Harmony Public Schools - Houston South

Harmony School of Exploration

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Harmony School of Exploration is a tuition-free public charter school serving **Pre-K through Grade 5** in **Houston, Texas**. As part of **Harmony Public Schools**, the campus provides a **STEM-focused curriculum** that integrates hands-on learning, technology, and character education to prepare students for academic success and lifelong learning. Admission is through an **open-enrollment, lottery-based process that ensures** equitable access for students from diverse backgrounds.

Student Demographics

The campus serves **778 students**, with **409 male (52.6%)** and **369 female (47.4%)**. Gender distribution by grade is as follows:

- **Pre-K:** 33.3% male, 66.7% female
- **Kindergarten:** 56.9% male, 43.1% female
- **1st Grade:** 51.7% male, 48.3% female
- **2nd Grade:** 58.6% male, 41.4% female
- **3rd Grade:** 44.2% male, 55.8% female
- **4th Grade:** 53% male, 47% female
- **5th Grade:** 54.2% male, 45.8% female

Ethnic distribution shows:

- **Hispanic students:** 53% (decreased from 56%)
- **African American students:** 22% (decreased from 25%)
- **Asian students:** 16% (increased from 12%)
- **White students:** 8% (increased from 7%)

Special Populations

- **English Learners (EL): 60%**
- **Economically Disadvantaged: 100%**
- **Special Education: 12.1%**
- **At-Risk: 57.4%**
- **Gifted and Talented (GT): 9.6%**
- **Dyslexia: 0.04%**

The campus operates as a **Title I school**, supporting students from low-income families with supplemental resources, technology access, and instructional support. Programs including **Title I, Special Education, ESL, and Gifted & Talented** provide targeted support to ensure all students have opportunities to succeed academically.

Programs and Student Support

- **English Learners** receive specialized instruction to develop English proficiency while mastering grade-level content. Additional staffing is needed, particularly ESL-certified teachers and interventionists for grades 3–5.
- **Special Education students** receive individualized instruction and related services through IEPs, ensuring compliance with IDEA and placement in the least restrictive environment.
- **Gifted and Talented students** participate in HMA classes, pull-outs, academic competitions, STEM Festival, and field trips to advanced STEM institutions to enrich learning and retain participation.
- **At-Risk students** benefit from early interventions, counseling, mentoring, and family engagement to address attendance, behavioral, and socio-economic challenges.

Class Size and Staffing

Average class size ranges from **28–30 students**, with a target maximum of **28 students per classroom**. To support students, the campus employs **counselors, academic interventionists, teacher assistants, and paraprofessionals**.

The teaching staff is **diverse and culturally rich**, reflecting the student population. Currently, **48% of teachers are certified**, with ongoing professional development, certification preparation, and master's degree enrollment for international staff. The mix of experienced and new teachers provides both **stability and innovative instructional approaches**.

Student Mobility and Campus Expansion

Harmony School of Exploration maintains a **waiting list at every grade level**, despite some student mobility due to relocation or school transfers. The campus is implementing a **three-phase expansion plan**, which will ultimately provide **six homerooms per grade level**.

- **Phase I (current year):** added 2 Kindergarten and 2 first-grade sections

- **Next year:** 2 additional second-grade sections

Support for transitioning students includes **new student orientation, teacher mentoring, targeted interventions, and proactive parent outreach**.

Attendance and Student Engagement

Attendance is monitored daily, and the campus promotes engagement through incentives such as **Rocket Tickets, Monster Jam giveaways, and attendance challenges**. While attendance is generally stable, **morning tardiness remains a challenge**, which the campus continues to address through parent engagement and monitoring.

Demographics Strengths

Campus Strengths

Harmony School of Exploration's key strengths include:

- **Diverse and inclusive student body and staff**, fostering respect for multiple cultures and languages. Over **60% of students are English Learners**, creating a multilingual environment.
- **Strong support programs** such as Title I, Special Education, ESL, and Gifted & Talented that address academic and socio-emotional needs.
- **Dedicated and culturally representative teaching staff**, blending experienced and new teachers to provide both stability and innovative instructional practices.
- **Commitment to academic excellence and student engagement**, including enrichment opportunities, STEM-focused activities, and GT programming.
- **Positive, supportive school climate**, where students receive targeted interventions, academic support, and opportunities to succeed socially and emotionally.

These qualities ensure that **Harmony School of Exploration provides a nurturing, academically rigorous environment** where all students have the support and resources needed to succeed.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Only 51% of our teachers are certified, which has an impact on the campus Key Performance Indicator (KPI). (Teacher Certification)Our campus's KPI score for teacher certification has been 1 (scale:1-4)
Root Cause: Teachers have to take multiple steps and exams to earn a teacher certificate, such as TExES Content Exams, PPR (Pedagogy and Professional Responsibilities) and STR (Science of Teaching Reading), along with completing an accredited teacher certification program

Problem Statement 2 (Prioritized): High percentage of ESL Students without enough support (ESL Interventionist, non-ESL certified teachers etc.)
Root Cause: Improvement is needed in the accountability of the Tier 1 instruction by the priority teacher.

Problem Statement 3 (Prioritized): Economic Challenges Affecting Student Performance
Root Cause: The fact that parents who work multiple jobs results in less engagement with students' academic development and less support at home.

Problem Statement 4 (Prioritized): Gifted & Talented (GT) Student Retention needs to improve
Root Cause: Limited promotion of the successes of our Gifted and Talented (GT) students or highlighting its culturally responsive and rigorous curriculum. Additionally, some families of GT students who live farther from the surrounding neighborhoods choose to transfer their children to other Harmony campuses

Student Learning

Student Learning Summary

1. What progress has been made by students? Describe the domain ratings: Student Achievement, School Progress, and Closing the Gaps.

Students at Harmony School of Exploration have demonstrated academic growth in both **Mathematics and English Language Arts (ELA)** as measured by **MAP assessments**. Overall results indicate steady improvement in student performance and academic growth across multiple grade levels.

The campus has also experienced **increased enrollment**, adding **four additional kindergarten sections** as part of the campus expansion plan. To support student learning and address academic gaps, the school has strengthened its **intervention systems**, including the implementation of **after-school tutorials and targeted academic support programs**. Tutorials began on **January 24** to provide additional instructional time and individualized support for students who need further assistance in meeting grade-level expectations.

These efforts contribute to the campus's ongoing work to improve outcomes in the **Student Achievement, School Progress, and Closing the Gaps** accountability domains.

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2. What is the academic performance for each student group? Describe significant findings in STAAR results disaggregated by Race/Ethnicity and student groups (Reading, Math, Writing, Science, and Social Studies). Describe how scores differ from previous years.

Analysis of the **2025 STAAR practice results** indicates variation in performance among student groups. Data show that the **Hispanic student population has the lowest percentages in the Approaches, Meets, and Masters performance levels** in **3rd and 4th grade ELA and Mathematics**. These results highlight the need for continued targeted academic support and instructional strategies to improve performance for this student group.

In **5th grade**, student performance in **ELA and Mathematics** continues to show improvement compared to previous years. However, there is a **notable decline in performance among Hispanic students in the 5th-grade Science STAAR assessment**. The overall percentage of students meeting expectations in **5th-grade Science** is lower than desired. This may be partially attributed to the fact that **5th grade is the first year students take the Science STAAR assessment**, which may present additional challenges for students who have not previously experienced a standardized science assessment.

These findings emphasize the need for **stronger science instruction, early exposure to science concepts, and targeted interventions for student groups showing lower performance levels**.

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3. How are PreK–3rd grade students (including all student groups) performing on reading and math assessments? (Related to HB3 Goals)

Based on **MAP assessment data**, students in **PreK–3rd grade** demonstrate measurable academic growth in mathematics and reading.

Math Growth by Grade Level:

- **Kindergarten:** 64% student growth
- **1st Grade:** 71% student growth
- **2nd Grade:** 64% student growth
- **3rd Grade:** 74% student growth

Reading Growth by Grade Level:

- **Kindergarten:** 48% student growth
- **1st Grade:** 63% student growth
- **2nd Grade:** 58% student growth
- **3rd Grade:** 59% student growth

Overall, **math growth is stronger than reading growth across grade levels**, indicating the need for continued focus on **early literacy instruction and reading intervention strategies** to support progress toward **HB3 early literacy goals**.

