Harmony Public Schools - El Paso

Harmony Science Academy - El Paso

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

Description of School

Harmony Science Academy–El Paso is a comprehensive public charter secondary school serving students in **grades 6–12**. Established as a key campus within the Harmony Public Schools network, the academy is situated in the culturally rich border community of El Paso, Texas. As an **open-enrollment institution**, the school provides a vital alternative to traditional neighborhood attendance zones, attracting a diverse student body from across the region who seek a rigorous, STEM-focused, and college-preparatory education.

The academy's identity is defined by a "family-oriented" atmosphere that balances high academic expectations with robust support systems. The school's story is one of resilience and opportunity, providing students with the tools necessary for lifelong success through specialized Career and Technical Education (CTE), robotics, and competitive athletics.

II. Student Demographics and Enrollment Patterns

The campus serves a highly homogeneous student population that reflects the broader demographics of the El Paso region.

Race and Ethnicity

According to the 2025 Texas Education Agency (TEA) School Report Card, the student body is predominantly Hispanic. The distribution is as follows:

- **Hispanic:** 96.7%
- **White:** 1.9%
- **Asian:** 0.9%
- **African American:** 0.5%
- **Other Groups:** 0% (American Indian, Pacific Islander, or Two-or-More Races)

Gender Distribution by Grade Level

Enrollment data indicate a consistent trend in which male students outnumber female students in nearly every grade level. This gap is most pronounced in the transition to high school.

- **6th Grade:** +25 males
- **8th Grade:** +13 males
- **9th Grade:** +24 males
- **7th Grade:** The only exception, with 3 more females than males.

Special Populations and Support Needs

The academy serves a significant number of students who qualify for additional state and federal support:

- **Economically Disadvantaged:** 1,013 students
- **English Learners (EL):** 507 students
- **Gifted and Talented (GT):** 172 students
- **Special Education (SPED):** 39 students

III. School Culture and Climate Attendance and Stability

The campus maintains an **attendance rate of 94.2%**, outperforming both the district (93.8%) and state (93.6%) averages. Furthermore, the **mobility rate of 8.7%** is significantly lower than the state average of 16.4%, suggesting a stable learning environment where families choose to remain for the duration of the middle and high school years.

Discipline and Behavior

While the environment is safe and supportive, the 2025–2026 school year recorded **58 suspensions** and **9 expulsions**. Data analysis reveals that the most frequent infractions are non-violent but disruptive to the learning environment:

- **Skipping Class:** 28 incidents
- **Dress Code Violations:** 23 incidents
- **Disruptive Behavior:** 16 incidents
- **Disrespect Toward Staff:** 11 incidents

To address these trends, the campus employs early-warning systems and social-emotional counseling to tackle the root causes of disengagement and class skipping.

IV. Academic Environment and Staffing

The academy is structured to provide personalized attention through favorable staffing ratios.

Class Size and Ratios

The school maintains a **student-to-teacher ratio of 17:1** and a **student-to-support staff ratio of 9:1**. Average secondary class sizes remain manageable:

- **English/Language Arts:** 26.8
- **Mathematics:** 27.3
- **Science:** 26.5
- **Social Studies:** 27.4

Faculty Qualifications

The teaching staff comprises state-certified educators, including those from both traditional and alternative certification pathways. A notable portion of the faculty consists of "early-career" teachers with five or fewer years of experience. While this brings high energy and modern instructional techniques to the classroom, the campus prioritizes professional learning communities (PLCs) and mentoring to ensure long-term instructional excellence.

V. Stakeholder Engagement and Community Context

The school serves a working-class, bilingual community where Spanish is often the primary language spoken at home. The local labor market is driven by service industries, manufacturing, and cross-border commerce.

Community Integration

Stakeholders—including parents, teachers, and community members—are integral to the school's Continuous Improvement Process. Current initiatives focus on:

- **Language Access:** Ensuring ESL and bilingual services align with the needs of the 507 English Learners.
- **Wraparound Services:** Providing academic intervention, credit recovery, and social-emotional support for at-risk and military-connected students.
- **Parental Voice:** Strengthening authentic engagement to ensure that school programming reflects the desires of the families it serves.

Summary of Philosophy

The collective programs at Harmony Science Academy–El Paso—from Gifted and Talented tracks to Special Education and

Athletics—align with a shared philosophy of equity and holistic development. By addressing the specific linguistic and economic realities of the El Paso community, the academy continues to bridge the gap between high school expectations and university-level success.

Strengths

A school that serves a predominantly Hispanic student population while also demonstrating high levels of academic achievement possesses a significant and strategic strength rooted in the bilingual advantage and cognitive flexibility of its students. Many students in this setting are bilingual or biliterate, regularly navigating both English and Spanish in academic and social contexts. This dual-language ability enhances executive functioning, including skills such as problem-solving, task-switching, and critical thinking. As a result, students are often better equipped to approach complex academic challenges and adapt to diverse learning environments. Furthermore, in an increasingly globalized economy, the ability to communicate across languages and cultures positions these students with a competitive advantage, preparing them for future professional opportunities that value cross-cultural competence.

Another defining strength of this school community is the cultural value of familismo, which emphasizes strong family ties, collective responsibility, and mutual support. This cultural foundation extends into the school environment, where academic success is often viewed not just as an individual accomplishment but as a shared goal that benefits families and the broader community. High-achieving students frequently demonstrate a commitment to supporting their peers, fostering a collaborative academic culture. Additionally, as achievement becomes more visible and attainable, families are more likely to engage with the school, advocate for their children, and seek access to advanced academic opportunities. This creates a reinforcing cycle in which community involvement and academic success strengthen one another.

The presence of resilience and perseverance among students further contributes to the school's success. Many students come from backgrounds that include economic challenges or are the first in their families to pursue advanced levels of education. These experiences often cultivate a strong sense of determination and a belief in education as a pathway to upward mobility. Consequently, students are more likely to persist through rigorous coursework and academic challenges, demonstrating a growth mindset and the ability to overcome obstacles. This resilience not only supports individual achievement but also contributes to a school culture that values effort, persistence, and continuous improvement.

