Harmony Public Schools - San Antonio

Harmony School of Science - San Antonio: 2026-2027 Campus Improvement Plan

Campus #15828009

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Value Statement

We believe that excelling in math and science prepares youth to succeed in college, the workplace, and the 21st century. Harmony schools demonstrate that, with a high-quality program and the right social and emotional support in place, all students, regardless of racial or economic background, can achieve outstanding results. Harmony has developed a set of core values that inform and guide the organization in all aspects—from the classroom to the central office—and contribute to a consistent, results oriented culture across all regions and schools.

Table of Contents

- Comprehensive Needs Assessment
  - Demographics
  - Student Learning
  - School Processes & Programs
  - Perceptions
- Goals
  - Goal 1: Maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.
  - Goal 2: The School will employ, develop and retain highly effective staff to maximize learning for all students.
  - Goal 3: Collaborate with parents and the community to maximize learning for all students
  - Goal 4: Ensure a safe and healthy learning environment for all students and staff.
  - Goal 5: Utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

- Goal 6: Provide opportunities for students to extend their knowledge in their subject of interest beyond the curriculum level.

- 2026-2027 Federal and State Programs Projected Budget Estimate

Comprehensive Needs Assessment

Demographics

Demographics Summary

Our school is in the early stages of establishing ourselves as a traditional middle and high school. As of right now, we are serving grades 3-9, but plan to serve only middle and high school (6-12) in the next three years. We currently have 520 scholars enrolled. We are located in North West San Antonio. Our stakeholders include Harmony district leadership as well as parents and local staff members. Our special programs, including GT, Bilingual/ESL, Special Education, Athletics, and Clubs, closely reflect the ideals of our student/parent community.

It appears we are receiving more discipline referrals, suspensions, and expulsions because are more comfortable with each other. There is no accountability for students because they are not receiving consequences from parents. Students are leaving the campus due to the strict guidelines placed on students about uniforms, being walked to class, and lack of communication. Counselors are available to help. Students may go back to their old schools. The average class size is around 22 per teacher. 22 to 1 student to teacher ratio. 11 support staff to 508 students No trends for the last three years because this is the first year of school. Strategies in place to promote attendance are free dress days for perfect attendance. Raffle for perfect attendance. Students made a video about attendance to encourage attendance. They won money for making the video.

Demographics Strengths

Our campus is supported by a diverse and highly capable staff whose backgrounds, training, and experiences are closely aligned with the needs and demographics of our student population. We are a diverse group of individuals representing multiple countries, cultures, languages, and lived experiences. This diversity allows our team to bring multiple perspectives into instruction, strengthen relationships with families, and create learning environments where all students feel seen and supported.

The community near Talley Rd and Wiseman Blvd in San Antonio is characterized by a high percentage of homeowners and a high average income, with an average age around 50. This area has a large percentage of homeowners, the average income is approximately $80,000, and the area is majorly diverse. The surrounding community could be described as middle-class for the most part. This is one of the fastest growing cities in the country. Crime rate data is higher than the national average. We have a fully functional hosptial with ER right down the road one direciton and a brand new fire station right down the road in the other direction.

Problem Statements Identifying Demographics Needs

#	Problem Statement	Root Cause
1	For the elementary classes, class size is an issue. Classes close to 30 require additional support.	Lack of additional resources such as supporting staff-student teachers and/or teacher aides for elementary classes.
2	Some students who require accommodations and modifications are not consistently receiving the support they need in inclusive classrooms.	Teachers often have limited time within the instructional schedule to adjust lessons, prepare modified materials, or monitor progress for students with individualized needs. As a result, accommodations may be inconsistently implemented across subjects.

Student Learning

Student Learning Summary

Campus growth data across Math, Reading, and Science indicates that students are making measurable progress overall, with the most consistent gains observed in Math and Science. Math growth shows a strong upward trajectory across multiple grade levels, reflecting effective instructional alignment, data-driven planning, and targeted intervention cycles. Science growth has also improved significantly year over year, suggesting that hands-on instruction, explicit vocabulary development, and structured reasoning practices are positively impacting student learning. These trends position the campus well for continued improvement in achievement outcomes, particularly in increasing the percentage of students performing at the Meets and Masters levels on state assessments.

In contrast, Reading growth remains inconsistent across grade levels and assessment periods, indicating a critical area for focused improvement. While some grades demonstrate the ability to make short-term gains, growth is not sustained over time, particularly in upper grades where text complexity and academic language demands increase. This variability limits the campus's ability to translate growth into higher overall achievement in reading. As a result, the campus will prioritize strengthening vertically aligned literacy instruction, cross-curricular reading strategies, and consistent reteach and progress monitoring systems.