Do our special programs align with the academic, social, and enrichment needs of our students, parents, and community? Examples include **Gifted and Talented (GT), Career and Technical Education (CTE), STEM/Science, Bilingual/ESL, Special Education, Title I, Fine Arts, and Athletics**. Do these programs also reflect the philosophy and beliefs of our teachers and administrators?

Response:
Yes, Harmony School of Exploration offers a variety of programs designed to meet the diverse needs of our students and families while aligning with the campus's instructional philosophy. Current programs include:

- **Gifted and Talented (GT) programs** with HMA classes, pull-outs, and academic competitions
- **Robotics and STEM enrichment programs**
- **Special Education services** with individualized support
- **Bilingual/ESL instruction** for English Learners
- **Title I academic support and interventions**
- **Fine Arts instruction** including music and visual arts
- **Athletics and physical activity opportunities**
- **After-school clubs and tutorials**

These programs are designed to provide **rigorous academic instruction, enrichment opportunities, and support services**, reflecting both the needs of students and the instructional values of the campus staff. Teachers and administrators work collaboratively to ensure these offerings support **student growth, engagement, and success across academic and social-emotional domains**.

Student Learning Strengths

Harmony School of Exploration's strengths in student learning include robust intervention systems, targeted tutorials, and in-class support that address the diverse academic needs of our students. Our teachers benefit from ongoing professional development and training, and the campus has a mix of certified teachers and staff actively pursuing certification, demonstrating a strong commitment to high-quality instruction.

Additionally, the campus fosters collaboration between general education teachers and support staff, ensuring that interventions and instructional strategies are effectively coordinated. These strengths allow the school to provide personalized academic support, accelerate student growth, and maintain a rigorous, engaging learning environment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 60% of our students are Emergent Bilinguals, 100% are Economically Disadvantaged and 53% are at risk
Root Cause: Our Hispanic community is 53%, which is responsible for our high EB population. Our school is located in a low socioeconomic status community with low educational attainment, resulting in 100% of our students being economically disadvantaged.

Problem Statement 2 (Prioritized): Limited academic support from families due to English language differences, and they don't engage students to work on academic software at home.
Root Cause: Deficit in the English language, and limited technology/ economical resources at home.

Problem Statement 3 (Prioritized): Misbehavior in the classroom
Root Cause: We have diminished the practice of our core values (Respect, Ownership, Achievement, Resilience), and internilaziation of ROAR. No routine behavioral check.

School Processes & Programs

School Processes & Programs Summary

Harmony School of Exploration provides a **rigorous, student-centred learning environment** supported by strong programs and processes. The campus emphasizes **high-quality instruction, targeted interventions, and equitable access to enrichment opportunities**.

Key Strengths:

- **Teacher Quality and Support:** Structured recruitment, onboarding, mentoring, and professional development; mix of certified teachers and those pursuing certification; collaborative instructional leadership.
- **Curriculum and Instruction:** TEKS-aligned, data-driven, and differentiated instruction; tiered interventions with in-class, after-school, and Saturday support for at-risk learners.
- **Special Programs:** GT, STEAM/Robotics, Special Education, ESL/Bilingual services, Dyslexia interventions, Fine Arts, and after-school clubs; leadership programs such as Student Ambassadors.
- **Technology Integration:** 1:1 devices, blended learning, and digital tools to enhance engagement and personalized instruction.
- **Student Well-Being and Engagement:** Counselling, health services, and enrichment programs promote attendance, social-emotional learning, and a positive school climate; proactive classroom management and safety protocols.
- **College, Career, and Real-World Learning:** Career awareness, mentorship, and cross-curricular projects support student preparation for future opportunities.

Opportunities for Growth:

- Ensure **equity in GT identification** and access to enrichment.
- Expand **early literacy interventions** and cross-curricular STEAM experiences.
- Align staff ratios and resources to fully meet student needs.

Overall, the campus demonstrates a **strong commitment to academic excellence, student support, and engagement**, providing a nurturing and rigorous environment for all learners.

School Processes & Programs Strengths

Harmony School of Exploration's programs and processes exhibit several key strengths. The campus has established **consistent, well-structured routines** that provide students with stability and a supportive learning environment. This consistency fosters a sense of **security, engagement, and confidence**, enabling students to fully participate in academic, social, and enrichment activities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Classroom enrollment numbers are too high to maximize conducive and rigorous learning
Root Cause: Student learning is impacted because the classroom sizes are too big. The district has a set number of students enrolled.

Problem Statement 2 (Prioritized): Student-teacher ratio for our programs.
Root Cause: We have an increase of students entering our ESL, SPED, and GT programs; however, there are limited specialized training opportunities for staff within those programs.

Perceptions

Perceptions Summary

Harmony School of Exploration conducts its operations with a focus on **transparency, collaboration, and stakeholder engagement**. The campus regularly collects input through **surveys, interviews, and focus groups** involving students, parents, and staff. Feedback from parents is monitored through **engagement evaluations, participation levels, and parent-teacher conferences**, which help inform decision-making and identify areas for improvement.

The campus maintains a **positive school culture and climate**, grounded in shared values and beliefs that promote respect, inclusivity, and academic excellence. Community partnerships and volunteer involvement are actively fostered, enhancing student learning and supporting campus programs.

Staff engagement is supported through **surveys, feedback mechanisms, and collaborative planning sessions**, which guide professional development and strengthen instructional practices. Student feedback is also considered in shaping programs, routines, and enrichment opportunities.

Communication is consistently maintained across all stakeholder groups through multiple channels, ensuring timely and transparent dissemination of information. The campus demonstrates a commitment to **staff retention** by providing a supportive work environment, professional growth opportunities, and recognition for contributions.

Overall, these practices ensure that Harmony School of Exploration conducts its business effectively, creating a **responsive, inclusive, and well-managed school environment** that supports student learning and community trust.

. How does the school consult with employers, business leaders, philanthropic organizations, or individuals with expertise in engaging parents and family members in education?

Harmony School of Exploration collaborates with local community organizations, including **Memorial Assistance Ministries (MAM)** and the **Houston Public Library (HPL)**, to support families and strengthen parent engagement. These partnerships provide families with access to **educational programs, literacy support, social services, and other community resources**. By working closely with these organizations, the school ensures that families receive expert guidance and support, fostering **meaningful involvement in their children's education and promoting student success**.

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2. What is the level of support from our community? Describe public support ratings for the school.

The campus enjoys a **strong level of support from the community**. Public reviews reflect **positive sentiment regarding the school's environment, culture, and instructional quality**. Parents frequently note that their children **enjoy attending school** and that teachers and staff are **supportive and approachable**. The campus has maintained **favorable accountability ratings**, earning an overall **"B" on the Texas School Report Card**, and retains accreditation status, further reflecting community trust and confidence.

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3. How do parents and the community view the climate and culture of the district and campuses? Summarize any climate and culture survey reports.

While formal climate survey data is not publicly posted, **qualitative feedback** indicates a **generally positive school culture**. Parents describe the campus as **welcoming and supportive**, where students feel **happy, safe, and engaged**. The school's focus on **personalized education, STEM learning, and character development** contributes to strong perceptions of a positive campus climate.

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4. Are there any barriers that prevent participation by parents, guardians, or community members?

Overall, the school has seen **increased parent engagement** across multiple areas. Parents actively volunteer in classrooms, assist with bulletin boards, help set up school activities,

and support **after-school programs, arrival/dismissal routines, clubs, and events**. Examples of increased participation include **STEAM activities, Fall Festival, Black History Month, Hispanic Heritage Month, ESL programs**, and **classroom reading activities**. While official survey data is not available, the trend indicates that **parents are increasingly involved and invested in supporting student learning and school events**, demonstrating strong collaboration between families and the campus.

