

Harmony Public Schools - El Paso



Harmony School of Innovation - El Paso

2026-2027 Campus Improvement Plan

Mission Statement

Mission Statement:

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

Vision

Vision:

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

Value Statement

Harmony Core Values:

- High Expectations: Every student will learn and grow into a successful and productive citizen.
- Dedicated Staff: We do whatever it takes to help our students reach their goals.
- Working Together: Our students, parents, and staff work in harmony to create a strong community of success.
- Character Matters: We guide our students to value integrity, show respect, and be responsible.
- STEM for All: Every student will graduate with a strong understanding and appreciation of STEM and how it connects to the real world.

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Comprehensive Needs Assessment

Demographics

Summary

Harmony School of Innovation Elementary's mission is to prepare students for higher learning in a safe, caring, and collaborative atmosphere through a quality, learner-centered educational program with a strong emphasis on science, technology, engineering, and mathematics (STEM). Harmony School of Innovation (HSI) was established in 2009 and originally served students in grades Kindergarten through 12th grade. In 2022, the campus expanded, creating Harmony School of Innovation Middle/High School to serve grades 6–12, while HSI Elementary began serving students in Pre-Kindergarten through 5th grade.

HSI Elementary currently serves approximately 607 students and complies with all state and federal regulations regarding student admissions. All eligible students residing within the school's geographic boundaries and grade levels are able to enroll and are served. Families are required to submit a completed application for enrollment consideration. When applications exceed campus capacity, a lottery process is conducted using lottery selection software by the end of February for the upcoming school year.

The campus is located on the northeast side of El Paso and serves a diverse student population. Enrollment fluctuates throughout the year due to a significant number of military-connected families within the community. HSI Elementary values collaboration among all stakeholders involved in the development and implementation of the Campus Improvement Plan. Stakeholders include families, teachers, administrators, school staff, law enforcement officers, and community members. These groups play a vital role in supporting the campus mission and educational goals focused on college and career readiness.

The Gifted and Talented (GT) program at HSI Elementary is committed to addressing the academic, social, and emotional needs of gifted learners. Students receive weekly exposure to Project-Based Learning opportunities aligned to their interests and future goals. Currently, 26 students are enrolled in the GT program. Due to the campus emphasis on engineering, innovation, and problem-solving, the school could benefit from increased GT pull-out instructional time to better meet student needs and enhance enrichment opportunities.

HSI Elementary currently serves 104 students receiving Special Education services. Program placements include Life Skills, Resource, and Inclusion services. Additional support services include speech therapy, occupational therapy, and physical therapy. As student needs continue to grow, the campus would benefit from additional professional development opportunities for staff as well as expanded program placements and support services to better address the diverse needs of students.

Students in 4th and 5th grades have opportunities to participate in athletic programs including volleyball, basketball, soccer, and cheerleading. HSI competes with other local charter schools, and the athletic program receives strong support from the surrounding community. A future goal of the program is to align athletic participation with UIL regulations in order to expand opportunities and increase student involvement in extracurricular athletics.

All students at HSI Elementary participate in Fine Arts instruction through semester-based courses in Art and Music. In addition, students have opportunities to participate in after-school enrichment clubs such as Arts and Crafts, LEGO Club, and 3D Printing. These clubs are facilitated by teacher volunteers and provide students with additional creative and collaborative learning experiences. The Fine Arts program would benefit from increased community volunteer involvement to expand student access and exposure to fine arts opportunities.

HSI Elementary continues to seek improvements that support the needs of all stakeholders. Families have expressed interest in expanded extracurricular opportunities, including UIL-regulated sports, building improvements such as additional windows and facility enhancements, a one-to-one student laptop initiative, and increased parent involvement opportunities such as Thanksgiving lunch events and other family engagement activities.

Additionally, the campus recognizes that the needs of special programs and instructional services do not always align with available resources and funding. While staff and administration remain committed to meeting student needs, challenges related to funding and resource allocation continue to impact the campus's ability to fully implement desired improvements and program expansions.

Harmony School of Innovation Middle-High campus in El Paso, TX serves 651 students in grades 6–12 as a combined middle and high school in El Paso, Texas. Enrollment by grade level includes 6th (133), 7th (135), 8th (116), 9th (81), 10th (69), 11th (45), and 12th (72). Enrollment is highest in the middle school grades, with a gradual decline across high school, informing targeted transition, retention, and engagement efforts.

The school operates as an open-enrollment public charter, accepting all students without selective admission criteria. The campus serves a diverse student population, including emergent bilingual students, students receiving special education services, and economically disadvantaged students. As a 6–12 campus, systems are designed to ensure continuity of academic, behavioral, and social-emotional supports through graduation.

Stakeholders include students, parents/guardians, teachers, campus and district administrators, support staff, and community partners. Stakeholders are authentically engaged in the campus improvement process through committee participation, surveys, meetings, conferences, and ongoing communication. Teachers and staff actively participate in data analysis and strategy development, while parent and student input informs campus culture, programming, and priorities. Stakeholder engagement is ongoing and directly supports the development, implementation, and monitoring of the improvement plan. Program Alignment to Student and Community Needs

Campus programs include Bilingual/ESL, Special Education, Gifted & Talented, CTE, Title I, Fine Arts, and Athletics. These programs align with the academic, linguistic, and social-emotional needs of the student population and reflect family and community priorities. Programming is aligned to the instructional philosophy of the campus, emphasizing equity, access, whole-child development, and postsecondary readiness. Program effectiveness is monitored through data review and stakeholder feedback to ensure continuous alignment and improvement.

Strengths

HSI Elementary benefits from a dedicated and committed staff, many of whom reside within the local community and have strong connections to the families and students they serve. The campus has fostered a welcoming, family-oriented culture that values long-term relationships and community involvement. This positive environment is reflected in the number of former students who return to HSI as employees, demonstrating a strong sense of loyalty and connection to the school community.

Parents and families continue to support the campus through involvement in school activities and partnerships that contribute to student success. HSI Elementary has established a positive climate and culture that promotes relationships, collaboration, and a sense of belonging among students, staff, and families.

Students at HSI Elementary demonstrate confidence, resilience, and creativity in both academic and social settings. They openly express their ideas, emotions, and individuality while developing the skills needed to face challenges and persevere through difficult situations. The supportive campus environment encourages students to grow academically, socially, and emotionally while preparing them for future success.

The Harmony School of Innovation Middle High campus serves a diverse student population, creating an inclusive learning environment that promotes cultural awareness, collaboration, and global perspectives. As a 6–12 campus, the school provides continuity of instruction, relationships, and support systems, allowing students to build long-term connections with teachers, staff, and peers. Enrollment in the middle school grades remains strong, providing a stable foundation for future campus growth and student development. The campus's open-enrollment charter model increases access and educational choice for families within the community. The school demonstrates a commitment to supporting diverse learners through programs such as Bilingual/ESL, Special Education, Gifted & Talented, CTE, Fine Arts, Athletics, and Title I services.

Staff and leadership maintain a focus on whole-child development, addressing academic, behavioral, social-emotional, and post-secondary readiness needs. The campus benefits from active stakeholder involvement, including collaboration among teachers, administrators, parents, students, and community partners. The school's size allows for a more personalized environment where students can receive targeted academic and behavioral support.

The campus serves a community with strong family and cultural values, which supports relationship-building, student connectedness, and school engagement. The demographic makeup of the school provides opportunities to strengthen college, career, military, and leadership readiness programs that reflect student interests and community needs.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ The impact of inconsistent reinforcement of behavioral expectations between school and home. In some cases, when student behaviors that disrupt the learning environment are addressed at school, parents do not agree and will not provide support.	When student behaviors that disrupt the learning environment are addressed at school, there may be differing perspectives from families regarding those behaviors.
2★ Chronic student absenteeism remains a concern and may negatively impact student academic progress.	Absences are influenced by multiple factors, including mental health challenges, family hardships, illness, weather-related issues, and reported safety concerns or threats.
3★ The increasing Emergent Bilingual (EB) student population has created a need for more ESL- and Bilingual-certified educators at the campus.	This need is driven in part by a high number of new teachers and teachers with fewer than five years of experience who may not yet hold ESL or Bilingual certification.