After our interim testing, most students seemed to be either approaching, meeting or mastering their content. Compared to other schools in our district we seem to be doing significantly well.

Students are on track for graduation based on early indicators and planning systems. Ninety percent of 8th and 9th grade students have completed individualized graduation plans in SchooLinks, ensuring early awareness of graduation requirements, endorsements, and postsecondary pathways. As a new secondary campus, longitudinal graduation and dropout rates are not yet established; however, proactive monitoring through attendance, course performance, and graduation planning positions students for long-term success.

In support of college readiness, 100% of 9th grade students—the highest grade level on campus—are enrolled in Advanced Placement coursework, providing early access to rigorous academic experiences. Additionally, all 9th grade students will participate in TSI testing in February, with selected 8th grade students testing by the end of the school year, strengthening early college readiness indicators. With respect to College, Career, and Military Readiness (CCMR), the campus is intentionally building readiness through advanced coursework participation, early postsecondary assessment, and graduation planning aligned to HB3 goals. These structures establish a strong foundation for future CCMR outcomes, including college readiness benchmarks, coherent course sequencing, and informed postsecondary decision-making.

Student performance on state assessments is generally aligned with performance on local benchmark assessments and students' report cards. Local assessments are intentionally designed to be TEKS-aligned and reflect the rigor and item types of state assessments, allowing benchmark data to serve as a reliable predictor of STAAR outcomes. Report card grades are consistent with benchmark and assessment results, indicating alignment between classroom instruction, grading practices, and assessment expectations.

Campus special programs—including Gifted/Talented, Career and Technical Education, SCE, Bilingual/ESL, Special Education, Title services, Fine Arts, and Athletics—are aligned to the academic, social, and postsecondary needs of students and the expectations of families and the community. Program design and implementation are guided by student performance data, enrollment trends, and stakeholder input to ensure equitable access, appropriate services, and alignment with campus goals.

There are reteach plans coordinated after every diagnostic test and CBA. Just in time interventions (JITI) are used to closed gaps from missed content within the CBA/diagnostic. The campus implements a tiered reteaching system to support students who are absent and those at risk of failing. Tier 1 support occurs within core instruction, where teachers use results from common benchmark assessments (CBAs), local assessments, and daily checks for understanding to reteach missed standards during class and provide access to aligned make-up work. Tier 2 support includes targeted small-group instruction during intervention periods and after-school tutorials, focused on specific skill gaps identified through assessment data. Tier 3 support is provided through intensive interventions such as Saturday tutorials and individualized reteach plans, prioritized for students with significant learning gaps or chronic absences. Teachers complete monthly diagnostics and reteach documentation in collaboration with the Dean of Academics and instructional coaches, ensuring consistent implementation, progress monitoring, and timely instructional adjustments across all tiers.

Math CBA Results (3rd - 5th Grade) generally showed improvement:

- 3rd Grade saw a substantial increase from an average of 82 in CBA 1 to 88 in CBA 2.
- 4th Grade maintained a consistent average score of 86 in both CBA 1 and CBA 2.
- 5th Grade showed the largest improvement, rising from an average of 85 in CBA 1 to 93 in CBA 2.

Social Studies CBA Results (5th Grade) generally showed improvement:

- The number of students scoring below 70% decreased from 46 to 37, a reduction of 9 students.
- The number of students scoring at or above 80% increased from 19 to 22, an increase of 3 students.

There are reteach plans coordinated after every diagnostic test and CBA. Just in time interventions (JITI) are used to closed gaps from missed content within the CBA/diagnostic.

The three tables below show NWEA MAP Growth results: the percentage of students who met their growth target ("Growth Met") by grade level and testing term. South Texas, San Antonio-Science, and HPS rows are summary rows.

NWEA MAP Growth, Reading: Growth Met

Group or Grade	Fall 2024-2025	Winter 2024-2025	Fall 2025-2026	Winter 2025-2026
South Texas	**59.3%**	**63.1%**	**58.1%**	**53.4%**
San Antonio-Science	**59.3%**	**63.1%**	**58.1%**	**53.4%**
Grade 3	76.9%	51.0%	60.4%	57.5%
Grade 4	63.6%	64.4%	43.2%	63.9%
Grade 5	60.5%	71.7%	48.8%	53.6%
Grade 6	51.2%	63.5%	68.8%	44.2%
Grade 7	45.5%	57.9%	77.4%	50.0%
Grade 8	55.0%	73.1%	42.1%	52.5%
HPS	**59.3%**	**63.1%**	**58.1%**	**53.4%**