Perceptions Strengths

Staff feedback indicates that Harmony School of Exploration is widely perceived as a **safe, welcoming, and supportive environment** for students, staff, and families. Teachers highlight **strong relationships within the school community**, including **positive partnerships with families** facilitated by clear communication and active parent engagement.

Staff also note the **dedication of teachers, rigorous academic expectations**, and the availability of **academic supports**, such as tutorials, interventions, and extracurricular opportunities, which help students succeed. The campus emphasizes **student and staff well-being** through wellness initiatives and a culture that values **mental health, self-care, and holistic development**.

Together, these strengths foster a **positive, student-centered school culture** that prioritizes **academic achievement, engagement, and overall well-being**, reflecting the school's commitment to excellence and community collaboration.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student achievement data shows inconsistent progress in reading comprehension and math skills across grade levels, with some students struggling to master foundational skills needed for grade-level success.
Root Cause: Many students have gaps in foundational skills from prior grade levels. Especially from outside Harmony. It takes 3 years to close the gaps of non-Harmony students. These gaps are highly observable across grade levels.

Problem Statement 2: Student learning and academic progress are being affected by ongoing behavior challenges and limited family engagement in some cases.
Root Cause: Behavior challenges may stem from inconsistent behaviour expectations, limited social-emotional supports, and external factors such as family circumstances. Additionally, communication barriers such as language differences and demanding work schedules can limit parent involvement in supporting student learning.

Problem Statement 3 (Prioritized): Many students struggle with retaining information and applying critical thinking skills, leading to poor academic performance.
Root Cause: Students are relying on memorization rather than active learning strategies. Some traditional teaching methods focus more on test performance over deep comprehension, limiting students' engagement with meaningful material. Improvement is needed in teacher modeling "thinking out loud. "

Priority Problem Statements

Problem Statement 1: Only 51% of our teachers are certified, which has an impact on the campus Key Performance Indicator (KPI). (Teacher Certification)Our campus's KPI score for teacher certification has been 1 (scale:1-4)

Root Cause 1: Teachers have to take multiple steps and exams to earn a teacher certificate, such as TExES Content Exams, PPR (Pedagogy and Professional Responsibilities) and STR (Science of Teaching Reading), along with completing an accredited teacher certification program

Problem Statement 1 Areas: Demographics

Problem Statement 2: High percentage of ESL Students without enough support (ESL Interventionist, non-ESL certified teachers etc.)

Root Cause 2: Improvement is needed in the accountability of the Tier 1 instruction by the priority teacher.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Economic Challenges Affecting Student Performance

Root Cause 3: The fact that parents who work multiple jobs results in less engagement with students' academic development and less support at home.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Limited academic support from families due to English language differences, and they don't engage students to work on academic software at home.

Root Cause 4: Deficit in the English language, and limited technology/ economical resources at home.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 60% of our students are Emergent Bilinguals, 100% are Economically Disadvantaged and 53% are at risk

Root Cause 5: Our Hispanic community is 53%, which is responsible for our high EB population. Our school is located in a low socioeconomic status community with low educational attainment, resulting in 100% of our students being economically disadvantaged.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Misbehavior in the classroom

Root Cause 6: We have diminished the practice of our core values (Respect, Ownership, Achievement, Resilience), and internilaziation of ROAR. No routine behavioral check.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Student achievement data shows inconsistent progress in reading comprehension and math skills across grade levels, with some students struggling to master foundational skills needed for grade-level success.

Root Cause 7: Many students have gaps in foundational skills from prior grade levels. Especially from outside Harmony. It takes 3 years to close the gaps of non-Harmony students. These gaps are highly observable across grade levels.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Many students struggle with retaining information and applying critical thinking skills, leading to poor academic performance.

Root Cause 8: Students are relying on memorization rather than active learning strategies. Some traditional teaching methods focus more on test performance over deep comprehension, limiting students' engagement with meaningful material. Improvement is needed in teacher modeling "thinking out loud. "

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Student-teacher ratio for our programs.

Root Cause 9: We have an increase of students entering our ESL, SPED, and GT programs; however, there are limited specialized training opportunities for staff within those programs.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Classroom enrollment numbers are too high to maximize conducive and rigorous learning

Root Cause 10: Student learning is impacted because the classroom sizes are too big. The district has a set number of students enrolled.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Gifted & Talented (GT) Student Retention needs to improve

Root Cause 11: Limited promotion of the successes of our Gifted and Talented (GT) students or highlighting its culturally responsive and rigorous curriculum. Additionally, some families of GT students who live farther from the surrounding neighborhoods choose to transfer their children to other Harmony campuses

Problem Statement 11 Areas: Demographics

Goals

Goal 1: Student Achievement: 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: Harmony School of Exploration will maintain a "B +(89%)" campus rating or will achieve Domain III growth by 3% each year.

Evaluation Data Sources: STAAR

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: 1. Coaches and administrators will support teachers through practice-based professional learning sessions and biweekly data meetings (BWDM), observation feedback (OBF), and lesson prep coaching meetings that integrate differentiation into these processes.	Oct	Jan	Mar
Strategy's Expected Result/Impact: Campus Coaches and administrations will meet 100% of their quarterly OBF coaching and BDM goals. Administrators will meet their observation, walkthrough, and Instructional Rounds PL goals 100%. **Staff Responsible for Monitoring:** ILT **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Additional Targeted Support Strategy** **Problem Statements:** Perceptions 1 **Funding Sources:** - 420 State Comp. Education (Intent Code: 30), - 211, 255, 289 Title I, II, IV Part A Basic Program			

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: 2. *Campuses will utilize Blended Learning time for Teachers, Tutors, Interventionists, Instructional Contract Services, and other support personnel to provide intervention and accelerated instruction to all students in need through push-in and pull-out intervention during the school day, after-school and before-school tutorials and/or Saturday Tutorials.	Oct	Jan	Mar
Strategy's Expected Result/Impact: 2. Campuses will meet planned interventionist FTE and all Tier 2 and 3 students will be served following the district's RTI model and goals **Staff Responsible for Monitoring:** Admin, ILT, Interventionist Teachers **Problem Statements:** Demographics 2 - Student Learning 1 **Funding Sources:** - 211, 255, 289 Title I, II, IV Part A Basic Program, - 420 State Comp. Education (Intent Code: 30)			

Strategy 3 Details	Formative Reviews		
	Formative		
	Oct	Jan	Mar
Strategy 3: 3. Campuses will make sure that support for special populations and at-risk students is explicitly integrated into Blended Learning time. **Strategy's Expected Result/Impact:** The rate of special education students at approaches grade level or above will increase by 5 percentage points for the West and 10 percentage points for the South across all subjects and grade levels. **Staff Responsible for Monitoring:** SPED ED. Staff, Admin, ILT **Problem Statements:** School Processes & Programs 2 - Perceptions 3 **Funding Sources:** - 224 IDEA-B, - 420 Special Education (Intent Code: 23)			

Strategy 4 Details	Formative Reviews		
	Formative		
	Oct	Jan	Mar
Strategy 4: 4- Campus and District professional development opportunities will build teachers' and staff capacity around instructional strategies focused on Tier 1 instruction and Blended Learning time to help close gaps for all students. **Strategy's Expected Result/Impact:** - The district rate of students at approaches grade level or above, at meets grade level or above, and at masters grade level or above will be greater than the state rate across all campuses, subjects, and grade levels. **Staff Responsible for Monitoring:** ILT, District Staff **Funding Sources:** - 211, 255, 289 Title I, II, IV Part A Basic Program, - 420 State Comp. Education (Intent Code: 30)			

Strategy 5 Details	Formative Reviews		
	Formative		
	Oct	Jan	Mar
Strategy 5: 5. Special Education teachers and ESL support staff are needed to maximize the learning of all students. **Strategy's Expected Result/Impact:** - The rate of special education students at approaches grade level or above will increase by 5 percentage points for the West and 10 percentage points for Exploration across all subjects and grade levels **Staff Responsible for Monitoring:** SPED ED. Staff, Admin, ILT **Problem Statements:** Demographics 2 - Student Learning 1, 2 **Funding Sources:** - 420 Special Education (Intent Code: 23), - 224 IDEA-B, - 420 Bilingual Education (Intent Code: 25)			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: High percentage of ESL Students without enough support (ESL Interventionist, non-ESL certified teachers etc.) **Root Cause**: Improvement is needed in the accountability of the Tier 1 instruction by the priority teacher.