★ = Priority

Student Learning

Summary

Harmony School of Innovation – El Paso Elementary continues to demonstrate academic progress through targeted interventions, data-driven instruction, and a strong focus on closing achievement gaps among student groups. Student achievement and school progress have been supported through multiple intervention systems including after-school tutoring, Saturday tutoring, blended learning classes, and small-group instruction. Teachers consistently analyze assessment data and classroom performance to identify student needs and provide reteach opportunities. Instructional software programs such as Amplify, ALEKS, Just-In-Time Intervention (JITI), NoRedInk, Raz Kids, ST Math, and NewsELA are used to reinforce academic skills and provide personalized learning support.

A significant campus initiative to address Closing the Gaps included the implementation of an additional blended learning class for mathematics following analysis of the 2024–2025 STAAR data. The campus plans to continue evaluating STAAR performance data annually to determine future instructional needs and support systems. Teachers also provide intervention through weekly tutoring sessions, Saturday school, and targeted small-group instruction to reinforce essential skills and accelerate student achievement.

Student performance data indicates continued growth across grade levels, particularly in Reading achievement and higher-level performance at the “Masters” category. In Grade 3 Reading, Hispanic students increased Masters performance from 12% in 2024 to 23% in 2025, while White students improved from 0% to 29% at the Masters level. Grade 3 Mathematics also reflected improvement in foundational skills, with Hispanic students increasing Approaches performance from 55% to 63% and doubling Masters achievement from 4% to 8%.

Grade 4 Reading demonstrated strong academic growth across student groups. African American students achieved 71% at Approaches and 43% at both Meets and Masters levels. Hispanic students increased performance at the Meets level from 58% to 63% and Masters from 27% to 31%. White students showed significant gains in advanced achievement, increasing Masters performance from 23% to 40%. While mathematics performance in Grade 4 reflected some declines in Approaches and Meets levels among student groups, the campus continues to address these areas through intervention and instructional support.

Grade 5 student performance reflected strong achievement in Reading and Science. African American students showed significant gains in Reading, increasing from 78% to 100% at Approaches and from 33% to 40% at the Masters level. Hispanic students maintained a strong Masters performance rate of 43% in Reading, while White students increased Masters achievement from 44% to 50%. In Science, African American students improved at both Approaches and Meets levels, while White students maintained consistent Approaches performance and increased Masters achievement.

The campus continues to prioritize early literacy and numeracy development in PreK through Grade 3. Through strategic early interventions and instructional support, overall literacy achievement increased by 8.1%, moving from a 71% baseline to 79.1% of students meeting or exceeding grade-level standards. These efforts support all student groups, including Emergent Bilingual and economically disadvantaged students, in building strong foundational skills before entering state-tested grade levels.

When compared to campuses of similar size, grade span, and demographics, Harmony School of Innovation – El Paso Elementary outperformed comparison campuses in several academic areas. The campus demonstrated higher performance in 3rd-grade Reading and Mathematics, 4th-grade Reading, and 5th-grade Reading and Science. As a result of student achievement and academic growth, the campus earned an “A” Distinction Designation.

The campus recognizes that state assessment performance does not always align with local benchmark data or report card grades. Differences in assessment format, rigor, testing conditions, accommodations, and grading practices contribute to these inconsistencies. To address these challenges, the campus continues to focus on instructional alignment, targeted intervention, and test preparation strategies that strengthen student readiness and performance on state assessments.

Harmony School of Innovation – El Paso Elementary and Middle High also ensures that stakeholders, including parents, teachers, and administrators, are actively involved in the campus improvement planning process. Special programs including Gifted and Talented, State Compensatory Education, Bilingual/ESL, Special Education, Title programs, Fine Arts, Athletics, and leadership development opportunities align with the academic, social, and emotional needs of students while supporting the campus mission and vision.

To further support student success, the campus implements a systematic reteach process for students who are absent or

academically at risk. Students receive targeted reteaching during blended learning classes, often up to five times per week, and are provided opportunities for additional support through after-school tutoring and Saturday school. This multi-tiered system of support ensures students receive timely interventions and personalized instruction to remain academically successful.

At HSI M/H student achievement data show continued growth in several areas. Reading performance increased from 82% Approaches in Grade 5 to 89% in Grade 6. Grade 7 Reading increased by 3%, and Grade 8 Reading increased by 7%, while Grade 9 Reading decreased by 17%. In Mathematics, Grade 8 showed significant growth with a 21% increase, while Grade 7 declined by 17% and Grade 9 decreased by 3%. Overall, the campus continues to demonstrate strong performance in Reading and targeted growth in Mathematics, while focusing on addressing areas of decline and closing achievement gaps among student groups.

STAAR results indicate that overall student performance remains above state averages. Reading achievement continues to improve across most grade levels, while Mathematics shows strong gains in Grade 8. Student group data are reviewed regularly to identify achievement gaps and provide targeted interventions to support academic growth for all learners. PreK–3rd Grade Performance (HB3 Goal), Not applicable, as Harmony School of Innovation Middle-High serves middle and high school students. Comparison to Similar Campuses, Harmony School of Innovation Middle-High continues to perform well compared to similar campuses. Reading and Biology performance exceed state and district averages in several areas. Middle school students perform above both state and district averages in all tested subjects, while high school students perform above state averages but below district averages in some areas. The campus maintains an overall “A” accountability rating.

The campus maintains a 0% dropout rate and a graduation rate above 90%. College, Career, and Military Readiness (CCMR) performance is approaching 100%, demonstrating strong preparation for postsecondary success. The campus provides AP coursework and college readiness opportunities. AP, PSAT, SAT, and ACT performance data are monitored by campus leadership and will be reviewed to support continuous improvement efforts. Student performance on local benchmarks and report cards aligns with state assessment results and remains above state performance levels. Assessment data are used to guide instruction, intervention, and student support.

Students, parents, teachers, administrators, and community members participate in the campus improvement planning process. Special programs, including GT, CTE, ESL, Special Education, Fine Arts, Athletics, and Title programs, align with the needs of students and the goals of the campus. The campus provides tutoring, Saturday School, small-group instruction, one-on-one support, and blended learning opportunities to assist students who are absent or at risk of academic failure. These supports help ensure students remain on track for academic success.

Strengths

Harmony School of Innovation – El Paso Elementary demonstrates several strengths in student learning through its commitment to academic growth, targeted intervention, and student development. The campus has made measurable progress in closing learning gaps through the implementation of blended learning, small-group instruction, after-school tutoring, and Saturday intervention programs. Early literacy and mathematics achievement continue to improve among PreK–3rd grade students, with notable gains in foundational skills in Kindergarten and 1st grade. Across multiple grade levels, students have shown steady improvement in reading performance, with increased percentages of students achieving Meets and Masters performance levels, particularly among Hispanic and White student groups.

Students benefit from a variety of structured academic support programs, including Just-in-Time Intervention (JITI), targeted reteaching, and data-driven instructional practices that provide individualized support and reinforcement of essential skills. Teachers consistently analyze assessment data to adjust instruction and implement interventions that address student needs and support mastery of challenging concepts. In addition, the integration of technology and blended learning tools enhances student engagement and creates differentiated learning opportunities that support academic achievement.

The campus also emphasizes character education and leadership development through the implementation of the TIGER core values and leadership programs, which promote responsibility, integrity, empathy, and positive decision-making. These efforts support students’ social-emotional growth while fostering a positive learning environment that encourages confidence, motivation, and academic success. Overall, the campus’s strengths lie in its consistent academic growth, strategic intervention systems, commitment to data-driven instruction, and dedication to developing well-rounded students prepared for future success.

Harmony School of Innovation Middle-High demonstrates several key strengths that support student learning and academic success. The campus effectively utilizes Blended Learning Time and Power Hour to provide targeted instruction, intervention, and enrichment based on individual student needs. These structured support periods allow students to receive personalized assistance and strengthen mastery of essential standards.