NWEA MAP Growth 2025-2026, Math: Growth Met

Group or Grade	Fall 2024-2025	Winter 2024-2025	Fall 2025-2026	Winter 2025-2026
South Texas	**50.5%**	**56.5%**	**59.2%**	**64.9%**
San Antonio-Science	**50.5%**	**56.5%**	**59.2%**	**64.9%**
Grade 3	68.3%	71.4%	84.4%	79.2%
Grade 4	59.4%	50.0%	59.1%	68.6%
Grade 5	37.8%	54.9%	65.0%	58.8%
Grade 6	35.0%	59.0%	51.1%	57.5%
Grade 7	55.9%	44.7%	45.1%	72.7%
Grade 8	45.0%	53.8%	52.6%	52.5%
HPS	**50.5%**	**56.5%**	**59.2%**	**64.9%**

NWEA MAP Growth 2025-2026, Science: Growth Met

Group or Grade	Fall 2024-2025	Fall 2025-2026
South Texas	**58.1%**	**67.4%**
San Antonio-Science	**58.1%**	**67.4%**
Grade 5	52.4%	78.0%
Grade 6	69.2%	65.2%
Grade 7	52.9%	66.0%
Grade 8	57.1%	60.5%
HPS	**58.1%**	**67.4%**

Student Learning Strengths

Our school's primary student learning strengths include strong growth in Math and Science, early exposure to rigorous academic coursework, and the effective use of data-driven instructional practices. The alignment between classroom instruction, local assessments, and grading practices allows students to clearly understand expectations and supports timely intervention.

Note: full time GT teacher request, college counselor request

Problem Statements Identifying Student Learning Needs

#	Problem Statement	Root Cause
1	Student growth in Reading is inconsistent across grade levels and assessment periods, particularly in upper grades, limiting sustained improvement in overall achievement and STAAR performance.	While short-term gains are evident, reading instruction lacks consistent vertical alignment and sustained implementation of complex text, academic vocabulary, and writing-to-text strategies across content areas.

School Processes & Programs

School Processes & Programs Summary

All teachers have master or bachelor degrees, possible due to teacher budget cut not all teachers are placed on student need and teacher strength. In addition, there is a need of more staff (advisors, SPED teachers and TA) for middle and high school. A counselor for 1000 students its not enough.

Their resposabilities are clear, but we do not know how they are develpment. The distric coaches review the data and meet with teachers to develp plans for individual students to address gaps and low perfomance. In all departments teams meet during professional develpments root causes of low performance, experince teachers help new teachers.

We have about 14 clubs, all clubs are STEM base, Tutoring, extra tutoring, SPED department give extra help. Intervetions still pending.

School Processes & Programs Strengths

Our inclusivity programs are a strength for Harmony. We offer an abundance of opportunities for leadership, peer to peer collobration etc. through our opportunities in community service, clubs. sports etc.

Problem Statements Identifying School Processes & Programs Needs

#	Problem Statement	Root Cause
1	High rates of missing classwork which results in low academic performance.	Lack of intrinsic motivation
2	Inconsistency with discipline and expectations which causes disruptions in learning.	They don't know or want to follow the rules.

Perceptions

Perceptions Summary

We will request the required data to answer attendance and behavior data. Mrs. Guzman will collect the data.

Conflict is reduced by utilizing the discipline tree in order to formally document conflicts and make sure the parents and administration can confer. The school counselor also works with students to assist them with developing coping mechanisms and social skills.

Dropout rate is currently N/A as we only have up to 9th grade students.

The turnover rate this year has improved so far relative to previous years. Staff mentoring results are in progress. Staff percieve that the academic expectations are very high and report that there have been parent complaints about homework amounts. Staff also report that tests are not weighted very highly in elementary school.

We will request data on staff absences. Staff report that teachers are on time and present. However, the school is understaffed and there are some positions which have no permanent teacher.

Parent/Guardian/Community Engagement rates are measured by PTO attendance and sign in sheets during parent/teacher meetings and similar events. Parent volunteer sign ins are also tracked by the electronic sign in system.

The school consults with employers and business leaders via in-person engagement in the community. For example, by handing out flyers and attending events within the community. The school engages family members through the school Facebook and ClassDojo.

The level of community support could be improved by recruiting an outside businesses to partner with the school.

We do not currently have climate survey results. We will send out a survey to assess the climate.

There are minimal barriers to participation. Parents are aware of major events and have a high participation rate in events such as Orientation, Parent-Teacher Conferences, and volunteer opportunities.

Students describe their learning environment is that the elementary students are being challenged too much. They report being stressed by the amount of homework and classwork. Students at the middle/high level report that they are not being challenged enough, and this has been a key point in withdrawl surveys.

Students do report that they feel safe on campus.

We will collect more data in order to assess success from one grade level to the next as this is a new building.