Student Learning

Problem Statement 1: 60% of our students are Emergent Bilinguals, 100% are Economically Disadvantaged and 53% are at risk **Root Cause**: Our Hispanic community is 53%, which is responsible for our high EB population. Our school is located in a low socioeconomic status community with low educational attainment, resulting in 100% of our students being economically disadvantaged.

Problem Statement 2: Limited academic support from families due to English language differences, and they don't engage students to work on academic software at home. **Root Cause**: Deficit in the English language, and limited technology/ economical resources at home.

School Processes & Programs

Problem Statement 2: Student-teacher ratio for our programs. **Root Cause**: We have an increase of students entering our ESL, SPED, and GT programs; however, there are limited specialized training opportunities for staff within those programs.

Perceptions

Problem Statement 1: Student achievement data shows inconsistent progress in reading comprehension and math skills across grade levels, with some students struggling to master foundational skills needed for grade-level success. **Root Cause**: Many students have gaps in foundational skills from prior grade levels. Especially from outside Harmony. It takes 3 years to close the gaps of non-Harmony students. These gaps are highly observable across grade levels.

Problem Statement 3: Many students struggle with retaining information and applying critical thinking skills, leading to poor academic performance. **Root Cause**: Students are relying on memorization rather than active learning strategies. Some traditional teaching methods focus more on test performance over deep comprehension, limiting students' engagement with meaningful material. Improvement is needed in teacher modeling "thinking out loud. "

Goal 1: Student Achievement: 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 2: The school will increase the met projected growth percentage by 2% with a minimum of 65% on Fall to Winter MAP (K-5) and/or Fall to Spring Map (K-2)

Evaluation Data Sources: NWEA, CBA

Strategy 1 Details	Formative Reviews		
	Formative		
	Oct	Jan	Mar
Strategy 1: 1.- Provide professional development and PLCs for campus instructional leadership teams on Lesson Preparation, Observation Feedback Cycle (OBFs), and Data-Driven Instruction (Biweekly Data Meetings-BWDM) focused on incorporating support around "rigorous instruction" and MAP/mClass-friendly skills into one-on-one OBFs, BWDMs, Lesson Prep coaching meetings, and blended learning. **Strategy's Expected Result/Impact:** - Campus ILTs will attend ILT Core4 professional development throughout the year to build their capacity as instructional leaders resulting in 100% of Core4 goals being met. **Staff Responsible for Monitoring:** ILT **Problem Statements:** Student Learning 2 - School Processes & Programs 2 - Perceptions 1 **Funding Sources:** - 211, 255, 289 Title I, II, IV Part A Basic Program, - 263 TITLE III, PART A English Language Aquisition			

Strategy 2 Details	Formative Reviews		
	Formative		
	Oct	Jan	Mar
Strategy 2: Campus Instructional Leadership Teams will conduct instructional rounds seven times that focus on the effective implementation of Blended Learning using District developed Blended Learning Look-for and the Arc of the Year. **Strategy's Expected Result/Impact:** 58% of students will meet growth on Reading MAP Fall to Winter and/or Fall to Spring. **Staff Responsible for Monitoring:** ILT **Problem Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** - 211, 255, 289 Title I, II, IV Part A Basic Program			

Strategy 3 Details	Formative Reviews		
	Formative		
	Oct	Jan	Mar
Strategy 3: Continue implementation of Teacher Data to Action Plans after major assessment and incorporate software data into the action plan template. **Strategy's Expected Result/Impact:** Campus PL Plan will indicate the focus and frequency of the campus's Practice-Based PL **Staff Responsible for Monitoring:** ILT **Problem Statements:** Demographics 1 - Student Learning 1 - Perceptions 1, 3 **Funding Sources:** - 211, 255, 289 Title I, II, IV Part A Basic Program, - 263 TITLE III, PART A English Language Aquisition			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Only 51% of our teachers are certified, which has an impact on the campus Key Performance Indicator (KPI). (Teacher Certification)Our campus's KPI score for teacher certification has been 1 (scale:1-4) **Root Cause**: Teachers have to take multiple steps and exams to earn a teacher certificate, such as TExES Content Exams, PPR (Pedagogy and Professional Responsibilities) and STR (Science of Teaching Reading), along with completing an accredited teacher certification program
Student Learning
Problem Statement 1: 60% of our students are Emergent Bilinguals, 100% are Economically Disadvantaged and 53% are at risk **Root Cause**: Our Hispanic community is 53%, which is responsible for our high EB population. Our school is located in a low socioeconomic status community with low educational attainment, resulting in 100% of our students being economically disadvantaged.
Problem Statement 2: Limited academic support from families due to English language differences, and they don't engage students to work on academic software at home. **Root Cause**: Deficit in the English language, and limited technology/ economical resources at home.
School Processes & Programs
Problem Statement 1: Classroom enrollment numbers are too high to maximize conducive and rigorous learning **Root Cause**: Student learning is impacted because the classroom sizes are too big. The district has a set number of students enrolled.
Problem Statement 2: Student-teacher ratio for our programs. **Root Cause**: We have an increase of students entering our ESL, SPED, and GT programs; however, there are limited specialized training opportunities for staff within those programs.
Perceptions
Problem Statement 1: Student achievement data shows inconsistent progress in reading comprehension and math skills across grade levels, with some students struggling to master foundational skills needed for grade-level success. **Root Cause**: Many students have gaps in foundational skills from prior grade levels. Especially from outside Harmony. It takes 3 years to close the gaps of non-Harmony students. These gaps are highly observable across grade levels.
Problem Statement 3: Many students struggle with retaining information and applying critical thinking skills, leading to poor academic performance. **Root Cause**: Students are relying on memorization rather than active learning strategies. Some traditional teaching methods focus more on test performance over deep comprehension, limiting students' engagement with meaningful material. Improvement is needed in teacher modeling "thinking out loud. "

Goal 1: Student Achievement: 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 3: 85% of K-2 students will be reading at or above grade level on the 2025-2026 mClass EOY Assessment

Evaluation Data Sources: mClass

Strategy 1 Details	Formative Reviews		
	Formative		
	Oct	Jan	Mar
Strategy 1: mClass - Professional learning with elementary campus admin groups on the science of reading and how the science of reading aligns to mClass and should appear in the classroom (e.g., this is what the science of learning and mClass looks/sounds like in the classroom versus what it does not look/sound like). **Strategy's Expected Result/Impact:** - The percentage of 1st-grade students at or above the benchmark will increase by at least 10 percentage points from 61% to 80% **Staff Responsible for Monitoring:** ILT **Problem Statements:** Student Learning 1 - Perceptions 1, 3 **Funding Sources:** - 420 Early Childhood Education (Intent Code: 36), - 420 Special Education (Intent Code: 23)			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: 60% of our students are Emergent Bilinguals, 100% are Economically Disadvantaged and 53% are at risk **Root Cause**: Our Hispanic community is 53%, which is responsible for our high EB population. Our school is located in a low socioeconomic status community with low educational attainment, resulting in 100% of our students being economically disadvantaged.
Perceptions
Problem Statement 1: Student achievement data shows inconsistent progress in reading comprehension and math skills across grade levels, with some students struggling to master foundational skills needed for grade-level success. **Root Cause**: Many students have gaps in foundational skills from prior grade levels. Especially from outside Harmony. It takes 3 years to close the gaps of non-Harmony students. These gaps are highly observable across grade levels. **Problem Statement 3**: Many students struggle with retaining information and applying critical thinking skills, leading to poor academic performance. **Root Cause**: Students are relying on memorization rather than active learning strategies. Some traditional teaching methods focus more on test performance over deep comprehension, limiting students' engagement with meaningful material. Improvement is needed in teacher modeling "thinking out loud. "

Goal 2: Recruitment, Development, and Retention of Highly Effective Staff: Employ, develop, and retain highly effective staff and administrators to maximize learning for all students.