Additional academic support is provided through after-school tutoring and Saturday School, ensuring students have multiple

opportunities to relearn concepts, recover missed learning, and prepare for assessments. The campus also benefits from a highly dedicated staff, with teachers consistently making themselves available for extra support and maintaining strong communication with parents.

Strong partnerships between teachers and families contribute to student success by promoting accountability, monitoring progress, and addressing academic concerns early. These combined supports create a positive learning environment focused on continuous growth, achievement, and college and career readiness.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ Students demonstrate gaps in foundational reading and math skills.	Students often progress to new content without fully mastering foundational concepts. Differences in learning pace, limited support at home, and accumulating skill gaps contribute to challenges in closing these learning gaps.
2 ★ Students demonstrate low retention of learned information.	Students may rely on passive learning behaviors rather than actively engaging in tasks, which limits retention. In addition, gaps in prior knowledge, inconsistent use of learning strategies, and frequent absences contribute to difficulties in retaining information.
3 ★ Despite ongoing instructional efforts and interventions, a portion of students continue to perform below grade level.	High percentage of Emergent Bilingual (ESL) students, gaps in foundational skills, limited time for targeted small-group instruction, Attendance and student engagement issues
4 ★ Some students keep changing CTE pathways and graduate without an IBC	Insufficient guidance choosing the pathways in the beginning of the school year. Lack of encouragement to obtain an IBC.

★ = Priority

School Processes & Programs

Summary

Harmony School of Innovation – El Paso Elementary implements comprehensive school processes and programs designed to support high-quality instruction, student achievement, and continuous campus improvement. The campus recruits educators through job fairs, online postings, and professional networking platforms such as Indeed and Harmony Public Schools job listings. Selection and placement decisions are based on applicants' qualifications, experience, background, and instructional strengths to ensure teachers are appropriately assigned according to campus and student needs. Interview committees collaborate to make hiring decisions that align with the campus mission and instructional goals.

The campus is committed to developing instructional leadership capacity through programs such as the Instructional Leadership Team (ILT) and the Grow Your Own Teacher (GYOT) mentoring program. Teachers and leaders receive guidance through mentoring handbooks, district trainings, coaching support, and leadership development opportunities. Campus improvement efforts are driven by ongoing analysis of student performance data, with mathematics identified as a primary area of focus. ILT members, curriculum coaches, and teachers collaborate to analyze assessment data, provide professional development, conduct instructional rounds, and create targeted improvement plans to address student learning gaps. Progress monitoring occurs regularly through assessment data meetings, teacher surveys, coaching sessions, and classroom walkthroughs to ensure instructional effectiveness and alignment with campus goals.

The campus offers a variety of academic and enrichment programs aligned with the school's mission, vision, and values while promoting a safe environment and high expectations for all students. Students participate in STEM-focused opportunities including LEGO clubs, PLTW Launch, coding and technology classes, Makerspace activities, 3D printing, VEX robotics, ST Math, and after-school enrichment programs. Fine arts opportunities include art classes and after-school art clubs that encourage creativity and student engagement. Programs are designed to support both academic growth and social-emotional development while preparing students for future college and career readiness.

Students identified as at-risk receive multiple levels of academic support through after-school tutoring, Saturday tutorials, small-group instruction during blended learning, classroom accommodations, and targeted intervention programs such as Just-in-Time Intervention (JITI). The campus currently serves students in Gifted and Talented, Special Education, ESL, Dyslexia, Speech, and Occupational Therapy programs, ensuring equitable access to instructional support and accommodations tailored to individual student needs. Diagnostic tools such as Amplify, ST Math, ALEKS, MAP assessments, mCLASS, and other progress monitoring systems are used to create personalized learning paths and provide data-driven interventions for students.

Technology integration is a major strength of the campus instructional program. Students regularly utilize programs such as ALEKS, Amplify, ST Math, Extra Math, Raz Kids, and Schoology to support blended and personalized learning experiences. Technology allows students to access individualized instruction, monitor their own progress, complete assignments online, and participate in reteaching opportunities. Teachers and instructional leaders use program data to identify student needs, form intervention groups, adjust lesson planning, and create targeted instructional supports.

Instructional practices at the campus are aligned to the Texas Essential Knowledge and Skills (TEKS) and supported through data-driven lesson planning, formative assessments, and backward design strategies. Teachers utilize MAP scores, Curriculum Based Assessments (CBAs), progress monitoring tools, and small-group data to ensure lessons address student learning gaps and instructional priorities. Professional Learning Communities (PLCs), planning periods, weekly trainings, and vertical alignment meetings support collaboration among staff and strengthen instructional consistency across grade levels.

The campus prioritizes positive school conditions and student support systems that protect instructional time and foster a safe learning environment. Systems such as master schedules, tutorials, summer school, after-school clubs, and intervention periods provide additional learning opportunities for students. Classroom management practices emphasize restorative approaches and keeping students engaged in instruction whenever possible. Teachers utilize calming strategies, safe spaces, student leadership opportunities, and relationship-building practices to support student behavior and emotional well-being.

Transition procedures are also in place to support students moving between grade levels and campuses. Students participate in classroom visits, campus tours, and transition activities designed to familiarize them with future academic expectations and environments. The campus also implements procedures and monitoring systems related to bullying prevention, suicide prevention, student discipline, and behavioral support to ensure student safety and well-being.

Overall, Harmony School of Innovation – El Paso Elementary demonstrates strengths in technology integration, data-driven instruction, collaborative leadership practices, progress monitoring, and personalized learning systems. These processes and programs contribute to a cohesive campus culture focused on continuous improvement, academic achievement, and meeting the diverse needs of all students.

Harmony School of Innovation Middle-High utilizes a strategic, campus-based approach to recruiting, selecting, assigning, inducting, and retaining highly qualified educators. Staffing decisions are driven by current enrollment, projected student growth from feeder campuses, anticipated class sizes, and program needs. Each year, campus leadership develops a staffing plan to ensure appropriate teacher allocation and maintain optimal learning environments for students.

When vacancies occur, the campus actively recruits qualified candidates through job postings, university partnerships, teacher job fairs, and Harmony Public Schools' global talent recruitment initiatives. Special emphasis is placed on hiring educators who hold the appropriate certifications in their content areas, as well as Career and Technical Education (CTE) teachers with relevant industry and technical experience.

The selection process considers certification, qualifications, experience, and the candidate's ability to support the campus mission and student achievement goals. New teachers receive support through campus onboarding and mentoring processes to help ensure a successful transition into the school community.

To retain highly qualified staff, Harmony School of Innovation Middle-High offers competitive compensation, performance incentives, professional growth opportunities, affordable health insurance, participation in the Teacher Retirement System (TRS), and a matching savings plan. These efforts help foster a positive work environment, promote staff stability, and support continued student success.

Harmony School of Innovation Middle-High is committed to developing strong instructional leaders and effective teachers through district-supported programs such as the Harmony Employee Educational Program (HEEP), which provides tuition assistance for certifications and advanced degrees, and the Harmony Aspiring Leaders Academy (HALA), which prepares future campus leaders through leadership development and mentorship opportunities.

Campus leadership, instructional coaches, and teacher leaders use observations, walkthroughs, instructional rounds, and data analysis to identify instructional strengths and areas for growth. The Instructional Leadership Team (ILT) conducts monthly instructional rounds, reviewing Core 4 expectations in classrooms and using collected data to plan professional learning and campus-based professional development. New teachers are paired with experienced mentors to support instructional growth and successful onboarding.

The campus offers rigorous STEM-focused pathways, including Engineering, Biomedical Science, Computer Science, and Law Enforcement programs. These programs align with Harmony's ALPHA core values and provide students with meaningful opportunities for college and career readiness. Robotics, STEM competitions, dual credit courses, and Pre-AP courses further support advanced academic achievement.