Finally, the school environment fosters the development of cultural competency as a critical leadership skill. Students are able to achieve at high levels while maintaining and valuing their cultural identity, resulting in strong bicultural competence. This ability to navigate and lead within multiple cultural contexts is increasingly important in higher education, the workforce, and civic life. Additionally, successful students often serve as role models and mentors for their peers, and alumni may return to support current students, creating a sustainable cycle of leadership and achievement. Overall, this combination of cultural identity and academic excellence positions the school as a powerful environment for developing future leaders who are both academically prepared and culturally aware.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	During the 2025-2026 school year, the campus recorded a high frequency of behavioral disruptions, including 58 suspensions, 9 expulsions, and 78 documented non-violent infractions (skipping class, dress code violations, disruptive behavior, and disrespect).	A lack of comprehensive teacher training in proactive classroom behavior management, coupled with a high concentration of early-career teachers (5 or fewer years of experience), who require more robust mentorship in establishing a consistent classroom culture.
2 ★	A significant portion of the faculty includes "early-career" teachers with five or fewer years of experience, highlighting the critical need for ongoing instructional support to ensure long-term academic excellence.	Common retention issues include a lack of structured Professional Learning Communities (PLCs) and insufficient peer mentoring for novice educators.
3 ★	There is a significant and consistent gender imbalance across nearly all grade levels--most notably in the transition to high school (e.g., +25 males in 6th grade and +24 males in 9th grade)--which may inadvertently skew student engagement and participation patterns in campus programs.	The recruitment and marketing strategies for the open-enrollment charter may unintentionally favor STEM, robotics, and certain athletic programs that historically attract more male applicants, without sufficient targeted outreach or program development to engage and retain female students.

★ = Priority

Student Learning

Summary

Student Performance

This report assesses the campus's academic trajectory and systemic effectiveness through the 2025–2026 academic year. By analyzing student achievement, longitudinal graduation data, and college readiness metrics, we can assess how the institution aligns its special programs with the needs of its diverse student body and the community at large.

Domain Ratings and Student Progress

The campus utilizes three primary domain ratings to measure success: **Student Achievement**, which evaluates STAAR performance and graduation rates; **School Progress**, which tracks annual year-over-year growth; and **Closing the Gaps**, which ensures equitable outcomes across all student demographics.

Recent data indicate a robust upward trend in **School Progress**. Between 2024 and 2025, substantial gains were realized across core subjects. 6th-grade ELA performance rose from 69% to 76%, while 6th-grade Math saw a significant 15-point jump from 46% to 61%. This momentum continued into the upper grades, with 8th-grade ELA at 76% and Math at 74%. Notably, Algebra 1 performance surged to 90% proficiency, reflecting a high level of mastery in foundational secondary mathematics.

Disaggregated Performance and Peer Comparison

When disaggregating results by student groups, the progress of **Emergent Bilingual (EB)** and **Special Education (SPED)** populations is particularly noteworthy. Despite an increase in the total number of students within these demographics, EB students showed growth across all three performance tiers: Approaches, Meets, and Masters. The Science department emerged as a standout, with the percentage of students achieving "Master" level performance nearly doubling year over year.

Compared to other high schools, our institution consistently outperforms in STAAR metrics. With **86% Approaches**, **63% Meets**, and **29% Masters**, the campus exceeds HSI's averages across the board. These achievements have earned the campus an **"A" rating**, a **Platinum AP designation**, and specialized honors, including the **Purple Heart School** and **Character School** distinctions.

College, Career, and Military Readiness (CCMR)

The campus maintains a **100% graduation track** for all students. This success is underpinned by a systemic support structure in which students meet with counselors at least twice per semester and use credit-recovery programs such as Edgenuity and summer school.

The **CCMR overall percentage stands at an impressive 98%**, with students meeting college-ready standards via the SAT, ACT, or TSIA. A significant shift in TSIA proficiency was recorded, climbing from 44% in 2024 to 78% in 2025. Furthermore, the Advanced Placement (AP) program has experienced exponential growth:

- **Enrollment:** Doubled from 150 students in 2023 to over 300 in 2025.
- **Course Variety:** Expanded to 17 offered AP classes.
- **Participation:** A 95% exam completion rate.
- **Success:** A 41% passing rate (3 or higher), highlighted by a 100% pass rate in AP Spanish and Language.

Program Alignment and Systemic Support

As a STEM-focused institution, the campus successfully integrates **Gifted and Talented (GT)** projects and **Career and Technical Education (CTE)** certifications. Currently, 40% to 50% of students have completed their professional certifications, and these pathways have very high retention rates. Beyond academics, the athletic program has flourished, securing district championships in basketball, soccer, track, and flag football.

However, the analysis identifies a critical area for improvement in special programs: while Math and Reading are well-supported, there is a noted lack of paraprofessional accommodations for SPED students in Science and Social Studies.

To ensure no student is left behind, the campus employs a rigorous **reteaching system**. This includes Saturday and after-school tutorials, Spring Break camps, and data-driven small groups in blended learning. For students at risk of failing due to absences, attendance recovery and summer school provide necessary pathways to remain on track.

Conclusion

The 2025–2026 school year reflects a period of significant academic expansion and achievement. The campus outperforms state and district averages across nearly every metric, and we continue to refine support for the SPED population and build on the success of the CTE and AP programs. With the support of counselors, teachers, and stakeholders, the campus continues to set a benchmark for excellence in the region.

Strengths

Harmony Science Academy El Paso maintains a distinguished reputation for academic rigor, specifically within its **Mathematics and STEM** departments. The campus consistently demonstrates high levels of proficiency, with **STAAR Masters** percentages exceeding both the district and state averages. This achievement is further bolstered by the **Project Lead The Way (PLTW)** and broader STEM initiatives, which have garnered numerous state-level accolades for innovation and excellence.