Performance Objective 1: The teacher retention rate for Exploration willmaintain 95% (current retention level) or higher by June 2027

Evaluation Data Sources: HR

Strategy 1 Details	Formative Reviews		
	Formative		
	Oct	Jan	Mar
Strategy 1: 1. Instructional Leadership Teams will focus coaching, development efforts on new and developing teachers by engaging in continuous Observation Coaching Feedback (OBF) to grow and support teachers. **Strategy's Expected Result/Impact:** Teacher candidates in ILT **Staff Responsible for Monitoring:** Admin Team, HR **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 1 **Funding Sources:** - 263 TITLE III, PART A English Language Aquisition, - 211, 255, 289 Title I, II, IV Part A Basic Program			

Strategy 2 Details	Formative Reviews		
	Formative		
	Oct	Jan	Mar
Strategy 2: 2. Continue to provide mentors to new teachers **Strategy's Expected Result/Impact:** 100% of new teachers will be assigned a mentor that supports them by completing all mentoring activities **Staff Responsible for Monitoring:** ADMIN **Problem Statements:** Demographics 4 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1, 3 **Funding Sources:** - 420 State Comp. Education (Intent Code: 30), - 420 Gifted &Talented (Intend Code: 21)			

Strategy 3 Details	Formative Reviews		
	Formative		
	Oct	Jan	Mar
Strategy 3: 3. - Instructional Leadership Teams will focus coaching efforts on new and struggling teachers and by implementing continuous Observation Coaching Feedback (OBF) to grow and support all teachers. **Strategy's Expected Result/Impact:** Coaches and ILTs will meet 100% of coaching and observation feedback goals. Coaches will focus coaching efforts on new and struggling teachers. **Staff Responsible for Monitoring:** ILT **Problem Statements:** Demographics 2, 3 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1 **Funding Sources:** - 420 Bilingual Education (Intent Code: 25), - 263 TITLE III, PART A English Language Aquisition, - 211, 255, 289 Title I, II, IV Part A Basic Program			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: High percentage of ESL Students without enough support (ESL Interventionist, non-ESL certified teachers etc.) **Root Cause**: Improvement is needed in the accountability of the Tier 1 instruction by the priority teacher.
Problem Statement 3: Economic Challenges Affecting Student Performance **Root Cause**: The fact that parents who work multiple jobs results in less engagement with students' academic development and less support at home.
Problem Statement 4: Gifted & Talented (GT) Student Retention needs to improve **Root Cause**: Limited promotion of the successes of our Gifted and Talented (GT) students or highlighting its culturally responsive and rigorous curriculum. Additionally, some families of GT students who live farther from the surrounding neighborhoods choose to transfer their children to other Harmony campuses
Student Learning
Problem Statement 1: 60% of our students are Emergent Bilinguals, 100% are Economically Disadvantaged and 53% are at risk **Root Cause**: Our Hispanic community is 53%, which is responsible for our high EB population. Our school is located in a low socioeconomic status community with low educational attainment, resulting in 100% of our students being economically disadvantaged.
Problem Statement 2: Limited academic support from families due to English language differences, and they don't engage students to work on academic software at home. **Root Cause**: Deficit in the English language, and limited technology/ economical resources at home.
Problem Statement 3: Misbehavior in the classroom **Root Cause**: We have diminished the practice of our core values (Respect, Ownership, Achievement, Resilience), and internilaziation of ROAR. No routine behavioral check.
School Processes & Programs
Problem Statement 1: Classroom enrollment numbers are too high to maximize conducive and rigorous learning **Root Cause**: Student learning is impacted because the classroom sizes are too big. The district has a set number of students enrolled.
Problem Statement 2: Student-teacher ratio for our programs. **Root Cause**: We have an increase of students entering our ESL, SPED, and GT programs; however, there are limited specialized training opportunities for staff within those programs.
Perceptions
Problem Statement 1: Student achievement data shows inconsistent progress in reading comprehension and math skills across grade levels, with some students struggling to master foundational skills needed for grade-level success. **Root Cause**: Many students have gaps in foundational skills from prior grade levels. Especially from outside Harmony. It takes 3 years to close the gaps of non-Harmony students. These gaps are highly observable across grade levels.
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Goal 2: Recruitment, Development, and Retention of Highly Effective Staff: Employ, develop, and retain highly effective staff and administrators to maximize learning for all students.

Performance Objective 2: The percentage of ESL-certified reading subject teachers will increase to %70 by June 2027

Currently, we have 48% of our teachers who are certified, and to increase the number of appropriately certified teachers to serve our growing EB student population, the administration will closely provide guidance, support and encouragement.

Evaluation Data Sources: TEAMS

Strategy 1 Details	Formative Reviews		
	Formative		
	Oct	Jan	Mar
Strategy 1: All returning ELA teachers with standard certifications must have their ESL certification by May 2025. **Strategy's Expected Result/Impact:** Students will receive high quality instruction and intervention across all courses. **Staff Responsible for Monitoring:** Admin, ESL Coordinator **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 **Funding Sources:** - 211, 255, 289 Title I, II, IV Part A Basic Program, - 420 Bilingual Education (Intent Code: 25), - 263 TITLE III, PART A English Language Aquisition			

Strategy 2 Details	Formative Reviews		
	Formative		
	Oct	Jan	Mar
Strategy 2: Attend ESL certification programs and HPS will reimburse the cost of passed tests and teachers will receive the extra stipend. **Strategy's Expected Result/Impact:** We will have a half percent of the staff will be certified **Staff Responsible for Monitoring:** Principal, AP's, ESL Coordinator **Problem Statements:** Demographics 1, 2 - Student Learning 1 **Funding Sources:** - 263 TITLE III, PART A English Language Aquisition			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Only 51% of our teachers are certified, which has an impact on the campus Key Performance Indicator (KPI). (Teacher Certification)Our campus's KPI score for teacher certification has been 1 (scale:1-4) **Root Cause**: Teachers have to take multiple steps and exams to earn a teacher certificate, such as TExES Content Exams, PPR (Pedagogy and Professional Responsibilities) and STR (Science of Teaching Reading), along with completing an accredited teacher certification program

Demographics
Problem Statement 2: High percentage of ESL Students without enough support (ESL Interventionist, non-ESL certified teachers etc.) **Root Cause**: Improvement is needed in the accountability of the Tier 1 instruction by the priority teacher.
Student Learning
Problem Statement 1: 60% of our students are Emergent Bilinguals, 100% are Economically Disadvantaged and 53% are at risk **Root Cause**: Our Hispanic community is 53%, which is responsible for our high EB population. Our school is located in a low socioeconomic status community with low educational attainment, resulting in 100% of our students being economically disadvantaged.
School Processes & Programs
Problem Statement 1: Classroom enrollment numbers are too high to maximize conducive and rigorous learning **Root Cause**: Student learning is impacted because the classroom sizes are too big. The district has a set number of students enrolled.

Goal 3: Parent and Community Engagement: Work jointly with parents and the community to maximize learning for all students through two-way meaningful communication, collaborative partnerships, and a unity of purpose.

Performance Objective 1: Parents' perception of collaboration and partnership with the school will increase to 90% or higher by June 2027.