Harmony School of Innovation Middle-High serves a diverse student population, including a large number of Special Education, Section 504, Emergent Bilingual (EB), and Dyslexia students. Staff continuously adjust instruction and provide differentiated support to meet the unique needs of all learners. Targeted interventions, after-school tutoring, Saturday School, small-group instruction, and individualized learning plans help ensure students have access to challenging academic standards and opportunities for success.

The campus maintains a strong college and career readiness program through comprehensive counseling services. Counselors provide academic advising, FAFSA completion support, college and university visits, scholarship information, career exploration opportunities, and military readiness guidance. These efforts contribute to high graduation rates and strong College, Career, and Military Readiness (CCMR) outcomes.

Technology is integrated throughout instruction and blended learning. Students have access to digital resources and personalized learning platforms such as ALEKS, Lexia PowerUp, Summit K-12, Newsela, NoRedInk, and STEMscopes, which support individualized instruction and accelerate student achievement.

To support powerful teaching and learning, the campus provides ongoing feedback through observations, coaching, professional development, data meetings, and instructional planning aligned to the Texas Essential Knowledge and Skills (TEKS). Lesson plans and instructional objectives are data-driven, focused on high-impact standards, incorporate formative assessments, promote critical thinking, and provide timely interventions to ensure continuous student growth and achievement.

Strengths

One of the campus's greatest strengths is the effective integration and utilization of technology to support student learning and

instructional planning. Educational programs such as Raz Kids, ST Math, ALEKS, Amplify, and other digital platforms provide individualized learning paths that allow students to work at their instructional level while monitoring their own academic progress. Teachers use data from these programs, along with MAP assessment results, to create targeted intervention groups, guide lesson planning, and identify specific student learning gaps.

The Instructional Leadership Team (ILT) also utilizes this data to develop professional development opportunities and campus-wide instructional supports for teachers. This data-driven approach has strengthened collaboration among staff members across grade levels and created a more cohesive campus culture where teachers regularly seek support, share strategies, and vertically align instruction. Increased progress monitoring between assessments has allowed the campus to respond more quickly to student needs and support efforts to close academic achievement gaps. Additionally, staff confidence in classroom procedures and instructional practices has continued to grow, contributing to a positive and collaborative learning environment.

Harmony School of Innovation Middle-High offers several unique programs that support student success, leadership development, and college and career readiness. One notable strength is the Grow Your Own Teachers (GYOT) program, which provides students with opportunities to explore the teaching profession and develop leadership and educational skills. The campus currently hosts four GYOT participants and has approximately twenty-seven students involved across West Texas. The program has already demonstrated success, with five GYOT alumni returning to serve as educators within Harmony Public Schools.

The campus also emphasizes student achievement through authentic learning experiences. Students have opportunities to engage in research and writing projects, with selected articles published prior to graduation, helping develop strong communication, critical thinking, and professional skills.

Additionally, Harmony School of Innovation Middle-High benefits from a strong College and Career Department that provides comprehensive support for postsecondary planning. Through academic advising, college and career exploration, scholarship assistance, FAFSA support, dual credit opportunities, and career pathway guidance, students are well prepared for success after graduation. These programs contribute to the campus's strong college readiness culture and high levels of student achievement and CCMR success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Despite strong instructional systems, data analysis structures (ILT, PLCs, coaching), and the use of multiple technology platforms (e.g., ALEKS, ST Math, Amplify), overall math performance remains the lowest subject area on campus, indicating gaps in instructional effectiveness and student mastery.	Inconsistent implementation of instructional strategies across classrooms, over-reliance on technology programs without sufficient teacher-led targeted intervention, gaps in teacher content knowledge and pedagogy in math instruction, insufficient differentiation for subgroups (SPED, ESL, at-risk students) during Tier 1 instruction
2★ The campus currently has a low number of identified GT students (26 total), indicating a need to improve identification processes and increase enrollment in the GT program.	Limited teacher referrals for GT testing due to lack of awareness or training , possible misunderstanding of GT characteristics, especially among diverse populations (ESL, SPED), insufficient outreach to families and community about GT opportunities, lack of systematic screening processes for identifying potential GT students, not using student performance data to identify GT students.
3★ Newly hired employees demonstrate a need for additional training and ongoing support in effective classroom management.	Inexperience in the classroom or to Harmony
4★ Teachers being knowledgeable in their content however they do not know how to differentiate based on students needs	Lack of adequate training for the new teachers.

★ = Priority

Perceptions

Summary

Harmony School of Innovation Elementary continues to maintain a positive school culture through strong stakeholder engagement, effective communication, and a commitment to student success. Attendance rates remain consistent across student groups, though the campus recognizes challenges related to transportation, military mobility, illness, and limited parental support that may impact attendance.

The campus promotes a safe and supportive environment through restorative practices, SEL activities, School of Character initiatives, and positive behavior systems. Staff receive ongoing training to support student behavior, conflict resolution, and emotional well-being. Teacher retention remains strong at 97%, supported by mentoring programs, instructional coaching, administrator support, and collaboration through the Instructional Leadership Team (ILT). Staff survey data reflects high levels of trust in campus leadership and strong perceptions of communication and support.

Parent and community involvement continues to grow through volunteer opportunities, PTO participation, Parent Academies, and campus events such as Literacy Night, VEX Robotics, Trunk or Treat, and Winter Fest. Survey data indicates increased family satisfaction related to school climate, safety, and respectful relationships between staff and students.

Students describe the campus as a safe, welcoming, and engaging learning environment where they feel supported academically and socially. Overall, the campus demonstrates strengths in collaboration, leadership, communication, stakeholder engagement, and maintaining a positive school culture focused on continuous improvement and student achievement.

Harmony School of Innovation Middle-High demonstrates strong student engagement and a positive school culture. During the 2023–2024 school year, the campus achieved an attendance rate of 93.3%, reflecting consistent student participation and an overall improvement from previous years. Chronic absenteeism improved from 20.3% to 19%, a 1.3% reduction, indicating positive progress in attendance habits and student engagement. Assessment participation remained exceptionally high at 99%, demonstrating strong accountability and student involvement in academic programs.

The campus continues to celebrate strong student outcomes, including a 100% graduation rate and a 0% dropout rate among graduating seniors. These results reflect the effectiveness of academic supports, counseling services, and college and career readiness initiatives. Special attention continues to be given to improving attendance among student groups with historically higher rates of chronic absenteeism, including the large Special Education population served by the campus.

Harmony School of Innovation Middle-High fosters a safe and supportive learning environment. Staff report that programs such as blended learning, after-school tutoring, Saturday School, clubs, athletics, and extracurricular activities positively impact student motivation, academic achievement, and social-emotional growth. Teachers consistently express a commitment to maintaining high academic expectations, accountability, and integrity for all students.

The campus invests heavily in teacher development through mentoring, coaching, classroom observations, instructional feedback, and professional learning opportunities. New teachers are paired with experienced mentors and instructional coaches to support their growth and effectiveness. While teachers generally report feeling supported by administration and colleagues, concerns have been noted regarding workload, schedule changes, communication efficiency, and staff burnout. Continued efforts to improve communication, staff wellness, and retention remain priorities.

Parent and community engagement continue to be important strengths. Families participate in events such as parent-teacher conferences, PTO meetings, Parent Academies, and campus celebrations. Parents generally express satisfaction with the school's academic rigor, STEM opportunities, safety, and the dedication of teachers and staff. Communication is maintained through multiple platforms, including Skyward, Remind, email, phone calls, and home visits. However, barriers such as work schedules, language differences, cultural factors, and reduced parent involvement as students enter high school can limit engagement. Increasing participation in communication platforms and campus events remains an area of focus.

The campus also maintains partnerships with local businesses, community organizations, higher education institutions, and industry professionals to support student learning, career exploration, and college readiness. These partnerships provide students with valuable real-world experiences and strengthen the connection between the school and the broader community.

Overall, the data indicate that Harmony School of Innovation Middle-High maintains a positive climate and culture characterized by strong student engagement, high expectations, supportive relationships, and a shared commitment to academic excellence and student success.