The student body is characterized by a unique set of linguistic and interpersonal strengths. A significant majority of students possess professional-level **bilingualism in English and Spanish**, providing them with a competitive advantage in a globalized society. Furthermore, the student population is noted for its **cooperative nature and versatility**, demonstrating an ability to adapt to diverse learning environments and collaborative challenges with professionalism and skill.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	While Emergent Bilingual (EB) students have shown overall growth across performance tiers in STEM and Science, their academic growth in English Language Arts and Reading (ELAR) classes remains lagging and requires specialized instructional strategies to match their success in other tested subjects.	There is a lack of professional development for general education reading teachers regarding linguistic accommodations and structured language acquisition strategies.
2 ★	Despite the campus's high overall performance and Platinum AP designation, there is insufficient structured peer-to-peer interaction, specialized enrichment, and collaborative opportunities specifically designed for Gifted and Talented (GT) students across core subjects.	Instructional planning and Professional Learning Communities (PLCs) primarily focus on remedial "reteaching systems," such as Saturday tutorials and credit recovery, for at-risk students. This leaves fewer resources and less structured planning time available for advanced differentiation and gifted-and-talented (GT)- specific extensions.
3 ★	Many high school students often change their Career and Technical Education (CTE) elective sequences as they progress through different grade levels. This leads to a low completion rate for multi-year pathways and a significant number of seniors graduating without obtaining an eligible Industry-Based Certification (IBC).	Middle school and 9th-grade students are placed into CTE pathways without adequate exploratory career counseling or hands-on previews. This leads to high rates of track switching when they find that the field does not align with their actual career interests.

★ = Priority

School Processes & Programs

Summary

Introduction

The following analysis outlines the strategic operational framework of Harmony School of Academic Excellence (HSA) – El Paso, structured according to the Effective Schools Framework (ESF). This report evaluates the campus's commitment to academic rigor, instructional leadership, student equity, and professional development. By synthesizing data-driven instruction with comprehensive student support services, HSA – El Paso aims to foster an environment of high expectations and continuous improvement.

I. Personnel: Recruitment, Selection, and Retention (ESF 2.1)

HSA – El Paso maintains a robust pipeline for talent through a multi-tiered recruitment strategy. This includes participation in broader Harmony Public Schools (HPS) job fairs and campus-specific onboarding processes designed to identify high-quality educators.

Placement and Optimization: Teacher placement is a deliberate, data-driven process. Educators are assigned to core grade levels and subjects based on a synthesis of student needs and teacher strengths, informed by Texas Incentive Allotment (TIA) recommendations, MAP Growth data, interim assessments, and State of Texas Assessments of Academic Readiness (STAAR/EOC) performance. This ensures that the most effective teachers are positioned to catalyze the greatest student growth.

Support and Retention Mechanisms: To retain high-performing staff, the campus utilizes a comprehensive support system:

- **Professional Growth:** Implementation of the Instructional Leadership Team (ILT), "Core 4" initiatives, and ongoing support from campus administration and instructional coaches.
- **Incentives and Recognition:** Performance-based bonuses, "Staff of the Month" awards, and specialized programs like the Harmony Excellence Educator Program (HEEP).
- **Work-Life Balance:** Offering early Friday release for faculty and staff supports professional collaboration and personal wellness.

II. Instructional Leadership and Professional Practices (ESF 1.1, 1.2)

Instructional leadership at HSA – El Paso is cultivated through the identification of model teachers and the formation of the ILT. Roles are clearly defined to ensure accountability and focused mentorship.

Data-Driven Improvement Planning : The campus employs a rigorous process to address root causes of low performance. Yearly goals are established via *Performance Matters*, with benchmarks conducted at the beginning (BOY), middle (MOY), and end of the year (EOY). The development of the Campus Improvement Plan (CIP) involves stakeholders and is informed by:

- Instructional rounds and frequent classroom observations.
- Staff surveys and school culture assessments.
- Comprehensive testing result analysis.

Targeted Professional Development (PD) PD is not generic; it is specifically tailored to the gaps identified during data meetings. By utilizing Professional Learning Communities (PLCs) at both the campus and district levels, the school fosters cross-content collaboration, ensuring that PD sessions directly address the nuances of classroom management and instructional delivery.

III. Student Programs and Opportunities (ESF 3.1)

The campus offers a diverse array of programs aligned with its mission of college and career readiness. This includes Specialized Education (SPED), English as a Second Language (ESL), and Gifted and Talented (GT) services.

Academic Enrichment and STEM IntegrationHSA – El Paso distinguishes itself through high-level STEAM opportunities, including robotics, drones, Mathcounts, and Science Olympiad. Secondary students have access to Advanced Placement (AP) courses, OnRamps (dual enrollment), and Industry-Based Certifications (IBCs).

Support for At-Risk Populations: To ensure all students meet state standards, the campus utilizes:

- **Targeted Intervention:** Saturday and after-school tutorials, "pull-out" services, and Spring Break camps.
- **Legislative Compliance:** Adherence to HB 1416 requirements through intensive tutoring and credit recovery for at-risk youth.
- **Technology Equity:** A 1:1 student-to-device ratio supports blended learning through platforms such as ALEKS, NewsELA, and Progress Learning.

IV. Instructional Procedures and Campus Culture (ESF 4.1, 5.1, 5.3)

The curriculum is centrally aligned with the Texas Essential Knowledge and Skills (TEKS), ensuring a consistent scope and sequence. Lesson planning is strictly objective-driven, incorporating critical thinking exercises and formative assessments to guide daily instruction.

Operational Conditions for Learning: Instructional time is protected through a master schedule that prioritizes planning periods and PLCs. Equity of service is maintained through the integration of various educational software (e.g., Schoology, MyPLTW, GMetrix) that allow for personalized learning paths.

Transition and Behavioral Support HSA – El Paso manages student transitions (e.g., 8th grade to High School) through parent transition nights, FAFSA workshops, and college visits. Behavioral health is managed through a proactive, multi-faceted approach:

- **Classroom Management:** Utilization of *Teach Like a Champion* (TLAC) strategies and instructional rounds to identify and mitigate behavioral gaps.
- **Safety and Wellness:** Implementation of the "No Place for Hate" designation, anti-bullying assemblies, and the CARE team.
- **Crisis Prevention:** Staff is trained in Crisis Prevention Institute (CPI) techniques, and the school maintains a strong partnership with Texas Tech for mental health resources.

Conclusion

Through the rigorous application of the Effective Schools Framework, HSA – El Paso has created a structured, data-informed, and supportive educational ecosystem. By prioritizing teacher quality, targeted professional development, and comprehensive student services, the campus ensures every student—regardless of background—has the opportunity to achieve academic excellence and post-secondary success.

Strengths

The institution’s commitment to college and career readiness is exemplified by its comprehensive **STEM curriculum**, which provides students with five distinct career pathways. These pathways are strategically integrated with **University of Texas OnRamps** and other dual-credit opportunities, allowing students to earn transferable college hours while fulfilling high school requirements. The foundation of this technical education is rooted in the **Project Lead The Way (PLTW)** framework, which fosters critical thinking through rigorous STEM exploration.

