) and educational software to maximize learning and teaching.

Strategy's Expected Result/Impact: Inventory, Invoices; STAAR Results, Benchmarks

Staff Responsible for Monitoring: Principal,
Asst. Principal
Business Manager
IT
Teachers

Funding Sources: 211, 255, 289 Title I, II, IV Part A Basic Program,

Formative Reviews

October

January

March

Goal 6

The School will give students the opportunity to expand their knowledge in the subject of their interest beyond the curriculum level.

Performance Objective 1

Increase the number of students enrolled in extracurricular programs offered by the school.

Strategy 1

Offer after school extended learning opportunities, whether teacher-led clubs or through contracted partner programs

Strategy's Expected Result/Impact: Schedule, sign-in sheets

Staff Responsible for Monitoring: Principal,
Asst. Principal
Engagement Coordinator
Teachers

Funding Sources: ,

Formative Reviews

October

January

March

Performance Objective 2

Facilitate student participation in extended learning projects, competitions, and contests.

Evaluation Data Source: Schedule, sign-in sheets; Awards

Strategy 1

Encourage students to participate in various academic competitions (ex. MathCounts, Science / STEM Fair, I-SWEEP, Science Olympiad, Odyssey of the Mind, Robotics etc.)

Strategy's Expected Result/Impact: Schedule, sign-in sheets; Awards

Staff Responsible for Monitoring: Principal,
Asst. Principal
GT & STEM Coordinator
Teachers

Funding Sources: ,

Formative Reviews

October

January

March