Evaluation Data Sources: Event Calendar , Partnership Companies

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Exploration will implement per-semester feedback surveys and hold quarterly parent advisory committee meetings to gather input from parents. **Strategy's Expected Result/Impact:** Exploration will have conducted 4 feedback surveys and hold 4 advisory committee meetings to gather parent feedback and input. **Staff Responsible for Monitoring:** Admin Team **Problem Statements:** Demographics 3 - Student Learning 2, 3 **Funding Sources:** - 461 Activity Fund	Oct	Jan	Mar

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: 2-Provide refreshments some other incentive to attend, Bingo game, increase communication -Provide information to parent involvement during Home Visits -Give information at Open House or Meet the Teacher night -Organize virtual information sessions by providing translation in at least two other languages **Staff Responsible for Monitoring:** Admin Team **Problem Statements:** Demographics 2, 3 - Student Learning 1 **Funding Sources:** - 461 Activity Fund, - 211, 255, 289 Title I, II, IV Part A Basic Program	Oct	Jan	Mar

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Exploration Stakeholder Partnership (ESP) project will be continued. (School, Parent, and Community) **Strategy's Expected Result/Impact:** Having two-way communication with different stakeholders to maximize student learning. **Staff Responsible for Monitoring:** Engagement Coordinator, Admin Team **Problem Statements:** Demographics 3, 4 - Student Learning 1, 2 **Funding Sources:** - 420 Bilingual Education (Intent Code: 25)	Oct	Jan	Mar

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: High percentage of ESL Students without enough support (ESL Interventionist, non-ESL certified teachers etc.) **Root Cause**: Improvement is needed in the accountability of the Tier 1 instruction by the priority teacher.
Problem Statement 3: Economic Challenges Affecting Student Performance **Root Cause**: The fact that parents who work multiple jobs results in less engagement with students' academic development and less support at home.
Problem Statement 4: Gifted & Talented (GT) Student Retention needs to improve **Root Cause**: Limited promotion of the successes of our Gifted and Talented (GT) students or highlighting its culturally responsive and rigorous curriculum. Additionally, some families of GT students who live farther from the surrounding neighborhoods choose to transfer their children to other Harmony campuses
Student Learning
Problem Statement 1: 60% of our students are Emergent Bilinguals, 100% are Economically Disadvantaged and 53% are at risk **Root Cause**: Our Hispanic community is 53%, which is responsible for our high EB population. Our school is located in a low socioeconomic status community with low educational attainment, resulting in 100% of our students being economically disadvantaged.
Problem Statement 2: Limited academic support from families due to English language differences, and they don't engage students to work on academic software at home. **Root Cause**: Deficit in the English language, and limited technology/ economical resources at home.
Problem Statement 3: Misbehavior in the classroom **Root Cause**: We have diminished the practice of our core values (Respect, Ownership, Achievement, Resilience), and internilaziation of ROAR. No routine behavioral check.

Goal 3: Parent and Community Engagement: Work jointly with parents and the community to maximize learning for all students through two-way meaningful communication, collaborative partnerships, and a unity of purpose.

Performance Objective 2: The Exploration Stakeholder Partnership (ESP) project will be expanded. (School, Parent, and Community) In addition to current stakeholders (MAM, HPS Library, STEM Americas Foundation, Old People's House, Chuck E Cheese) our campus will establish two new partnerships for next year. (Rice University, museums, etc.)

Goal 4: Student Engagement: Provide opportunities for students to extend their knowledge in subjects of their interest beyond the curriculum level.

Performance Objective 1: Increase students' perception that my teacher gives real-life examples in class by 10% on the 2026-2027 School Climate Survey. (currently it is at 64%)
Increase students' perception that discipline is enforced fairly by 5% on the 2026-2027 School Climate Survey.

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage interdisciplinary collaboration and partnerships with local businesses or community organizations to provide authentic learning opportunities for students. Increase participation in competitions and events outside the school **Strategy's Expected Result/Impact:** Determine the extent to which students are better prepared for future careers by participating in authentic learning experiences with local businesses or community organizations. This can be measured through surveys and interviews, **Staff Responsible for Monitoring:** Attendance Clerk, DOS **Problem Statements:** Student Learning 3 - Perceptions 3 **Funding Sources:** - 263 TITLE III, PART A English Language Aquisition	Formative		
	Oct	Jan	Mar

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will use Lesson Preparation to focus on engagement and real-life application of lessons **Strategy's Expected Result/Impact:** Students' perception of lesson relatability to their lives will increase on the 2023-2024 Campus Culture Survey results. **Staff Responsible for Monitoring:** Admin Team **Problem Statements:** Demographics 2, 4 **Funding Sources:** - 420 State Comp. Education (Intent Code: 30), - 420 Gifted &Talented (Intend Code: 21)	Formative		
	Oct	Jan	Mar

Strategy 3 Details	Formative Reviews		
Strategy 3: Campuses will develop and incorporate programs aligned with student interest, such as additional athletic clubs and structured physical activities during the school day **Strategy's Expected Result/Impact:** Student attendance will increase as a result of engaging and meaningful activities offered. **Staff Responsible for Monitoring:** Admin Team , PE Department **Problem Statements:** Demographics 2 - Student Learning 1 - Perceptions 1 **Funding Sources:** - 211, 255, 289 Title I, II, IV Part A Basic Program	Formative		
	Oct	Jan	Mar

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Provide engaging STEM experiences and hands-on learning activities to reinforce the curriculum and encourage career interests in STEM areas.	Oct	Jan	Mar
Strategy's Expected Result/Impact: Increase in participation and parent support for the STEM festival projects, improvement of the quality of the projects **Staff Responsible for Monitoring:** Dean of Academics, STEM coordinator/ STEM teachers **Funding Sources:** - 420 Gifted &Talented (Intend Code: 21)			

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Provide specific competition clubs for students to have a variety of options/experiences.	Oct	Jan	Mar
Problem Statements: School Processes & Programs 1 - Perceptions 3 **Funding Sources:** - 461 Activity Fund			

Strategy 6 Details	Formative Reviews		
	Formative		
Strategy 6: All teachers nominate their high achievers during the GATE referral window in the Fall and Spring semesters to increase the Gifted and Talented population percentage to 13%	Oct	Jan	Mar
Funding Sources: - 420 Gifted &Talented (Intend Code: 21)			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: High percentage of ESL Students without enough support (ESL Interventionist, non-ESL certified teachers etc.) **Root Cause**: Improvement is needed in the accountability of the Tier 1 instruction by the priority teacher.
Problem Statement 4: Gifted & Talented (GT) Student Retention needs to improve **Root Cause**: Limited promotion of the successes of our Gifted and Talented (GT) students or highlighting its culturally responsive and rigorous curriculum. Additionally, some families of GT students who live farther from the surrounding neighborhoods choose to transfer their children to other Harmony campuses
Student Learning
Problem Statement 1: 60% of our students are Emergent Bilinguals, 100% are Economically Disadvantaged and 53% are at risk **Root Cause**: Our Hispanic community is 53%, which is responsible for our high EB population. Our school is located in a low socioeconomic status community with low educational attainment, resulting in 100% of our students being economically disadvantaged.

Student Learning

Problem Statement 3: Misbehavior in the classroom **Root Cause**: We have diminished the practice of our core values (Respect, Ownership, Achievement, Resilience), and internilaziation of ROAR. No routine behavioral check.

School Processes & Programs

Problem Statement 1: Classroom enrollment numbers are too high to maximize conducive and rigorous learning **Root Cause**: Student learning is impacted because the classroom sizes are too big. The district has a set number of students enrolled.

Perceptions

Problem Statement 1: Student achievement data shows inconsistent progress in reading comprehension and math skills across grade levels, with some students struggling to master foundational skills needed for grade-level success. **Root Cause**: Many students have gaps in foundational skills from prior grade levels. Especially from outside Harmony. It takes 3 years to close the gaps of non-Harmony students. These gaps are highly observable across grade levels.

Problem Statement 3: Many students struggle with retaining information and applying critical thinking skills, leading to poor academic performance. **Root Cause**: Students are relying on memorization rather than active learning strategies. Some traditional teaching methods focus more on test performance over deep comprehension, limiting students' engagement with meaningful material. Improvement is needed in teacher modeling "thinking out loud. "

Goal 5: Safe and Supportive Schools: Support the emotional well-being of students and staff by ensuring a safe, healthy, and orderly environment conducive to learning.

Performance Objective 1: Increase the percentage of students who feel there is mutual respect to 80 % and above, fair consequences, and social-emotional support at their campus to 80 % and above on the 2025-2026 School Climate Survey.