Complementing the academic core is a robust suite of extracurricular and competitive programs designed to develop leadership and technical mastery:

- **Innovation & Engineering:** Premier teams in Robotics, Rocketry, and Drone technology.
- **Professional Leadership:** Active chapters of **HOSA** (Future Health Professionals) and **DECA** (Distributive Education Clubs of America).
- **Academic Competition:** Consistent participation and excellence in the **Science Olympiad**.
- **Holistic Development:** Comprehensive sports programs that promote physical wellness and teamwork.

Together, these initiatives ensure that students are not only academically prepared but also possess the practical experience necessary to excel in high-demand professional sectors.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	The campus effectively employs an Instructional Leadership Team (ILT) and "Core 4" initiatives; however, there is no formalized peer-to-peer mentoring system in place. This system should be designed to connect experienced model teachers with early-career educators, ensuring consistent daily instruction.	Professional Learning Communities (PLCs) and campus planning sessions are primarily focused on high-level data analysis and district-wide alignment meetings. This focus limits the operational flexibility needed for structured, ongoing peer observations and cross-classroom mentorship.
2 ★	The campus offers STEM programs, including Robotics, Rocketry, and Drones, as well as dual-enrollment opportunities. However, a significant portion of the structured planning time for teachers and campus resources is dedicated to complying with legislative requirements, such as tracking for HB 1416, Saturday tutorials, and credit recovery efforts.	The main instructional focus is driven primarily by accountability measures for at-risk subpopulations, which unintentionally reduces the collaborative planning time available in PLCs to develop advanced extension activities and rigorous differentiation for students in specialized STEM tracks.

★ = Priority

Perceptions

Summary

Analysis of Campus Climate and Stakeholder Engagement: A Comprehensive Overview

HSA El Paso is experiencing a significant demographic shift, so we need to evaluate student engagement, staff retention, and community involvement. As student populations evolve—particularly with the increasing integration of binational residents—the institution's success depends on its ability to maintain high academic standards while fostering a safe, inclusive environment. This essay analyzes current data regarding student and staff engagement, the efficacy of campus programs, and the strength of stakeholder partnerships.

Student Engagement and Demographic Evolution

A notable feature of the current student body is the significant increase in Emergent Bilingual students. Over the past three years, this population has grown by about 200 students, increasing its share of total enrollment from one-third to at least 50%. This trend underscores the school's importance as a key binational educational hub.

Attendance and Academic Success

General attendance rates remain robust, hovering between **95% and 96%**. However, granular data reveals disparities among specific student groups. Attendance is **1% to 2% lower** among students in Special Education (SPED) and Emergent Bilingual (EB) programs. Furthermore, there is a recognized need to improve consistency for students of lower Socioeconomic Status (SES) to ensure equitable access to learning.

Behavior and Campus Safety

We've successfully reduced conflict through proactive measures, including bullying prevention initiatives and the Student Council (STUCO). By fostering a "School of Character" environment, the institution has created a culture where the vast majority of students report feeling safe and challenged. These programs ensure that students feel their education is a valuable use of their time and provide a well-rounded foundation that prepares them for higher education.

Staff Retention and Professional Environment

The stability of the instructional staff is a primary indicator of institutional health. Currently, the staff turnover rate in HSA stands at **18.3%**, which is notably lower than the Texas state average of **19.1%**.

Metric	Campus/Regional Data	State Average
Staff Turnover Rate	18.3%	19.1%
Mentoring Success	90% meeting goals	N/A
Retention Increase	10% Improvement	N/A

The implementation of a formal mentoring program has yielded significant results: **90% of new teachers** reached their professional growth goals, contributing to a **10% increase in overall retention**. Furthermore, staff absences have decreased due to timely administrative interventions and clear communication regarding Paid Time Off (PTO), resulting in absence rates that sit below the state average. Teachers describe the environment as one of high expectations, driven by Project-Based Learning (PBL) and supported by a robust administration.

Stakeholder and Community Involvement

Engagement extends beyond the classroom through a network of parents, business leaders, and community partners. The school utilizes the **EZ Volunteer App** to facilitate parent participation, and families frequently engage with after-school clubs, Saturday academies, and tutoring sessions.

Community Partnerships

The school maintains strong public support by consulting with an advisory council that includes business leaders and higher education professionals. These experts assist in aligning school goals with workforce needs. Public engagement is further bolstered by:

- Campus tours and open houses.
- Participation in community festivals and "HPS at the World" (HATW) events.
- Regular informational booths to maintain transparency with the public.

Perceptions of Climate and Culture

Both parents and students view the campus as a secure environment. Parents express confidence in their children's safety during school hours and transit. Stakeholders are integrated into the school's mission through the Essential Success Framework (ESF 3.1), which focuses on maintaining a vision of high expectations and a safe, supportive atmosphere for all.

Conclusion

The data show that the school is facing challenges due to a rapidly changing demographic and slight attendance gaps among specialized student groups. However, its foundational programs remain strong. The institution has cultivated a resilient culture through effective teacher mentoring, proactive character development programs for students, and strong community partnerships.

Strengths

Based on the data, the **perceived strengths** of this campus can be categorized into four primary areas: **Academic Momentum**, **Post-Secondary Culture**, **Systemic Equity**, and **Organizational Resilience**.

These perceptions represent not just the "raw numbers," but the qualitative identity of the school as seen by stakeholders and the community.

1. Robust Academic Momentum (Growth Mindset)

The most visible strength is the perception that the school is a "Growth Engine." Instead of just maintaining high scores, the school is actively accelerating student progress.

- **The Data Narrative:** Moving 6th-grade Math from 46% to 61% (a 15-point jump) and Algebra 1 to 90% suggests that the instructional systems are highly effective at moving students from "below grade level" to "mastery."
- **Perceived Strength:** A culture of high expectations where "where you start" does not dictate "where you finish."

2. High-Octane Post-Secondary Culture

The school is perceived as a "Platinum-tier" preparatory institution. This isn't just about graduating; it's about the quality of the student's exit from the K-12 system.

- **AP Expansion:** Doubling AP enrollment (from 150 to 300) while maintaining a 95% participation rate demonstrates a culture in which rigor is normalized for the majority, not just a small "elite" group.
- **CCMR Excellence:** A **98% CCMR rate** signals to parents and the community that a diploma from this campus is a verified ticket to college or a career, backed by tangible certifications and high SAT/TSIA scores.