Strengths

Harmony School of Innovation Elementary's perception strengths are rooted in the strong sense of community, trust, and collaboration shared among students, staff, families, and stakeholders. Survey data and stakeholder feedback indicate that students and parents feel welcomed, supported, and valued within the school environment. Teachers report high levels of confidence in campus leadership, instructional support, and their ability to positively impact student success.

The campus promotes open communication, inclusive decision-making, and family engagement through consistent communication practices, collaborative committees, and school-wide events that strengthen relationships between the school and community. High staff retention rates and improved survey results related to safety, leadership responsiveness, and school climate reflect a stable and supportive campus culture focused on maintaining high academic expectations and positive student outcomes.

The Texas Academic Performance Report (TAPR) data for Harmony School of Innovation Middle-High reflects a high-performing campus committed to academic excellence, student engagement, and continuous improvement. The campus demonstrates strong overall performance across multiple indicators, including attendance, assessment participation, graduation outcomes, college and career readiness, and student achievement.

Student engagement remains a significant strength, as evidenced by a campus attendance rate exceeding 93% and a 99% participation rate on state assessments. These indicators reflect a strong culture of accountability, student involvement, and family support. The campus has also shown improvement in reducing chronic absenteeism, demonstrating the effectiveness of attendance monitoring systems, parent communication, counseling services, and targeted interventions.

Academic achievement continues to be a focus area, with students performing above state averages in multiple subject areas and maintaining strong performance in Reading, Mathematics, Biology, and other tested content areas. Middle school students consistently outperform both state and district averages in many academic areas, while high school students continue to demonstrate achievement above state performance levels. The campus maintains an "A" accountability rating, reflecting success in the areas of Student Achievement, School Progress, and Closing the Gaps.

College, Career, and Military Readiness (CCMR) indicators further highlight the campus's success in preparing students for postsecondary opportunities. High participation in advanced academic programs, dual credit courses, STEM pathways, and college readiness initiatives contributes to CCMR outcomes that are approaching 100%. Counselors, teachers, and administrators work collaboratively to ensure students are prepared for college admissions, workforce opportunities, military service, and industry certifications.

The campus also demonstrates exceptional student persistence and success through a 100% graduation rate and a 0% dropout rate. These outcomes reflect the effectiveness of academic supports, intervention programs, counseling services, mentoring opportunities, and strong relationships between students and staff.

In addition to academic achievement, Harmony School of Innovation Middle-High has earned recognition through its STEM-focused programs, including Engineering, Biomedical Science, Computer Science, Law Enforcement, Robotics, and the Grow Your Own Teachers (GYOT) initiative. These programs provide students with meaningful opportunities to develop leadership skills, explore career pathways, and engage in real-world learning experiences that extend beyond the classroom.

Overall, TAPR data indicate that Harmony School of Innovation Middle-High is a high-performing campus that fosters academic achievement, student engagement, college and career readiness, and continuous growth. The campus remains committed to using data-driven decision-making, targeted interventions, and innovative instructional practices to ensure all students are prepared for future success.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Some students demonstrate gaps in foundational skills, particularly in reading and math, which impact their ability to meet grade-level expectations.	These gaps are often due to varying levels of preparedness when students enter the school at different grade levels, limited targeted intervention in early grades, and inconsistent access to differentiated support.
2 Students new to the school may struggle to meet high academic expectations quickly.	Lack of gradual scaffolding for students entering at later grades can create adjustment challenges and gaps in readiness.
3 ★ More extracurricular activities needed to reach out to all students - 36% of the students are in still not attending in an after school club.	Problems in finding proper staff coverage to help lead/coach the after school programs and the club fee keeps parents from signing up their children

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1



The impact of inconsistent reinforcement of behavioral expectations between school and home. In some cases, when student behaviors that disrupt the learning environment are addressed at school, parents do not agree and will not provide support.

When student behaviors that disrupt the learning environment are addressed at school, there may be differing perspectives from families regarding those behaviors.

2



Chronic student absenteeism remains a concern and may negatively impact student academic progress.

Absences are influenced by multiple factors, including mental health challenges, family hardships, illness, weather-related issues, and reported safety concerns or threats.

3



The increasing Emergent Bilingual (EB) student population has created a need for more ESL- and Bilingual-certified educators at the campus.

This need is driven in part by a high number of new teachers and teachers with fewer than five years of experience who may not yet hold ESL or Bilingual certification.

4



Students demonstrate low retention of learned information.

Students may rely on passive learning behaviors rather than actively engaging in tasks, which limits retention. In addition, gaps in prior knowledge, inconsistent use of learning strategies, and frequent absences contribute to difficulties in retaining information.

5



Students demonstrate gaps in foundational reading and math skills.

Students often progress to new content without fully mastering foundational concepts. Differences in learning pace, limited support at home, and accumulating skill gaps contribute to challenges in closing these learning gaps.

6



Despite ongoing instructional efforts and interventions, a portion of students continue to perform below grade level.

High percentage of Emergent Bilingual (ESL) students, gaps in foundational skills, limited time for targeted small-group instruction, Attendance and student engagement issues

7★

Despite strong instructional systems, data analysis structures (ILT, PLCs, coaching), and the use of multiple technology platforms (e.g., ALEKS, ST Math, Amplify), overall math performance remains the lowest subject area on campus, indicating gaps in instructional effectiveness and student mastery.

Inconsistent implementation of instructional strategies across classrooms, over-reliance on technology programs without sufficient teacher-led targeted intervention, gaps in teacher content knowledge and pedagogy in math instruction, insufficient differentiation for subgroups (SPED, ESL, at-risk students) during Tier 1 instruction

8★

The campus currently has a low number of identified GT students (26 total), indicating a need to improve identification processes and increase enrollment in the GT program.

Limited teacher referrals for GT testing due to lack of awareness or training, possible misunderstanding of GT characteristics, especially among diverse populations (ESL, SPED), insufficient outreach to families and community about GT opportunities, lack of systematic screening processes for identifying potential GT students, not using student performance data to identify GT students.

9★

Some students demonstrate gaps in foundational skills, particularly in reading and math, which impact their ability to meet grade-level expectations.

These gaps are often due to varying levels of preparedness when students enter the school at different grade levels, limited targeted intervention in early grades, and inconsistent access to differentiated support.

10★

More extracurricular activities needed to reach out to all students - 36% of the students are still not attending in an after school club.

Problems in finding proper staff coverage to help lead/coach the after school programs and the club fee keeps parents from signing up their children

11★

Newly hired employees demonstrate a need for additional training and ongoing support in effective classroom management.

Inexperience in the classroom or to Harmony

12★

Teachers being knowledgeable in their content however they do not know how to differentiate based on students needs

Lack of adequate training for the new teachers.

13



Some students keep changing CTE pathways and graduate without an IBC

Insufficient guidance choosing the pathways in the beginning of the school year. Lack of encouragement to obtain an IBC.

★ = Priority



Goals

Goal 1 Demographics & School and Student Culture

Performance Objective 1

Provide staff development regarding behavior management issues.

Strategy 1

Provide a school safety & Social Emotional Learning training to staff that addresses conflict management, bullying, suicide prevention, behavior management, violence, and drug prevention methods.

Strategy's Expected Result/Impact: Increase school climate, and student motivation, reduce behavior problems, and build partnerships with the community.

Staff Responsible for Monitoring: Principals, Asst. Principals, Counselor

Problem Statements: Demographics 1

Funding Sources: 420 State Comp Education (PIC 24), , Title I,II,IV Part A (Fund Codes 211,255,289) ,

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The impact of inconsistent reinforcement of behavioral expectations between school and home. In some cases, when student behaviors that disrupt the learning environment are addressed at school, parents do not agree and will not provide support.

When student behaviors that disrupt the learning environment are addressed at school, there may be differing perspectives from families regarding those behaviors.

Performance Objective 2

Reduce rates of truancy and chronic absenteeism

Strategy 1

Address absenteeism through a variety of strategies, including mentoring, social-emotional learning, home visits, incentives, and building strong family/community relationships.