Evaluation Data Sources: Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: - Continue implementation of Character Development (ROAR Times) to support students' well-being and develop a culture of community by providing professional development, implementation support, and ensuring campuses make implementation a priority.	Formative		
	Oct	Jan	Mar
Problem Statements: Student Learning 3 - Perceptions 3 **Funding Sources:** - 211, 255, 289 Title I, II, IV Part A Basic Program			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide professional development on Social Emotional Learning, use of Purple to submit SAF referrals, and Trauma Informed Instruction in August, as well as continuous SEL and Mental Health trainings throughout the school year.	Formative		
	Oct	Jan	Mar
Problem Statements: Demographics 1, 2 - School Processes & Programs 2 **Funding Sources:** - 461 Activity Fund			

Strategy 3 Details	Formative Reviews		
Strategy 3: - Prioritize the district-wide implementation of TLAC management strategies (Threshold, SLANT, Least Invasive Intervention) by providing professional development, developing resources, and creating a system for monitoring to ensure campus administrators' fidelity across the district.	Formative		
	Oct	Jan	Mar
Strategy's Expected Result/Impact: Exploration will implement the district-wide adopted TLAC Strategies as evidenced through campus walks and tracking. **Staff Responsible for Monitoring:** Admin Team, Behavioral Counselor **Problem Statements:** Student Learning 1, 3 - Perceptions 1 **Funding Sources:** - 263 TITLE III, PART A English Language Aquisition			

Strategy 4 Details	Formative Reviews		
	Formative		
	Oct	Jan	Mar
Strategy 4: Our Campus will continue to staff Student Counselors to support the ongoing social and emotional needs of students. **Strategy's Expected Result/Impact:** We will continue having Student Counselor on staff **Staff Responsible for Monitoring:** Admin Team, HR			

Strategy 5 Details	Formative Reviews		
	Formative		
	Oct	Jan	Mar
Strategy 5: Promote inclusivity and cultural awareness by celebrating cultural diversity through school events such as international festivals, black history month festivals, Hispanic heritage festivals, events for ESL families, and clubs focused on culture but open to all students i.e. African American dance club. **Strategy's Expected Result/Impact:** Measure changes in school climate indicators, such as perceptions of safety, respect, and support among students, teachers, and staff. Conduct surveys or focus groups to gather feedback on the overall school environment and the impact of revised policies on school climate. **Staff Responsible for Monitoring:** Assistant Principals, Engagement Coordinator, Behavioral Counselor **Problem Statements:** Demographics 2, 3 - Student Learning 1, 2 **Funding Sources:** - 211, 255, 289 Title I, II, IV Part A Basic Program, - 263 TITLE III, PART A English Language Aquisition			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Only 51% of our teachers are certified, which has an impact on the campus Key Performance Indicator (KPI). (Teacher Certification)Our campus's KPI score for teacher certification has been 1 (scale:1-4) **Root Cause**: Teachers have to take multiple steps and exams to earn a teacher certificate, such as TExES Content Exams, PPR (Pedagogy and Professional Responsibilities) and STR (Science of Teaching Reading), along with completing an accredited teacher certification program
Problem Statement 2: High percentage of ESL Students without enough support (ESL Interventionist, non-ESL certified teachers etc.) **Root Cause**: Improvement is needed in the accountability of the Tier 1 instruction by the priority teacher.
Problem Statement 3: Economic Challenges Affecting Student Performance **Root Cause**: The fact that parents who work multiple jobs results in less engagement with students' academic development and less support at home.

Student Learning
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Student Learning

Problem Statement 3: Misbehavior in the classroom **Root Cause**: We have diminished the practice of our core values (Respect, Ownership, Achievement, Resilience), and internilaziation of ROAR. No routine behavioral check.

School Processes & Programs

Problem Statement 2: Student-teacher ratio for our programs. **Root Cause**: We have an increase of students entering our ESL, SPED, and GT programs; however, there are limited specialized training opportunities for staff within those programs.

Perceptions

Problem Statement 1: Student achievement data shows inconsistent progress in reading comprehension and math skills across grade levels, with some students struggling to master foundational skills needed for grade-level success. **Root Cause**: Many students have gaps in foundational skills from prior grade levels. Especially from outside Harmony. It takes 3 years to close the gaps of non-Harmony students. These gaps are highly observable across grade levels.

Problem Statement 3: Many students struggle with retaining information and applying critical thinking skills, leading to poor academic performance. **Root Cause**: Students are relying on memorization rather than active learning strategies. Some traditional teaching methods focus more on test performance over deep comprehension, limiting students' engagement with meaningful material. Improvement is needed in teacher modeling "thinking out loud. "

Goal 5: Safe and Supportive Schools: Support the emotional well-being of students and staff by ensuring a safe, healthy, and orderly environment conducive to learning.

Performance Objective 2: Harmony School of Exploration will uphold the recognition as the National School of Character by sustaining the 11 Principles of the School of Character by June 2027

Strategy 1 Details	Formative Reviews		
Strategy 1: Exploration will continue implementation of Character.org's 11 Principles and submit applications for National designation	Formative		
	Oct	Jan	Mar
Problem Statements: Student Learning 3 **Funding Sources:** - 461 Activity Fund			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide staff development and enforce a safety program that addresses conflict resolution, bullying, suicide prevention, discipline management, violence prevention, and intervention methods.	Formative		
	Oct	Jan	Mar
Problem Statements: Demographics 1 **Funding Sources:** - 211, 255, 289 Title I, II, IV Part A Basic Program			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Only 51% of our teachers are certified, which has an impact on the campus Key Performance Indicator (KPI). (Teacher Certification)Our campus's KPI score for teacher certification has been 1 (scale:1-4) **Root Cause**: Teachers have to take multiple steps and exams to earn a teacher certificate, such as TExES Content Exams, PPR (Pedagogy and Professional Responsibilities) and STR (Science of Teaching Reading), along with completing an accredited teacher certification program
Student Learning
Problem Statement 3: Misbehavior in the classroom **Root Cause**: We have diminished the practice of our core values (Respect, Ownership, Achievement, Resilience), and internilaziation of ROAR. No routine behavioral check.

Goal 6: Technology Use: Utilize technology to maximize learning for all students and 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.

Strategy 1 Details	Formative Reviews		
	Formative		
	Oct	Jan	Mar
Strategy 1: Install additional Wi-Fi hotspots throughout campus buildings and upgrade current bandwidth speeds. *Purchase and maintain technology devices (document camera, laptop, Chromebook, et Provide professional development opportunities for teachers and staff.c.) and educational software and other instructional resources 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. - Annual PL plan will have technology training integrated. **Staff Responsible for Monitoring:** IT Department, Admin Team **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 **Funding Sources:** - 461 Activity Fund			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Only 51% of our teachers are certified, which has an impact on the campus Key Performance Indicator (KPI). (Teacher Certification)Our campus's KPI score for teacher certification has been 1 (scale:1-4) **Root Cause**: Teachers have to take multiple steps and exams to earn a teacher certificate, such as TExES Content Exams, PPR (Pedagogy and Professional Responsibilities) and STR (Science of Teaching Reading), along with completing an accredited teacher certification program
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School Processes & Programs
Problem Statement 2: Student-teacher ratio for our programs. **Root Cause**: We have an increase of students entering our ESL, SPED, and GT programs; however, there are limited specialized training opportunities for staff within those programs.

Goal 6: Technology Use: Utilize technology to maximize learning for all students and enhance the educational practices of teachers.