3. Systemic Equity and Advocacy

There is a strong perception of advocacy for specialized student populations.

- **EB and SPED Progress:** Enhancing performance for Emergent Bilinguals, despite their growing numbers, is a significant achievement. This shift transforms the perception of these groups from "challenges to manage" to "assets that thrive."
- **Total Support:** The 100% graduation track, supported by multiple counselor meetings and proactive credit recovery, portrays the school as a "safety net" that refuses to let students fall through the cracks.

4. Holistic and Distinctive Identity

The campus is perceived as a "Powerhouse" that balances technical STEM rigor with competitive character and spirit.

- **STEM vs. Athletics:** Being a "STEM school" while simultaneously winning district championships in basketball, soccer, and flag

football creates a perception of a well-rounded, high-energy environment.

- **Distinction Designations:** Holding titles like **Purple Heart School** and **Character School** adds a layer of moral and civic value that transcends standardized testing.

Summary Table of Perceptions

Strength Area	Key Evidence	Community Perception
Instructional Efficacy	High gains in 6th/8th Math & ELA	"This school knows how to teach."
Rigor & Access	17 AP Courses; 300+ students	"College-prep is for everyone here."
Student Care	Counselor frequency; 100% Grad Rate	"No student is left behind."
Well-Roundedness	STEM Focus + Athletic Titles	"A place for high-achievers in all fields."

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	While the campus successfully hosts well-attended community initiatives, after-school clubs, and "HPS at the World" (HATW) events, there is a lack of centralized, quantifiable tracking data to measure unique parent participation metrics across all family engagement opportunities.	Inconsistent and decentralized use of the EZ Volunteer App across campus departments prevents the Instructional Leadership Team from accurately identifying and targeting specific student subgroups or families who remain disengaged.
2 ★	The campus staff turnover rate of 18.3% is below the Texas state average, but losing nearly one-fifth of instructional staff each year disrupts institutional memory and hinders long-term campus initiatives.	The current mentoring structure effectively supports 90% of novice teachers in achieving short-term growth goals, but the campus lacks long-term retention incentives and clear pathways for experienced educators.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	During the 2025-2026 school year, the campus recorded a high frequency of behavioral disruptions, including 58 suspensions, 9 expulsions, and 78 documented non-violent infractions (skipping class, dress code violations, disruptive behavior, and disrespect).	A lack of comprehensive teacher training in proactive classroom behavior management, coupled with a high concentration of early-career teachers (5 or fewer years of experience), who require more robust mentorship in establishing a consistent classroom culture.
2 ★	A significant portion of the faculty includes "early-career" teachers with five or fewer years of experience, highlighting the critical need for ongoing instructional support to ensure long-term academic excellence.	Common retention issues include a lack of structured Professional Learning Communities (PLCs) and insufficient peer mentoring for novice educators.
3 ★	The campus effectively employs an Instructional Leadership Team (ILT) and "Core 4" initiatives; however, there is no formalized peer-to-peer mentoring system in place. This system should be designed to connect experienced model teachers with early-career educators, ensuring consistent daily instruction.	Professional Learning Communities (PLCs) and campus planning sessions are primarily focused on high-level data analysis and district-wide alignment meetings. This focus limits the operational flexibility needed for structured, ongoing peer observations and cross-classroom mentorship.
4 ★	The campus offers STEM programs, including Robotics, Rocketry, and Drones, as well as dual-enrollment opportunities. However, a significant portion of the structured planning time for teachers and campus resources is dedicated to complying with legislative requirements, such as tracking for HB 1416, Saturday tutorials, and credit recovery efforts.	The main instructional focus is driven primarily by accountability measures for at-risk subpopulations, which unintentionally reduces the collaborative planning time available in PLCs to develop advanced extension activities and rigorous differentiation for students in specialized STEM tracks.
5 ★	Despite the campus's high overall performance and Platinum AP designation, there is insufficient structured peer-to-peer interaction, specialized enrichment, and collaborative opportunities specifically designed for Gifted and Talented (GT) students across core subjects.	Instructional planning and Professional Learning Communities (PLCs) primarily focus on remedial "reteaching systems," such as Saturday tutorials and credit recovery, for at-risk students. This leaves fewer resources and less structured planning time available for advanced differentiation and gifted-and-talented (GT)- specific extensions.

6 ★

While Emergent Bilingual (EB) students have shown overall growth across performance tiers in STEM and Science, their academic growth in English Language Arts and Reading (ELAR) classes remains lagging and requires specialized instructional strategies to match their success in other tested subjects.

There is a lack of professional development for general education reading teachers regarding linguistic accommodations and structured language acquisition strategies.

7 ★

While the campus successfully hosts well-attended community initiatives, after-school clubs, and "HPS at the World" (HATW) events, there is a lack of centralized, quantifiable tracking data to measure unique parent participation metrics across all family engagement opportunities.

Inconsistent and decentralized use of the EZ Volunteer App across campus departments prevents the Instructional Leadership Team from accurately identifying and targeting specific student subgroups or families who remain disengaged.

8 ★

The campus staff turnover rate of 18.3% is below the Texas state average, but losing nearly one-fifth of instructional staff each year disrupts institutional memory and hinders long-term campus initiatives.

The current mentoring structure effectively supports 90% of novice teachers in achieving short-term growth goals, but the campus lacks long-term retention incentives and clear pathways for experienced educators.

9 ★

There is a significant and consistent gender imbalance across nearly all grade levels--most notably in the transition to high school (e.g., +25 males in 6th grade and +24 males in 9th grade)--which may inadvertently skew student engagement and participation patterns in campus programs.

The recruitment and marketing strategies for the open-enrollment charter may unintentionally favor STEM, robotics, and certain athletic programs that historically attract more male applicants, without sufficient targeted outreach or program development to engage and retain female students.

10 ★

Many high school students often change their Career and Technical Education (CTE) elective sequences as they progress through different grade levels. This leads to a low completion rate for multi-year pathways and a significant number of seniors graduating without obtaining an eligible Industry-Based Certification (IBC).

Middle school and 9th-grade students are placed into CTE pathways without adequate exploratory career counseling or hands-on previews. This leads to high rates of track switching when they find that the field does not align with their actual career interests.