Strategy's Expected Result/Impact: Increased overall attendance

Staff Responsible for Monitoring: Principal, Dean of Student Culture, attendance clerk

Problem Statements: Demographics 2

Funding Sources: 420 State Comp Education (PIC 24), , Title I,II,IV Part A (Fund Codes 211,255,289) ,

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Chronic student absenteeism remains a concern and may negatively impact student academic progress.

Absences are influenced by multiple factors, including mental health challenges, family hardships, illness, weather-related issues, and reported safety concerns or threats.

Goal 2 Student Learning

Performance Objective 1 HB3 Goal

Increase the number of students achieving at "Meets" Grade Level in STAAR assessment for:

All Students: Reading by _2_% Math by _2_% Science by _2_%

African-American, Hispanic, Econ. Disadvantaged: Reading by _2_% Math by _2_% Science by _2_%

LEP students: Reading by _2_% Math by _2_% Science by _2_%

Special Education: Reading by _2_% Math by _2_% Science by _2_%

Evaluation Data Source: Test Results from Summative / Benchmark / State test results, Intervention logs

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Utilize Interventionists, relevant staff, and contracted services to provide consistent assistance to all students in need of extra support such as tutorials before/during/after school, and/or on Saturdays

Strategy's Expected Result/Impact: Improve student outcomes in the targeted areas above. Increase of benchmark results, STAAR/EOC results.

Staff Responsible for Monitoring: Dean of Academics, curriculum coaches, teachers

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1 - Perceptions 1

Funding Sources: 224 IDEA-B, , Title I,II,IV Part A (Fund Codes 211,255,289) , , 420 State Comp Education (PIC 24), , 263 TITLE III, PART A English Language Acquisition,

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Strategy 2

The Campus will have systems in place to monitor and promote daily reading to address low reading achievement.

Strategy's Expected Result/Impact: Improved student outcomes in targeted areas above and an increase of benchmark and STAAR results

Staff Responsible for Monitoring: Principals, Deans of Academics, and curriculum coaches

Problem Statements: Student Learning 1, 2, 3

Funding Sources: Title I,II,IV Part A (Fund Codes 211,255,289) , , 420 Early Childhood Education (PIC 36), , 420 State Comp Education (PIC 24),

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Strategy 3

Continue purchasing testing materials, educational software, and/or other supplemental instructional materials for STAAR remediation and to improve student academic performance, including Special Education, ESL, and at-risk students.

Strategy's Expected Result/Impact: Increase STAAR scores

Staff Responsible for Monitoring: Principal, Dean of Academics, SPED Case Manager, ESL Coordinator, and Testing Coordinator

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1 - Perceptions 1

Funding Sources: 263 TITLE III, PART A English Language Acquisition, , 224 IDEA-B, , 420 State Comp Education (PIC 24),

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Strategy 4

Utilize Special Education teachers and related instructional contracted services to maximize the learning of students with special needs.

Strategy's Expected Result/Impact: Increase of benchmark Results, STAAR/EOC results for special needs students.

Staff Responsible for Monitoring: Principal, Dean of Academics, SPED Case Manager, Curriculum Coaches

Problem Statements: Student Learning 1, 2, 3

Funding Sources: 224 IDEA-B, , 420 Special Education (PIC 23),

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Strategy 5

Utilize Title III interventionists and related instructional contracted services to enhance Emergent Bilingual students' performance.

Strategy's Expected Result/Impact: Increase of benchmark Results, STAAR/EOC results for Emergent Bilingual students.

Staff Responsible for Monitoring: Principal, Dean of Academics, ESL Coordinator

Problem Statements: Student Learning 1, 2, 3 - Perceptions 1

Funding Sources: 420 State Comp Education (PIC 24), , 263 TITLE III, PART A English Language Acquisition,

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students demonstrate gaps in foundational reading and math skills.	Students often progress to new content without fully mastering foundational concepts. Differences in learning pace, limited support at home, and accumulating skill gaps contribute to challenges in closing these learning gaps.
2	Students demonstrate low retention of learned information.	Students may rely on passive learning behaviors rather than actively engaging in tasks, which limits retention. In addition, gaps in prior knowledge, inconsistent use of learning strategies, and frequent absences contribute to difficulties in retaining information.
3	Despite ongoing instructional efforts and interventions, a portion of students continue to perform below grade level.	High percentage of Emergent Bilingual (ESL) students, gaps in foundational skills, limited time for targeted small-group instruction, Attendance and student engagement issues

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Despite strong instructional systems, data analysis structures (ILT, PLCs, coaching), and the use of multiple technology platforms (e.g., ALEKS, ST Math, Amplify), overall math performance remains the lowest subject area on campus, indicating gaps in instructional effectiveness and student mastery.	Inconsistent implementation of instructional strategies across classrooms, over-reliance on technology programs without sufficient teacher-led targeted intervention, gaps in teacher content knowledge and pedagogy in math instruction, insufficient differentiation for subgroups (SPED, ESL, at-risk students) during Tier 1 instruction

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Some students demonstrate gaps in foundational skills, particularly in reading and math, which impact their ability to meet grade-level expectations.	These gaps are often due to varying levels of preparedness when students enter the school at different grade levels, limited targeted intervention in early grades, and inconsistent access to differentiated support.

Performance Objective 2 High Priority HB3 Goal

Increase student achievement in reading and math in K-3rd grades.

The percentage of 3rd-grade students whose score meets grade level or above on STAAR Reading will increase from 52% to 57% by June 2029.

The percentage of 3rd-grade students whose score meets grade level or above on STAAR Math will increase from 40% to 50% by June 2029.

The percentage of 2nd-grade students at or above grade level on the EOY mCLASS Assessment will increase from 57% to 61% by June 2029.

The percentage of 2nd-grade students who meet or exceed grade level expectations on EOY MAP Growth Math will increase from 49% to 53% by June 2029.

The percentage of 1st-grade students at or above grade level on the EOY mCLASS Assessment will increase from 63% to 67% by June 2029.

The percentage of 1st-grade students who meet or exceed grade-level expectations on EOY MAP Growth Math will increase from 54% to 58% by June 2029.

The percentage of kindergarten students at or above grade level on the EOY mCLASS Assessment will increase from 62% to 66% by June 2029.

The percentage of kindergarten students who meet or exceed grade level expectations on EOY MAP Growth Math will increase from 62% to 66% by June 2029.

Evaluation Data Source: HPS Board Goals

NWEA MAP scores

STAAR Scores

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Implement a structured, data-driven instructional framework in K-3 that prioritizes foundational reading and math skills, uses regular assessment data (mClass and NWEA MAP) to guide instruction, and provides targeted small-group support to address identified learning gaps and increase the number of students performing at or above grade level.

Strategy's Expected Result/Impact: Increase student achievement in reading and math in K-3rd grades.

Staff Responsible for Monitoring: Dean of Academics, curriculum coaches, teachers

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1 - Perceptions 1

Funding Sources: Title I,II,IV Part A (Fund Codes 211,255,289) , , 224 IDEA-B, , 420 Bilingual Education (PIC 25), , 420 Dyslexia (PIC 37),

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Strategy 2

Providing teacher training in: Small group instruction, Heggerty, phonics, TLAC strategies, academic software usage.

Strategy's Expected Result/Impact: Closing learning gaps, increase student achievement.

