HARMONY PUBLIC SCHOOLS - HOUSTON WEST

District Improvement Plan | 2026–2027 Academic Year | Campus #101862

1. COMPREHENSIVE NEEDS ASSESSMENT & DEMOGRAPHICS

Harmony Public Schools has served the Houston West area since 2000. Our 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 math (STEM). Harmony Public Schools West is an open-enrollment charter school system servicing grades PK–12 with a core focus on college and career readiness.

District Profile - Houston West

Category	2024–2025	2025–2026	Notes / Progress
Total Students	6,530	6,783	+253 (+3.8% Growth)
Economically Disadvantaged	57.1%	60.3%	+3.2% Increase
Total Staff	646	679	+33 Staff Members
Bilingual / ESL Education	23.3%	23.8%	+0.5% Population Growth
Special Education	9.9%	9.4%	-0.5% Population Shift

Ethnic Distribution

Ethnicity	2024–2025 Percentage	2025–2026 Percentage
Asian	31.85%	33.37%
African American	31.40%	29.80%
Hispanic	19.30%	19.50%
White	15.00%	14.70%
Two or More Races	2.14%	1.94%

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 strong STEM emphasis.

Vision & Values

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, and STEM for All.

2. STUDENT LEARNING & ACADEMIC PERFORMANCE

2025 Accountability Ratings Summary

Domain / Metric	Score / Rating	Status & Highlights
Overall District Rating	A (93 / 100)	Exceeds State Accountability Targets
Domain 1: Student Achievement	A (93 / 100)	High Performance in STAAR/EOC & CCMR Metrics
Domain 2: School Progress	A (92 / 100)	Academic Growth & Relative Performance Standard
Domain 3: Closing the Gaps	A (94 / 100)	Strong Subgroup Academic Growth Realized

NWEA MAP Performance Analysis

Subject	Growth Met (2024–25)	Growth Met (2025–26)	Achievement Percentile (25–26)
Mathematics	64.1%	74.1%	68.0 Percentile
Reading	52.8%	59.2%	52.9 Percentile

Priority Problem Statements: Demographics & Student Learning

PRIORITY **Problem 1: Inconsistent Student Attendance & Chronic Absenteeism**

Details: Houston West YTD ADA attendance is 96.2%, but 10% of students (706 of 6,908) are chronically absent (<90% attendance).

Root Cause: Inconsistent implementation of attendance procedures across campuses, limited follow-up, and insufficient incentives.

PRIORITY **Problem 2: Advanced Placement (AP) Exam Scoring Discrepancies**

Details: In 2025 AP exams, 18% of students earned a score of 1 (higher than global 10.5%), while 54% scored 3+ (lower than global 71.5%).

Root Cause: Lack of clear, actionable AP data and need for expanded content-specific professional development for AP educators.

3. STRATEGIC GOALS & ACTION PLANS

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

Performance Objective 1.1 (HB3): Advanced Placement Performance

Objective: Decrease the percentage of AP test takers earning a 1 by 3% and increase the percentage earning a 3+ by 4%.

Strategy 1 (Teacher Development): 100% of AP teachers will participate in quarterly district-level PLCs led by master educators, engage in at least 2 AP Mock Readings per school year, and attend College Board AP Summer Institutes (APSI). Implementation of HPS Core4 coaching model will guide instructional practice.

Staff Responsible: Assistant Area Superintendent of Programs, AAS of College & Career, District Instructional Coaches, Campus Leadership.

Strategy 1.2: Data-Driven Instruction & Strategic Leadership

Actions: Facilitate student work stack audits in secondary PLCs focusing on vertically aligned AP writing skills. District programs team will conduct Problem of Practice (PoP) site visits twice per campus annually. Implement lesson prep audits to ensure alignment and instructional rigor.

Expected Result: 100% of high school campus ILTs complete required stack audits and achieve Core4 coaching artifacts targets.

Additional Priority Problem Statements

PRIORITY **Problem 3: Academic Growth Below Target in Domain 2A**

Details: On the 2025 STAAR/EOC, 70% of students made at least one year of academic progress, while 46% entering behind grade level grew by a full grade level.

Root Cause: Need for targeted professional development in supporting special population students and tier 1 differentiation.

PRIORITY **Problem 4: Early Reading Growth in Grades K–3**

Details: Nearly 1 in 4 students (23%) show below or well below average growth in reading skills on mCLASS benchmarks.

Root Cause: Progress monitoring consistency needs strengthening among classroom teachers and interventionists.

Goal 2: Student Achievement — Increase overall student achievement and growth levels on state and national assessments while closing achievement gaps across special populations.

Performance Objective 2.1: STAAR/EOC Domain 1 Performance

Objective: Increase the percentage of students achieving at the "Meets" performance level or above in each STAAR/EOC course by at least 4%.

Data-Driven Instruction: District leaders will facilitate a "Datarama" review session following each STAAR Interim assessment. Teachers will utilize post-CBA analysis protocols to form strategic small groups and reteach plans.

Tier 1 Improvement: 100% of district professional learning days will feature practice-based work sessions focused on scaffolding, differentiation, and actionable student feedback.

Performance Objective 2.2 (HB3): STAAR Academic Growth (Domain 2A)

Objective: Increase overall progress by 4% and increase growth for students entering below grade level by 4%.

Differentiated Support: Utilize Blended Learning time for tutors, interventionists, and instructional contract services to deliver push-in/pull-out support. Maintain 1:1 hardware devices (Chromebooks, laptops) and adaptive educational software (Amira, Read 180, Bluebonnet Learning) to meet HB 1416 requirements.

Performance Objective 2.3 & 2.4: Closing Gaps & Early Literacy (mCLASS)

Special Populations: Increase Emergent Bilingual "Meets" standard by 2% and Special Education "Approaches" standard by 2% through accommodations and testing modifications training.

K-3 Phonics & Early Literacy: 100% of K-3 teachers will receive phonics-aligned DDI support quarterly and align lesson plans with Texas Reading Academy best practices.

Goal 3: Staff Recruitment, Development & Retention

Performance Objective 3.1: Maintain Teacher Retention Rate of 88%

Recruitment & Development: Attend at least 10 job fairs in Spring/Summer, expand student-teacher university partnerships, and utilize Teacher Incentive Allotment (TIA) designations. Promote HEEP certification programs and assign 100% of new teachers/leaders a mentor.

Goal 4: Stakeholder & Community Engagement

Performance Objective 4.1 & 4.2: Engagement & Student Retention (90%)

Action Steps: Administer quarterly stakeholder feedback surveys, host family orientation events, expand home visits (target >50%), and improve bi-weekly multi-lingual communication channels via social media and parent portals to minimize early student withdrawals.

Goal 5: Safe & Supportive Learning Environments

Performance Objective 5.1: Culture, SEL & Safety Compliance

Action Steps: Implement restorative practices across all campuses, expand campus counseling/suicide prevention resources, conduct regular safety drills, and ensure active peace officer oversight per Texas Education Code standards.

Statutory Assurances & Governance

Texas Education Code Compliance: This District Improvement Plan incorporates all required statutory assurances under TEC §38.0041 (Child Maltreatment/Trauma-Informed Care), TEC §37.083 (Sexual Harassment Prevention), TEC §37.0831 (Dating Violence Policies), TEC §37.0832 (Bullying Prevention), and TEC §37.081 (Peace Officer & Security Expectations). Approved by the local District Planning & Decision-Making Committee.