★ = Priority

Goals

Goal 1 Demographics & School and Student Culture

Performance Objective 1 ☑ High Priority

Reduce the frequency of classroom behavioral disruptions and non-violent disciplinary infractions by 15% by the end of the 2026-2027 school year through proactive intervention systems.

Evaluation Data Source: Skyward/district discipline referral logs, suspension/expulsion data, and monthly behavior incident reports.

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, Dean of Student Culture

Problem Statements: Demographics 1

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

Formative Reviews

October	December	February

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	During the 2025-2026 school year, the campus recorded a high frequency of behavioral disruptions, including 58 suspensions, 9 expulsions, and 78 documented non-violent infractions (skipping class, dress code violations, disruptive behavior, and disrespect).	A lack of comprehensive teacher training in proactive classroom behavior management, coupled with a high concentration of early-career teachers (5 or fewer years of experience), who require more robust mentorship in establishing a consistent classroom culture.

Performance Objective 2 ☑ High Priority

Reduce rates of truancy and chronic absenteeism

Evaluation Data Source: Teacher coaching logs, TTESS observation data, and PLC meeting minutes.

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: Superintendent, Assistant Superintendent of Programs, District Coordinator - Social Emotional Wellbeing, Principal, Deans of Student Culture

Problem Statements: Demographics 1

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

Formative Reviews

October	December	February

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	During the 2025-2026 school year, the campus recorded a high frequency of behavioral disruptions, including 58 suspensions, 9 expulsions, and 78 documented non-violent infractions (skipping class, dress code violations, disruptive behavior, and disrespect).	A lack of comprehensive teacher training in proactive classroom behavior management, coupled with a high concentration of early-career teachers (5 or fewer years of experience), who require more robust mentorship in establishing a consistent classroom culture.

Performance Objective 3

Increase female student participation and enrollment in campus STEM, robotics, and advanced pathways by 10% to balance grade-level gender ratios.

Evaluation Data Source: Course enrollment lists and extracurricular club registration records.

Strategy 1

Encourage non-traditional CTE learners by communicating with counselors and advisors.

Strategy's Expected Result/Impact: Improve non-traditional learner rates

Staff Responsible for Monitoring: Principals, Dean of College Career, and Counselors

Problem Statements: Demographics 3

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

Formative Reviews

October	December	February

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	There is a significant and consistent gender imbalance across nearly all grade levels--most notably in the transition to high school (e.g., +25 males in 6th grade and +24 males in 9th grade)--which may inadvertently skew student engagement and participation patterns in campus programs.	The recruitment and marketing strategies for the open-enrollment charter may unintentionally favor STEM, robotics, and certain athletic programs that historically attract more male applicants, without sufficient targeted outreach or program development to engage and retain female students.

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_% Social Studies by _2_%
African-American, Hispanic, Econ. Disadvantaged: Reading by _2_% Math by _2_% Science by _2_% Social Studies by _2_%
LEP students: Reading by _2_% Math by _2_% Science by _2_% Social Studies by _2_%
Special Education: Reading by _2_% Math by _2_% Science by _2_% Social Studies by _2_%

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

Strategy 1

Utilize Interventionists/RLS's, 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: Superintendent, Assistant Area Superintendent of Programs

Problem Statements: Student Learning 1

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

Formative Reviews

October	December	February

Strategy 2

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. Increase of benchmark Results, STAAR/EOC Results

Staff Responsible for Monitoring: Superintendent ,Assistant Area Superintendent of Programs, Principals, Deans of Academics

Problem Statements: Student Learning 1

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

Formative Reviews

October	December	February

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: Superintendent, Assistant Area Superintendent of Programs, District SPED, and ESL Coordinator, District Testing Coordinator

Problem Statements: Student Learning 1

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

Formative Reviews

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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: Superintendent, Assistant Area Superintendent, and District SPED Coordinator

Problem Statements: Student Learning 1

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

Formative Reviews

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Strategy 5

Utilize Title III interventionists/RLS's 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: Superintendent, Assistant Area Superintendant of Programs ESL district Coordinator

Problem Statements: Student Learning 1

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

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	While Emergent Bilingual (EB) students have shown overall growth across performance tiers in STEM and Science, their academic growth in English Language Arts and Reading (ELAR) classes remains lagging and requires specialized instructional strategies to match their success in other tested subjects.	There is a lack of professional development for general education reading teachers regarding linguistic accommodations and structured language acquisition strategies.

Performance Objective 2

Establish a formalized, cross-curricular advanced differentiation framework so that 100% of identified Gifted and Talented (GT) students participate in structured peer collaboration or specialized extensions weekly.

Evaluation Data Source: Lesson plans (GT documentation), PLC differentiation logs, and student showcase/ project outcomes.

Strategy 1

Encourage GT students to participate in year-long project-based learning (PBL) projects to ensure differentiated learning opportunities. (6-12)

Strategy's Expected Result/Impact: GT students will demonstrate increased engagement, critical thinking, and advanced academic performance through participation in year-long project-based learning (PBL) projects.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 2

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

Formative Reviews

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Strategy 2

Ensure that the GT program is implemented in accordance with HPS guidelines. (K-12)

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

Staff Responsible for Monitoring: Principal, Campus GT Coordinator

Problem Statements: Student Learning 2

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

Formative Reviews

October	December	February

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Despite the campus's high overall performance and Platinum AP designation, there is insufficient structured peer-to-peer interaction, specialized enrichment, and collaborative opportunities specifically designed for Gifted and Talented (GT) students across core subjects.	Instructional planning and Professional Learning Communities (PLCs) primarily focus on remedial "reteaching systems," such as Saturday tutorials and credit recovery, for at-risk students. This leaves fewer resources and less structured planning time available for advanced differentiation and gifted-and-talented (GT)- specific extensions.

Goal 3 Processes & Programs

Performance Objective 1

Provide professional development opportunities for teachers and staff, and deploy a formalized peer-to-peer mentoring system that connects 100% of novice instructors with veteran model educators for weekly, structured peer observations.

Evaluation Data Source: Peer-observation schedules, mentor/mentee logs, and ILT feedback surveys.

Strategy 1

Provide relevant and differentiated professional development opportunities to teachers and staff.

Strategy's Expected Result/Impact: : Improved student outcomes. Improvement in teacher observation and walkthrough scores.

