Harmony Public Schools - Houston South

District Improvement Plan (2026-2027) | Comprehensive District Plan

DISTRICT #	GENERATED DATE	SYSTEM REFERENCE
101846	October 22, 2026	Plan4Learning.com

MISSION, VISION & CORE VALUES

Mission Statement: To prepare each and every student for college and career by providing a safe, caring, and collaborative atmosphere and a quality student-centered educational program with a strong emphasis on Science, Technology, Engineering, and Mathematics (STEM).

Vision: To lead our students from the classroom into the world as productive and responsible citizens.

Core Values: High Expectations | Dedicated Staff | Working Together | Character Matters | STEM for All

DISTRICT DEMOGRAPHICS PROFILE

Harmony Public Schools Houston South serves 4,118 students across 6 campuses (PreK-12). It provides high-quality STEM education with open-enrollment lottery access, primarily serving economically disadvantaged families from underserved communities.

4,118	81.1%	38.0%	11.5%
TOTAL ENROLLMENT	ECO. DISADVANTAGED	EMERGENT BILINGUAL	SPECIAL EDUCATION

Demographic Indicator	2024-2025	2025-2026	Demographic Indicator	2024-2025	2025-2026
Total Students	3,662	4,118	Hispanic Students	56.0%	53.2%
Total Staff	389	413	African American Students	26.1%	25.3%
Economically Disadvantaged	78.7%	81.1%	White Students	6.9%	8.6%
Special Education	10.3%	11.5%	Asian Students	10.04%	11.29%
Bilingual / ESL	40.0%	38.0%	Two or More Races	0.71%	1.37%

DISTRICT CAMPUSES

- **Harmony Science Academy - Houston** (101846001)
- **Harmony School of Innovation - Houston** (101846002)
- **Harmony School of Ingenuity - Houston** (101846003)
- **Harmony School of Fine Arts/Technology** (101846006)
- **Harmony School of Exploration** (101846102)
- **Harmony Virtual Academy** (101846008)

PRIORITY NEEDS: DEMOGRAPHICS & ATTENDANCE

Problem Statement 1 (Student Retention): Overall student retention rate during the 24-25 school year was 88.93%, falling below the 90% target at 2 out of 6 campuses.

Root Cause: Lack of a consistent, engaging onboarding process for new families and limited early community-building opportunities, leaving families feeling unprepared for academic routines.

Problem Statement 2 (Chronic Absenteeism): Attendance rates are inconsistent with a district YTD ADA of 95.88%. 11% of students (450 of 4,100) are chronically absent (attending <90% of days).

Root Cause: Inconsistent implementation and oversight of attendance procedures across campuses, combined with limited incentives and tracking mechanisms for chronic absenteeism.

PRIORITY NEEDS: STUDENT ACHIEVEMENT & LEARNING

Problem Statement 3 (AP Performance): On 2025 AP Exams, 18% of students earned a score of 1 (vs. global 10.5%) and only 54% earned 3+ (vs. global 71.5%).

Root Cause: Lack of actionable AP performance data and insufficient content-specific professional training and support for AP educators.

Problem Statement 4 (Grade Level Below Performance): On the 2025 STAAR/EOC, 43% of Houston South students performed below grade level (Approaches/Did Not Meet), mirroring 2024 results.

Root Cause: Gaps in the consistency, quality, alignment, and rigor of Tier 1 core instruction across content areas.

Problem Statement 5 (Early Reading Growth): In Grades K-3, 23% of students show below or well below average reading growth on mCLASS MOY assessments.

Root Cause: Teachers and interventionists do not perform progress monitoring on a regular basis or focus on targeted measurement indicators.

PRIORITY NEEDS: ACADEMIC GROWTH & NWEA MAP

Problem Statement 6 (Academic Progress Growth): In Domain 2A (Academic Growth), South earned a C-rating. Only 46% of students behind grade level grew by at least one grade level on STAAR.

Root Cause: Professional development and instructional strategies do not adequately equip teachers to support special population growth.

Problem Statement 7 (MAP Growth Gaps): On Winter MAP, growth met targets in Math (65.6%) and Reading (64.7%) lagged overall district averages, expanding gaps relative to system benchmarks.

Root Cause: Lack of daily lesson alignment to single clear TEKS objectives, reducing the rigor and alignment of Tier 1 learning.

PRIORITY NEEDS: DISTRICT PROCESSES & STAFFING

Problem Statement 8 (Teacher Recruitment/Hiring): Inconsistent ability to attract and select highly qualified teachers in high-need areas (Math, Science, SPED) and hard-to-staff campuses.

Root Cause: Late hiring cycles, shrinking candidate pools, and a lack of competitive localized recruitment/retention incentives.

Problem Statement 9 (Secondary School Culture): Secondary campus culture struggles with perceived fairness and respect; only 64% feel discipline is fair and 57% feel students respect each other.

Root Cause: Secondary campuses lack structured emotional well-being support and administrative visibility throughout the operational day.

PRIORITY NEEDS: PERCEPTION & STAKEHOLDER ALIGNMENT

Problem Statement 10 (Perception Gap): Secondary students view educational quality much more pessimistically (26% rating as excellent; 48% detractors) than parents (61% excellent) and staff (47%).

Root Cause: Disconnect between classroom instruction and real-world career marketplaces, alongside language/communication barriers.

Problem Statement 11 (Campus Recommendations): Low scholar confidence in recommending their campuses to peers due to culture and engagement gaps.

Root Cause: Operational duties prioritized over instructional culture, campus engagement, and student-focused events.

GOAL 1: POST-SECONDARY SUCCESS

Objective: Maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success. Decrease AP test takers earning a 1 by 3% and increase AP test takers earning a 3+ by 4%.