Performance Objective 2: Harmony School of Exploration will purchase 585 new Chromebooks that are compatible with state testing to increase classroom engagement and testing performance. Additionally, 100 headphones to support our ESL population and 100 headphones to support the non-ESL population. Moreover, 10 non-touch screen Chromebooks will be purchased

Strategy 1 Details	Formative Reviews		
	Formative		
	Oct	Jan	Mar
Strategy 1: Provide K-1 classrooms with touch-screen Chromebooks through a bulk technology purchase to support early literacy, numeracy, and digital skills. Teachers will integrate the devices into daily instruction and assessment practices, with targeted professional development to maximize student engagement and improve performance on formative and summative assessments. **Problem Statements:** Student Learning 1 **Funding Sources:** - 420 Early Childhood Education (Intent Code: 36)			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 60% of our students are Emergent Bilinguals, 100% are Economically Disadvantaged and 53% are at risk **Root Cause**: Our Hispanic community is 53%, which is responsible for our high EB population. Our school is located in a low socioeconomic status community with low educational attainment, resulting in 100% of our students being economically disadvantaged.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	1. Coaches and administrators will support teachers through practice-based professional learning sessions and biweekly data meetings (BWDM), observation feedback (OBF), and lesson prep coaching meetings that integrate differentiation into these processes.

Campus Improvement Team

Committee Role	Name	Position
Parent	Susy Mendez	Parent
Parent	Lorena Borche	Parent
Classroom Teacher	Nicole Gallardo	2nd Grade ELA Teacher
Business Manager	Nathan Steinbeigle	Business Manager
District-level Professional	Laura Sargent	Distric Instructional Coach
Administrator	Tamaka Germany	DOA
Parent	Marcia Anderson	Parent/ PTO President
Business Representative	Camelia Jimenez	Walmart Represantative / Manager
Classroom Teacher	Nazuko Malghas	Kinder Teacher
Paraprofessional	Abigail Torres	Secretary
Non-classroom Professional	Ashlea Szanto	Behavioral Counselor
Community Representative	Monica Siboldi	Houston Library Represantative
Non-classroom Professional	Sibel Yuksel	ESL Coordinator
Administrator	Serpil Himmetoglu	DOA Testing And Federal Programs Coordinator
Non-classroom Professional	Risikatu Shittu	Campus Instructional Coach
Administrator	Kyung Yun	DOS
Non-classroom Professional	Jessica Simmons	Special Program Coordinator
Administrator	Gemma Olson	Principal
GT Coordinator	Ayse Zirih	GT Coordinator/ GT Teacher
Engagement Coordinator	Andrea Sanchez	Coordinator

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			$0.00
1	1	4			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
2	1	1			$0.00
2	1	3			$0.00
2	2	1			$0.00
3	1	2			$0.00
4	1	3			$0.00
5	1	1			$0.00
5	1	5			$0.00
5	2	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$754,720.26
				+/- Difference	$754,720.26

224 IDEA-B					
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	$194,926.53
				+/- Difference	$194,926.53

263 TITLE III, PART A English Language Aquisition					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
1	2	3			$0.00
2	1	1			$0.00
2	1	3			$0.00
2	2	1			$0.00
2	2	2			$0.00
4	1	1			$0.00
5	1	3			$0.00
5	1	5			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$42,669.53
				+/- Difference	$42,669.53

420 Career & Technology (CTE) (Intent Code: 22)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

420 State Comp. Education (Intent Code: 30)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	4			$0.00
2	1	2			$0.00
4	1	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$637,605.00
				+/- Difference	$637,605.00

420 Special Education (Intent Code: 23)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	1	5			$0.00
1	3	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$380,881.00
				+/- Difference	$380,881.00

420 Early Childhood Education (Intent Code: 36)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$0.00
6	2	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$210,288.00
				+/- Difference	$210,288.00

420 Bilingual Education (Intent Code: 25)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5			$0.00
2	1	3			$0.00
2	2	1			$0.00
3	1	3			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$113,170.00
				+/- Difference	$113,170.00

420 Dyslexia Intent Code: 37)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$8,836.00
				+/- Difference	$8,836.00

461 Activity Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1			$0.00
3	1	2			$0.00
4	1	5			$0.00
5	1	2			$0.00
5	2	1			$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**
2	1	2			$0.00
4	1	2			$0.00
4	1	4			$0.00
4	1	6			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$19,397.00
				+/- Difference	$19,397.00
				Grand Total Budgeted	$2,362,493.32
				Grand Total Spent	$0.00
				+/- Difference	$2,362,493.32

Addendums

2023-24 Federal and State Programs Budget Estimate

Campus/District: **HS Exploration-Houston** **Estimated Annual Salary of 1 FTE:** **$60,000**

Program/Service	Budget Amount	%	FTEs	Program/Service	Budget Amount	%
Title I Part A *(Fund Code: 211; Intent Code: 30)*						
Title II Part A *(Fund Code: 255; Intent Code: 24)*				**Perkins V** *(Fund Code: 244; Intent Code: 22)*		
Title IV A*** *(Fund Code: 289; Intent Code: 24)*						
Payroll – Instructional Support	$561,270	92.0%	**9.4**	Payroll – Instructional Support	$0	55.0%
Instructional Contract Services	$30,504	5.0%	**0.5**	Instructional Contract Services	$0	45.0%
Instructional Supplies	$18,302	3.0%	**n/a**	Instructional Supplies	$0	0.0%
Total	**$610,076**	**100.0%**	**9.9**	**Total**	**$0**	**100.0%**
Title III Part A *(Fund Code: 263; Intent Code: 25)*				**IDEA B** *(Fund Code: 224; Intent Code: 23)*		
Payroll – Instructional Support	$36,533	90.0%	**0.6**	Payroll – Instructional Support	$87,007	100.0%
Instructional Contract Services	$2,436	6.0%	**0.0**	Instructional Contract Services	$0	
Instructional Supplies	$1,624	4.0%	**n/a**	Instructional Supplies	$0	
Total	**$40,592**	**100.0%**	**0.6**	**Total**	**$87,007**	**100.0%**
Carer & Technology (CTE) *(Fund Code: 420; Intent Code: 22)*				**State Comp. Education** *(Fund Code: 420; Intent Code: 30)*		
Payroll – Instructional Support	$0		**0.0**	Payroll – Instructional Support	$0	0.0%
Instructional Contract Services	$0		**0.0**	Instructional Contract Services	$0	0.0%
Instructional Supplies	#VALUE!		**n/a**	Instructional Supplies	$560,627	100.0%
Total	**$0**	**100.0%**	**0.0**	**Total**	**$560,627**	**100.0%**
Special Education *(Fund Code: 420; Intent Code: 23)*				**Early Childhood Education** *(Fund Code: 420; Intent Code: 36)*		
Payroll – Instructional Support	$0	0.0%	**0.0**	Payroll – Instructional Support	$0	0.0%
Instructional Contract Services	$205,606	95.0%	**3.4**	Instructional Contract Services	$0	0.0%
Instructional Supplies	$10,821	5.0%	**n/a**	Instructional Supplies	$305,421	100.0%
Total	**$216,427**	**100.0%**	**3.4**	**Total**	**$305,421**	**100.0%**
Bilingual Education *(Fund Code: 420; Intent Code: 25)*				**Dyslexia** *(Fund Code: 420; Intent Code: 37)*		
Payroll – Instructional Support	$74,326	58.0%	**1.2**	Payroll – Instructional Support	$0	
Instructional Contract Services	$15,378	12.0%	**0.3**	Instructional Contract Services	$0	
Instructional Supplies	$38,444	30.0%	**n/a**	Instructional Supplies	$5,929	100.0%
Total	**$128,148**	**100.0%**	**1.5**	**Total**	**$5,929**	**100.0%**
Gifted & Talented *(Fund Code: 420; Intent Code: 21)*				**College Career Military Readiness** *(Fund Code: 420; Intent Code: 38)*		
Payroll – Instructional Support	$0	0.0%	**0.0**	Payroll – Instructional Support	$0.0	
Instructional Contract Services	$0	0.0%	**0.0**	Instructional Contract Services	$0.0	
Instructional Supplies	$15,792	100.0%	**n/a**	Instructional Supplies	#VALUE!	
Total	**$15,792**	**100.0%**	**0.0**	**Total**	**$0**	**100.0%**

****** 100% of Title II & IV fund will be transferred to Title I fund.***

FTEs
0.0
0.0
n/a
0.0
1.5
0.0
n/a
1.5
0.0
0.0
n/a
0.0
0.0
0.0
n/a
0.0
0.0
0.0
n/a
0.0
0.0
0.0
n/a
0.0