Staff Responsible for Monitoring: Principal, Dean of Academics, curriculum coaches, ILT

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1 - Perceptions 1

Funding Sources: 420 Dyslexia (PIC 37), , Title I,II,IV Part A (Fund Codes 211,255,289) , , 420 State Comp Education (PIC 24),

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Students demonstrate gaps in foundational reading and math skills.	Students often progress to new content without fully mastering foundational concepts. Differences in learning pace, limited support at home, and accumulating skill gaps contribute to challenges in closing these learning gaps.
2 Students demonstrate low retention of learned information.	Students may rely on passive learning behaviors rather than actively engaging in tasks, which limits retention. In addition, gaps in prior knowledge, inconsistent use of learning strategies, and frequent absences contribute to difficulties in retaining information.
3 Despite ongoing instructional efforts and interventions, a portion of students continue to perform below grade level.	High percentage of Emergent Bilingual (ESL) students, gaps in foundational skills, limited time for targeted small-group instruction, Attendance and student engagement issues

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Despite strong instructional systems, data analysis structures (ILT, PLCs, coaching), and the use of multiple technology platforms (e.g., ALEKS, ST Math, Amplify), overall math performance remains the lowest subject area on campus, indicating gaps in instructional effectiveness and student mastery.	Inconsistent implementation of instructional strategies across classrooms, over-reliance on technology programs without sufficient teacher-led targeted intervention, gaps in teacher content knowledge and pedagogy in math instruction, insufficient differentiation for subgroups (SPED, ESL, at-risk students) during Tier 1 instruction

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Some students demonstrate gaps in foundational skills, particularly in reading and math, which impact their ability to meet grade-level expectations.	These gaps are often due to varying levels of preparedness when students enter the school at different grade levels, limited targeted intervention in early grades, and inconsistent access to differentiated support.

Performance Objective 3

Increase student participation and academic growth in the Gifted and Talented (GT) program by providing differentiated instruction and support for teachers.

Evaluation Data Source: GT program satisfaction survey
Percentage of GT students who have year-long PBL
G/T student retention rate

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Develop and implement a structured GT program that promotes student participation and academic growth by equipping teachers with training in differentiated instruction, providing advanced and enriched learning opportunities for students, and using data to monitor and support the progress of GT learners.

Strategy's Expected Result/Impact: Increase GT support and number of students

Staff Responsible for Monitoring: Dean of Academics and GT Coordinator

Problem Statements: School Processes & Programs 2

Funding Sources: Gifted and Talented (Fund Code 420, Pic 21),

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Strategy 2

Ensure that the GT program is implemented in accordance with HPS guidelines.

Strategy's Expected Result/Impact: GT students receive differentiated instruction that supports advanced learning, critical thinking, and academic growth

Staff Responsible for Monitoring: Principal, Dean of Academics, GT Coordinator, curriculum coaches, teachers

Problem Statements: School Processes & Programs 2

Funding Sources: Gifted and Talented (Fund Code 420, Pic 21),

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

The campus currently has a low number of identified GT students (26 total), indicating a need to improve identification processes and increase enrollment in the GT program.

Limited teacher referrals for GT testing due to lack of awareness or training , possible misunderstanding of GT characteristics, especially among diverse populations (ESL, SPED), insufficient outreach to families and community about GT opportunities, lack of systematic screening processes for identifying potential GT students, not using student performance data to identify GT students.

Goal 3 Processes & Programs

Performance Objective 1

Provide professional development opportunities to teachers and staff

Strategy 1

Implement a comprehensive, ongoing professional development plan that is aligned to campus goals, uses data to identify staff needs, and builds teacher capacity through targeted training, coaching, and collaborative learning opportunities.

Strategy's Expected Result/Impact: Teachers and staff will demonstrate improved instructional practices and increased effectiveness in the classroom, leading to higher student engagement and improved academic achievement.

Staff Responsible for Monitoring: Principal, Deans, ILT, and Curriculum Coaches

Problem Statements: Demographics 1, 3 - School Processes & Programs 3, 4

Funding Sources: 420 State Comp Education (PIC 24), , 263 TITLE III, PART A English Language Acquisition,

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Strategy 2

Increase Teachers Certifications in content and ESL to improve student achievement.

Strategy's Expected Result/Impact: Increase teacher quality and teacher effectiveness for student achievement.

Staff Responsible for Monitoring: Principal, Dean of Academics, ESL Coordinator

Problem Statements: Demographics 3

Funding Sources: Title I,II,IV Part A (Fund Codes 211,255,289) , , 263 TITLE III, PART A English Language Acquisition,

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The impact of inconsistent reinforcement of behavioral expectations between school and home. In some cases, when student behaviors that disrupt the learning environment are addressed at school, parents do not agree and will not provide support.	When student behaviors that disrupt the learning environment are addressed at school, there may be differing perspectives from families regarding those behaviors.
3	The increasing Emergent Bilingual (EB) student population has created a need for more ESL- and Bilingual-certified educators at the campus.	This need is driven in part by a high number of new teachers and teachers with fewer than five years of experience who may not yet hold ESL or Bilingual certification.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Newly hired employees demonstrate a need for additional training and ongoing support in effective classroom management.	Inexperience in the classroom or to Harmony
4	Teachers being knowledgeable in their content however they do not know how to differentiate based on students needs	Lack of adequate training for the new teachers.

Performance Objective 2

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

Strategy 1

Develop and implement a structured recruitment and retention system that includes targeted hiring efforts, competitive incentives, onboarding and mentoring for new staff, ongoing professional development, and a supportive campus culture to ensure all students are served by highly effective educators.

Strategy's Expected Result/Impact: Increased staff retention rates and successful recruitment of qualified personnel will lead to consistent, high-quality instruction and support services, resulting in improved student performance and overall campus effectiveness.

Staff Responsible for Monitoring: Principal, Deans, other staff involved with hiring and training

Problem Statements: Demographics 3 - School Processes & Programs 1

Funding Sources: 420 Early Childhood Education (PIC 36), , Title I,II,IV Part A (Fund Codes 211,255,289) , , 420 State Comp Education (PIC 24),

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Strategy 2

Support and guide teachers including new hires.

Strategy's Expected Result/Impact: Increase teacher quality support and teacher effectiveness on student achievement.

Staff Responsible for Monitoring: Administration, campus coordinators, and curriculum coaches

Problem Statements: School Processes & Programs 3

Funding Sources: Title I,II,IV Part A (Fund Codes 211,255,289) ,

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	The increasing Emergent Bilingual (EB) student population has created a need for more ESL- and Bilingual-certified educators at the campus.	This need is driven in part by a high number of new teachers and teachers with fewer than five years of experience who may not yet hold ESL or Bilingual certification.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Despite strong instructional systems, data analysis structures (ILT, PLCs, coaching), and the use of multiple technology platforms (e.g., ALEKS, ST Math, Amplify), overall math performance remains the lowest subject area on campus, indicating gaps in instructional effectiveness and student mastery.	Inconsistent implementation of instructional strategies across classrooms, over-reliance on technology programs without sufficient teacher-led targeted intervention, gaps in teacher content knowledge and pedagogy in math instruction, insufficient differentiation for subgroups (SPED, ESL, at-risk students) during Tier 1 instruction
3	Newly hired employees demonstrate a need for additional training and ongoing support in effective classroom management.	Inexperience in the classroom or to Harmony

Goal 4 Perceptions & Post Secondary Readiness

Performance Objective 1

Enhance communication, collaboration, and engagement among staff, parents, and the community to support the students.

Strategy 1

Develop and implement a comprehensive communication and engagement system that includes regular two-way communication (website announcements, school messenger, ClassDojo, monthly newsletters, and email) to increase communication and engagement with parents and families regarding all events and programs.

Strategy's Expected Result/Impact: Increased parent and community involvement, along with effective staff collaboration, will result in improved student attendance, engagement, and academic success.

Staff Responsible for Monitoring: Administration, campus coordinators, and teachers

Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 2 - Perceptions 1

Funding Sources: 263 TITLE III, PART A English Language Acquisition, , Title I,II,IV Part A (Fund Codes 211,255,289) , , 420 Special Education (PIC 23),

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Strategy 2

Encourage teachers to schedule home visits for all students, prioritizing newly enrolled students and economically disadvantaged students.

Strategy's Expected Result/Impact: Develop stronger relationships with parents and help bridge any cultural differences that may hinder learning.