Strategy 1.1: AP Teacher Development & Training

Implementation Plan: Provide 100% of AP teachers access to quarterly district PLCs led by master teachers. AP PLCs will establish Progress Check calendars and participate in at least two AP Mock Readings annually. District will fund and send 100% of AP teachers to College Board AP Summer Institutes (APSI) and facilitate practice-based PD during district learning days. Pilot Pre-AP Summer Institutes for honors teachers in lower grades.

Expected Impact: 90%+ satisfaction on PD surveys; 100% compliance with Core4 coaching artifacts; improved vertical writing alignment across secondary campuses.

Funding / Responsible: Title I, Title II, Title IV, CCMR (PIC38) | Asst. Area Supt. of Programs & CCMR, Instructional Coaches.

Strategy 1.2: Data-Driven AP Instruction & Writing Audits

Implementation Plan: Align lower-grade secondary PLC SMART goals directly with AP writing skill development. Facilitate minimum 1 student work stack audit per semester focused on AP classes. Conduct specialized Instructional Rounds with District Programs Teams to address campus-specific instructional problems of practice.

Expected Impact: Increased rigor and alignment in pre-AP and AP coursework; improved student response accuracy on free-response AP sections.

Funding / Responsible: CCMR PIC38 | Asst. Area Supt., District Coordinators, Campus ILTs.

Strategy 1.3: Strategic Instructional Leadership & Site Visits

Implementation Plan: Send 100% of high school instructional coaches supporting AP to College Board training. Conduct peer charter district site visits to study high-performing AP models. Dedicate Live Observation Coaching PLCs to AP instruction.

Expected Impact: Enhanced coaching capacity, higher fidelity AP syllabus execution, and measurable AP score improvements.

Funding / Responsible: Title I, Title II, Title IV | Area Leadership, Program Coordinators.

GOAL 2: STUDENT ACHIEVEMENT & CLOSING GAPS

Objective: Increase STAAR/EOC Meets level by 4%, Academic Growth (Domain 2A) by 4%, and Special Education / Emergent Bilingual achievement by 2%. Increase mCLASS benchmark rates by 4% and MAP growth by 3-4%.

Strategy 2.1: Data-Driven Instruction & Datarama Protocol

Implementation Plan: Execute district-wide "Datarama" post-interim analysis sessions to structure whole-class and small-group reteaches. Implement post-CBA prioritization protocols and conduct lesson prep and student work stack audits every semester focused on Tier 1 differentiation and special populations.

Expected Impact: 100% ILT Core4 compliance; data-informed small group instruction; reduced student learning gaps.

Funding / Responsible: Title I, Title II, Title IV, IDEA-B | Programs Team, Campus ILTs.

Strategy 2.2: Tier 1 Instructional Rigor & Small Group Support

Implementation Plan: Strengthen Tier 1 instruction via Core4 frameworks (BWDM, OBF, Lesson Prep). Provide practice-based PD on scaffolding, accommodation, and active student discussion. Maintain standard technology equipment (Chromebooks, document cameras) and software to ensure blended learning fidelity.

Expected Impact: Higher student engagement; consistent grade-level rigor; compliance with HB 1416 accelerated instruction hours.

Funding / Responsible: State Comp Ed (SCE), Title I, Bilingual/SPED Funds | Campus Leadership, Coaches.

Strategy 2.3: Early Literacy Phonics Alignment (mCLASS K-3)

Implementation Plan: Develop and execute phonics-aligned DDI protocols for K-3 teachers quarterly. Deliver Texas Reading Academy-aligned coaching and conduct phonics-focused stack audits. Integrate student goal-setting during literacy blended learning.

Expected Impact: Increase K-3 mCLASS growth to >72%; ensure >69% achieve benchmark status.

Funding / Responsible: Early Childhood State Funds, Title I | Early Childhood Coaches, Elementary ILTs.

GOAL 3: STAFF RECRUITMENT & RETENTION

Objective: Maintain a teacher retention rate of at least 88% by enhancing professional development, mentorship, and incentive structures.

Strategy 3.1: Proactive Recruitment, HEEP & TIA Incentives

Implementation Plan: Attend 10+ recruitment events starting early in Spring; partner with local universities for student teacher placements. Promote Teacher Incentive Allotment (TIA), HEEP certification funding, and referral stipends. Provide dedicated ESL certification prep sessions and assign mentors to 100% of new teachers.

Expected Impact: 90%+ positions filled prior to school opening; higher teacher retention; increased ESL/SPED certification rates.

Funding / Responsible: Local & State HR Funds | Asst. Area Supt. of Operations, HR Manager, Talent Specialists.

GOAL 4: STAKEHOLDER & COMMUNITY ENGAGEMENT

Objective: Increase student quality perceptions by 5%, reduce detractors by 5%, and maintain total student retention above 90%.

Strategy 4.1: Stakeholder Surveys, Transparent Communication & Events

Implementation Plan: Administer quarterly stakeholder feedback surveys and hold semesterly advisory committee meetings. Share survey action plans publicly via biweekly newsletters and social media. Host campus family events (Muffins with Mom, Donuts with Dad) and conduct administrator engagement walks during events.

Expected Impact: Improved school culture ratings; enhanced trust; higher new-student retention (>82%).

Funding / Responsible: Title I, Family Engagement | Engagement Director, Outreach Coordinator, Principals.

TITLE I FEDERAL PROGRAM COORDINATION OVERVIEW

Program Integration: Title I, Part A funds are fully integrated across all six school-wide campuses to support targeted academic interventions, instructional coaching, supplemental software/hardware, and parent/family engagement programs.

Key Descriptors Supported: Student progress monitoring, teacher quality enhancements, transition support (PreK to K, Middle to High, Post-Secondary CCMR), homeless student resources, and coordinated career/technical education (CTE).