The school is currently understaffed in the middle/high section. This is impacting the education of the students and is a growth area in order to ensure a well-rounded education.

We will send out a survey to get parent and guardian opinions of their child's school.

Syllabi are shared at the beginning of the school year, updates are posted by teachers on ClassDojo or by newsletters, progress reports are sent home every quarter. The handbook, curriculum and Skyward login info are sent home during enrollment.

Parents and guardians are involved via PTO meetings, volunteering through the front office, and by coordinating with their students' teachers. Parents also volunteer to assist with clubs and sports.

The schools give flyers to engage the community. We also make available flyers or information provided by our community partners in the front office and the Facebook. Community members are also partnering with our school durign school events.

The school struggles with effective communication between different parties and with follow-up on communication. It takes a long time to get answers to questions, and there is not a consistent understanding of who should be notified of what information, leading to schedule conflicts.

The career and academic counsellor offices are not opened yet. Students need credible advisors in academics and their future colleges or careers. This could assist with student motivation and supporting struggling students.

We need library time and dedicated classes to check out books. This greatly encourages student reading. Teachers report their students asking why there is no library and that they have no books at home.

Teachers report that when communicating with administration, they frequently either recieve additional tasks with no additional time to complete them. Teachers report that they recieve slow responses to questions.

Microcredentials and professional development are effective in developing teacher's skills.

Students report inconsistent enforcement of RP point consequences, and students are losing motivation for PBA because they have not been able to spend their points.

Teachers work together as effectively as possible given limited planning periods, having multiple preps, and significant duty loads. Teachers report frequently working through their lunches due to excessive workloads. They do not have shared planning times.

Perceptions Strengths

We do well highlighting success through student of the month, and we do well in outreach with our community as well as home visit. We have recently established our SHARK values and are publicizing them.

Problem Statements Identifying Perceptions Needs

#	Problem Statement	Root Cause
1	Students are not always able to effectively use their time during blended learning.	Students struggle to complete independent work while the teacher is with small groups. They have many online programs to work on independently. Some subjects have material that is too difficult, some have individualized plan teachers have to create so Ss rotate stations in different groups. Teacher working with SG then also have to manage stations. Ss not in SG have no one to help them with questions while they work. Teachers also report having to juggle the small group, e-hallpass, discipline monitoring for the remaining class, and GoGuardian at the same time.
2	Students are not learning effectively and are not engaged in very large class sizes.	Teachers report having 40 8th graders in Medical Detectives and in other classes.

Goals

Goal 1: Maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: By June of 2027, increase the percentage of students achieving at "Meets" Grade Level in STAAR assessment for the following student groups and subjects:

Targeted increase in STAAR "Meets" Grade Level by June 2027

Student Group	Reading	Math	Science	Social Studies
All Students	1%	1%	1%	1%
African-American, Hispanic, Econ. Disadvantaged	1%	1%	1%	1%
LEP students	1%	1%	1%	1%
Special Education	1%	1%	1%	1%

Performance Objective 2: By June of 2027 we will increase our Early Child Goal of students being at or above grade level on their End-of-Year mClass Assessment. Kinder: 80%, 1st Grade 56%, 2nd Grade 55%

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

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

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

Goal 3: Collaborate with parents and the community to maximize learning for all students

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

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

Goal 4: Ensure a safe and healthy learning environment for all students and staff.

Performance Objective 1: Provide staff development regarding behavior and classroom management issues.

Performance Objective 2: Encourage students to participate in physical activities.

Goal 5: Utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Performance Objective 1: Ensure that all students and staff utilize technology as a tool for learning.

Goal 6: Provide opportunities for students to extend their knowledge in their subject of interest beyond the curriculum level.

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

Performance Objective 2: Facilitate student participation in extended learning projects, competitions, and contests.

2026-2027 Federal and State Programs Projected Budget Estimate

Campus/District Name: San Antonio-Science

Campus/District CDCN: 15828009

Federal Programs Projected Budget

Federal Program	Projected Amount
Title-I Payroll (61XX)	$215,220.00
Title-I Non-Payroll (63XX)	$65,280.00
Title-II Payroll (61XX)	$39,163.18
Title-IV Payroll (61XX)	$27,118.08
Title-III (263)	$19,942.19
IDEA-B (224)	$112,447.66
Perkins V (224)	$5,877.34

State Programs Projected Budget

State Program (PIC)	Projected Amount
PIC 21 GT	$28,418.00
PIC 22 CTE	$161,638.00
PIC 23 SPED	$434,308.00
PIC 25 Bilingual	$113,896.00
PIC 30 SCE	No amount listed
PIC 36 Early Education	$267,217.00
PIC 37 Dyslexia	$13,225.00
PIC 38 CCMR	$19,341.00