Staff Responsible for Monitoring: Principal and district and campus engagement coordinator

Problem Statements: Demographics 1, 2 - Student Learning 1

Funding Sources: 420 State Comp Education (PIC 24),

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 The impact of inconsistent reinforcement of behavioral expectations between school and home. In some cases, when student behaviors that disrupt the learning environment are addressed at school, parents do not agree and will not provide support.	When student behaviors that disrupt the learning environment are addressed at school, there may be differing perspectives from families regarding those behaviors.
2 Chronic student absenteeism remains a concern and may negatively impact student academic progress.	Absences are influenced by multiple factors, including mental health challenges, family hardships, illness, weather-related issues, and reported safety concerns or threats.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Students demonstrate gaps in foundational reading and math skills.	Students often progress to new content without fully mastering foundational concepts. Differences in learning pace, limited support at home, and accumulating skill gaps contribute to challenges in closing these learning gaps.
3 Despite ongoing instructional efforts and interventions, a portion of students continue to perform below grade level.	High percentage of Emergent Bilingual (ESL) students, gaps in foundational skills, limited time for targeted small-group instruction, Attendance and student engagement issues

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

The campus currently has a low number of identified GT students (26 total), indicating a need to improve identification processes and increase enrollment in the GT program.

Limited teacher referrals for GT testing due to lack of awareness or training , possible misunderstanding of GT characteristics, especially among diverse populations (ESL, SPED), insufficient outreach to families and community about GT opportunities, lack of systematic screening processes for identifying potential GT students, not using student performance data to identify GT students.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Some students demonstrate gaps in foundational skills, particularly in reading and math, which impact their ability to meet grade-level expectations.

These gaps are often due to varying levels of preparedness when students enter the school at different grade levels, limited targeted intervention in early grades, and inconsistent access to differentiated support.

Performance Objective 2 HB3 Goal

Enhance Postsecondary readiness for Harmony Students and Alumni

Strategy 1

Strengthen student advising and career planning: Provide early career counseling and four-year graduation plans so students understand the sequence of CTE courses needed to become completers.

Strategy's Expected Result/Impact: Increase the number of students graduating as a completer in their CTE pathways.

Staff Responsible for Monitoring: Principal, Dean of College and Career

Problem Statements: Student Learning 4

Funding Sources: 420 Career and Technology (PIC 22), , 420 College Career & Military Readiness (PIC 38), , 244 Perkins V,

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Strategy 2

Increase awareness of CTE pathways: Promote CTE programs through career fairs, classroom presentations, parent meetings, and marketing campaigns so students understand the benefits and opportunities.

Strategy's Expected Result/Impact: Increased student enrollment and completion of CTE pathways, with reduced pathway changes, leading to a higher number of CTE completers.

Staff Responsible for Monitoring: Principal, Dean of College and Career

Problem Statements: Student Learning 4

Funding Sources: 420 College Career & Military Readiness (PIC 38), , 244 Perkins V, , 420 Career and Technology (PIC 22),

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Strategy 3

Expand opportunities for students to earn Industry-Based Certifications (IBCs) by integrating certification preparation into CTE courses and providing access to testing and exam resources.

Strategy's Expected Result/Impact: Increase the number of students graduating with at least one Industry-Based Certification (IBC).

Staff Responsible for Monitoring: Principal, Dean of College and Career

Problem Statements: Student Learning 4

Funding Sources: 420 Career and Technology (PIC 22), , 420 College Career & Military Readiness (PIC 38), , 244 Perkins V,

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

Some students keep changing CTE pathways and graduate without an IBC

Insufficient guidance choosing the pathways in the beginning of the school year. Lack of encouragement to obtain an IBC.

Performance Objective 3

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

Strategy 1

Implement a comprehensive outreach and engagement plan to increase student participation in extracurricular programs by promoting awareness, expanding access, and offering a variety of interest-based activities that meet diverse student needs.

Strategy's Expected Result/Impact: Increased student participation in extracurricular programs, leading to higher student engagement, improved attendance, and a stronger sense of connection to the school.

Staff Responsible for Monitoring: Administration, Business Manager, Engagement Coordinator

Problem Statements: Demographics 2 - Perceptions 3

Funding Sources: 420 State Comp Education (PIC 24),

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Chronic student absenteeism remains a concern and may negatively impact student academic progress.

Absences are influenced by multiple factors, including mental health challenges, family hardships, illness, weather-related issues, and reported safety concerns or threats.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

More extracurricular activities needed to reach out to all students - 36% of the students are in still not attending in an after school club.

Problems in finding proper staff coverage to help lead/coach the after school programs and the club fee keeps parents from signing up their children

Performance Objective 4

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

Strategy 1

Implement a structured enrichment program that promotes and supports student participation in extended learning projects, competitions, and contests (ex. UIL Academics, MathCounts, Science / STEM Fair, Science Olympiad, Robotics, Spelling Bee, etc.)

Strategy's Expected Result/Impact: Increased student participation in extended learning projects, competitions, and contests, leading to higher student engagement, confidence, and academic growth.

Staff Responsible for Monitoring: Administration, Business Manager, Engagement Coordinator

Problem Statements: Demographics 2 - Perceptions 3

Funding Sources: 420 State Comp Education (PIC 24),

Formative Reviews

October

December

February

Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Chronic student absenteeism remains a concern and may negatively impact student academic progress.

Absences are influenced by multiple factors, including mental health challenges, family hardships, illness, weather-related issues, and reported safety concerns or threats.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

More extracurricular activities needed to reach out to all students - 36% of the students are in still not attending in an after school club.

Problems in finding proper staff coverage to help lead/coach the after school programs and the club fee keeps parents from signing up their children



Funding Summary

Funding Summary

224 IDEA-B

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1		--	\$0.00
2	1	3		--	\$0.00
2	1	4		--	\$0.00
2	2	1		--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$295,205.63
+/- Difference					\$295,205.63

263 TITLE III, PART A English Language Acquisition

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1		--	\$0.00
2	1	3		--	\$0.00
2	1	5		--	\$0.00
3	1	1		--	\$0.00
3	1	2		--	\$0.00
4	1	1		--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$28,427.63
+/- Difference					\$28,427.63

244 Perkins V

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1		--	\$0.00
4	2	2		--	\$0.00
4	2	3		--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$15,163.32
+/- Difference					\$15,163.32

420 Career and Technology (PIC 22)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1		--	\$0.00
4	2	2		--	\$0.00
4	2	3		--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$271,103.00
+/- Difference					\$271,103.00

420 Special Education (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4		--	\$0.00
4	1	1		--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$827,988.00
+/- Difference					\$827,988.00

420 State Comp Education (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$0.00
1	2	1		--	\$0.00
2	1	1		--	\$0.00
2	1	2		--	\$0.00
2	1	3		--	\$0.00
2	1	5		--	\$0.00
2	2	2		--	\$0.00
3	1	1		--	\$0.00
3	2	1		--	\$0.00
4	1	2		--	\$0.00
4	3	1		--	\$0.00
4	4	1		--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$72,393.00
+/- Difference					\$72,393.00

420 Bilingual Education (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1		--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$984,960.00
+/- Difference					\$984,960.00

420 Early Childhood Education (PIC 36)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2		--	\$0.00
3	2	1		--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$261,081.00
+/- Difference					\$261,081.00

420 Dyslexia (PIC 37)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1		--	\$0.00
2	2	2		--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10,660.00
+/- Difference					\$10,660.00

420 College Career & Military Readiness (PIC 38)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1		--	\$0.00
4	2	2		--	\$0.00
4	2	3		--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$45,598.00
+/- Difference					\$45,598.00

Title I,II,IV Part A (Fund Codes 211,255,289)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$0.00
1	2	1		--	\$0.00
2	1	1		--	\$0.00
2	1	2		--	\$0.00
2	2	1		--	\$0.00
2	2	2		--	\$0.00
3	1	2		--	\$0.00
3	2	1		--	\$0.00
3	2	2		--	\$0.00
4	1	1		--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$636,496.80
+/- Difference					\$636,496.80

Gifted and Talented (Fund Code 420, Pic 21)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1		--	\$0.00
2	3	2		--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$17,659.00
+/- Difference					\$17,659.00