Staff Responsible for Monitoring: Superintendent, Assistant Area Superintendent of Programs, District Coaches

Problem Statements: Demographics 2 - School Processes & Programs 1

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

Formative Reviews

October	December	February

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: Superintendent, Assistant Area Superintendent of Programs, Principals

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

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

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	A significant portion of the faculty includes "early-career" teachers with five or fewer years of experience, highlighting the critical need for ongoing instructional support to ensure long-term academic excellence.	Common retention issues include a lack of structured Professional Learning Communities (PLCs) and insufficient peer mentoring for novice educators.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	While Emergent Bilingual (EB) students have shown overall growth across performance tiers in STEM and Science, their academic growth in English Language Arts and Reading (ELAR) classes remains lagging and requires specialized instructional strategies to match their success in other tested subjects.	There is a lack of professional development for general education reading teachers regarding linguistic accommodations and structured language acquisition strategies.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The campus effectively employs an Instructional Leadership Team (ILT) and "Core 4" initiatives; however, there is no formalized peer-to-peer mentoring system in place. This system should be designed to connect experienced model teachers with early-career educators, ensuring consistent daily instruction.	Professional Learning Communities (PLCs) and campus planning sessions are primarily focused on high-level data analysis and district-wide alignment meetings. This focus limits the operational flexibility needed for structured, ongoing peer observations and cross-classroom mentorship.

Performance Objective 2

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

Evaluation Data Source: Coaching cycle report, TTESS performance evaluation data, campus accountability report, TPAR

Strategy 1

Support and guide teachers including new hires and international teachers.

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

Staff Responsible for Monitoring: Superintendent, Assistant Area Superintendent of Programs, District Instructional Coaches, Campus Admin and Coaches.

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

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

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	A significant portion of the faculty includes "early-career" teachers with five or fewer years of experience, highlighting the critical need for ongoing instructional support to ensure long-term academic excellence.	Common retention issues include a lack of structured Professional Learning Communities (PLCs) and insufficient peer mentoring for novice educators.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The campus effectively employs an Instructional Leadership Team (ILT) and "Core 4" initiatives; however, there is no formalized peer-to-peer mentoring system in place. This system should be designed to connect experienced model teachers with early-career educators, ensuring consistent daily instruction.	Professional Learning Communities (PLCs) and campus planning sessions are primarily focused on high-level data analysis and district-wide alignment meetings. This focus limits the operational flexibility needed for structured, ongoing peer observations and cross-classroom mentorship.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	The campus staff turnover rate of 18.3% is below the Texas state average, but losing nearly one-fifth of instructional staff each year disrupts institutional memory and hinders long-term campus initiatives.	The current mentoring structure effectively supports 90% of novice teachers in achieving short-term growth goals, but the campus lacks long-term retention incentives and clear pathways for experienced educators.

Goal 4 Perceptions & Post Secondary Readiness

Performance Objective 1

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

Evaluation Data Source: Centralized EZ Volunteer reports, event sign-in spreadsheets, and HATW attendance logs.

Strategy 1

Use website announcements, school messenger, monthly newsletters, and email to increase communication and engagement with parents and families regarding all events and programs.

Strategy's Expected Result/Impact: Increase parent and school partnerships and communication to keep and build trust.

Staff Responsible for Monitoring: Principals, Asst. Principals, District Communications

Problem Statements: Demographics 1 - Perceptions 1

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

Formative Reviews

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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, Asst. Principals

Problem Statements: Demographics 1 - Perceptions 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	During the 2025-2026 school year, the campus recorded a high frequency of behavioral disruptions, including 58 suspensions, 9 expulsions, and 78 documented non-violent infractions (skipping class, dress code violations, disruptive behavior, and disrespect).	A lack of comprehensive teacher training in proactive classroom behavior management, coupled with a high concentration of early-career teachers (5 or fewer years of experience), who require more robust mentorship in establishing a consistent classroom culture.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	While the campus successfully hosts well-attended community initiatives, after-school clubs, and "HPS at the World" (HATW) events, there is a lack of centralized, quantifiable tracking data to measure unique parent participation metrics across all family engagement opportunities.	Inconsistent and decentralized use of the EZ Volunteer App across campus departments prevents the Instructional Leadership Team from accurately identifying and targeting specific student subgroups or families who remain disengaged.

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, Counselors

Problem Statements: Student Learning 3

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

Formative Reviews

October	December	February

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 3

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

Formative Reviews

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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 3

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

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Many high school students often change their Career and Technical Education (CTE) elective sequences as they progress through different grade levels. This leads to a low completion rate for multi-year pathways and a significant number of seniors graduating without obtaining an eligible Industry-Based Certification (IBC).	Middle school and 9th-grade students are placed into CTE pathways without adequate exploratory career counseling or hands-on previews. This leads to high rates of track switching when they find that the field does not align with their actual career interests.

Performance Objective 3

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

Strategy 1

Offer more after-school extended learning opportunities, whether teacher-led clubs or through contracted partner programs.

Strategy's Expected Result/Impact: Increase in positive youth development, reduction of risky behavior after school, and increase in physical health.

Staff Responsible for Monitoring: Principal, Engagement coordinator

Problem Statements: School Processes & Programs 2 - Perceptions 1

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

Formative Reviews

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	The campus offers STEM programs, including Robotics, Rocketry, and Drones, as well as dual-enrollment opportunities. However, a significant portion of the structured planning time for teachers and campus resources is dedicated to complying with legislative requirements, such as tracking for HB 1416, Saturday tutorials, and credit recovery efforts.	The main instructional focus is driven primarily by accountability measures for at-risk subpopulations, which unintentionally reduces the collaborative planning time available in PLCs to develop advanced extension activities and rigorous differentiation for students in specialized STEM tracks.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	While the campus successfully hosts well-attended community initiatives, after-school clubs, and "HPS at the World" (HATW) events, there is a lack of centralized, quantifiable tracking data to measure unique parent participation metrics across all family engagement opportunities.	Inconsistent and decentralized use of the EZ Volunteer App across campus departments prevents the Instructional Leadership Team from accurately identifying and targeting specific student subgroups or families who remain disengaged.

Performance Objective 4

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

Strategy 1

Encourage students to participate in various academic competitions (ex. UIL Academics, MathCounts, Science / STEM Fair, Science Olympiad, Robotics, Spelling Bee, etc.)

Strategy's Expected Result/Impact: Improve teamwork and collaboration, enhance social and emotional learning, and facilitate a growth mindset.

Staff Responsible for Monitoring: Principal and Engagement coordinator

Problem Statements: School Processes & Programs 2

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

Formative Reviews

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Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	The campus offers STEM programs, including Robotics, Rocketry, and Drones, as well as dual-enrollment opportunities. However, a significant portion of the structured planning time for teachers and campus resources is dedicated to complying with legislative requirements, such as tracking for HB 1416, Saturday tutorials, and credit recovery efforts.	The main instructional focus is driven primarily by accountability measures for at-risk subpopulations, which unintentionally reduces the collaborative planning time available in PLCs to develop advanced extension activities and rigorous differentiation for students in specialized STEM tracks.

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Comprehensive Needs Assessment (CNA) Process

Harmony Science Academy – El Paso conducts its Comprehensive Needs Assessment annually to identify the academic, social-emotional, and operational needs of its middle and high school student population. The process is collaborative and includes representation from all key stakeholder groups: campus administration, teachers, support staff, parents, and students.

The CNA is carried out through two structured stakeholder meetings:

- **April:** Staff, parents, and students convene to review current-year data (state assessment results, benchmark data, attendance, discipline, and survey feedback), discuss emerging trends, and begin identifying areas of strength and areas of concern across academic and non-academic domains.
- **May:** The same stakeholder groups reconvene to finalize the needs analysis, prioritize identified needs, and begin aligning findings to goals and strategies that will inform the campus improvement plan (CIP) and resource allocation for the remainder of the school year.

Input gathered from staff, parents, and students at both meetings is compiled into a needs summary, which serves as the foundation for setting measurable goals and selecting evidence-based strategies and interventions in the campus improvement plan.

1.2 Location for Evidence of Multiple Meetings Held

Stakeholder Meeting Offerings & Evidence Documentation

To ensure broad participation in the Comprehensive Needs Assessment process, Harmony Science Academy – El Paso offered multiple meeting opportunities to staff, parents, and students rather than a single session. Meetings were held in **April** and **May**, giving stakeholders more than one opportunity to attend, provide input, and review data if they were unable to participate in the first session. Meetings were scheduled at times intended to accommodate working parents and campus staff schedules, and notices were sent home/communicated in advance to maximize attendance.

Evidence of these meetings is maintained in the Title I CRATE, organized by date and meeting type, and includes:

- **Meeting Agendas** – listing date, topics covered, and presenters for each of the October and November sessions
- **Meeting Notes/Minutes** – summarizing stakeholder input, data reviewed, and decisions or priorities identified
- **Sign-In Sheets** – documenting attendance by stakeholder group (staff, parents, students) for each meeting date
- **Supporting Materials** – any handouts, presentation slides, or data summaries shared with attendees

All documentation is filed chronologically in the Title I CRATE under the CNA/stakeholder engagement section, providing an auditable record that multiple, dated opportunities for stakeholder input were offered and that participation was documented at each meeting.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Timeline for Schoolwide Program/CIP Development – 1114(b)(1)(A)

Harmony Science Academy – El Paso develops its Schoolwide Program/Campus Improvement Plan (CIP) through an ongoing, multi-phase process that spans the fall semester, allowing sufficient time for data review, stakeholder input, and plan refinement before finalization.

- **September:** Initial planning meeting held to review prior-year data, begin the Comprehensive Needs Assessment process, and engage staff, parents, and students in identifying preliminary priorities for the upcoming CIP.
- **November:** Follow-up meeting held to continue stakeholder engagement, refine identified needs, and begin drafting goals, strategies, and interventions based on data and input gathered since September.
- **January:** Final meeting held to review the completed draft of the Schoolwide Plan/CIP, incorporate any last stakeholder feedback, and formally finalize and approve the plan for implementation.

Evidence of this timeline — including agendas, sign-in sheets, meeting notes/minutes, and drafts of the plan at each stage — is maintained in the Title I CRATE, filed chronologically under the CIP/Schoolwide Plan development section, documenting that multiple stakeholder meetings were held across the planning period prior to finalization.

2.2 Stakeholders 1114(b)(2)

Stakeholder Inclusion in Plan Development – Feedback Process

Harmony Science Academy – El Paso actively includes staff, families, and community members throughout the development of the Schoolwide Plan/Campus Improvement Plan. Planning meetings are held in the **high school cafeteria on Thursdays**, with open invitations extended to all staff, parents, and community members — no registration or restriction required, ensuring broad and equitable access to participate.

Feedback is solicited through multiple avenues during these meetings, including:

- **Open discussion and input sessions** during each meeting, where attendees can share concerns, priorities, and suggestions directly
- **Review of data and draft plan components**, with stakeholders invited to ask questions and offer feedback before decisions are finalized
- **Verbal and written input** collected from staff, parents, and students representing diverse perspectives across the school community

This collaborative structure ensures the plan reflects the needs and priorities of the full school community, not just campus administration.

A list of stakeholders — including sign-in sheets documenting names and roles (staff, parent, community member, student) for each Thursday meeting — is maintained in the Title I CRATE, filed under the stakeholder engagement/CIP development section, providing evidence of consistent and inclusive participation throughout the planning process.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

Description of Plan Availability, Format, and Language – 1114(b)(4)

Harmony Science Academy – El Paso ensures the Schoolwide Plan/Campus Improvement Plan is accessible to the district, parents, and the public by posting it on the **school website under the Parent Resources section**. This placement allows any stakeholder to easily locate and review the plan at any time.

The plan is made available in an understandable and uniform format, and in languages accessible to parents based on the language needs of the school community (including English and Spanish, as applicable), consistent with the requirements of Section 1114(b)(4). This ensures that all parents and community members — regardless of language background — are able to access and understand the content of the plan.

By publishing the plan on the website, Harmony Science Academy – El Paso ensures ongoing transparency and easy access for the district, families, and the broader public throughout the school year.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

Description of Plan Coordination – 1114(b)(5)

Harmony Science Academy – El Paso develops and implements its Schoolwide Plan/Campus Improvement Plan in coordination with other Federal, State, and local programs and services to maximize resources and support the whole child. Coordination includes, as applicable:

- **Title I, Part A** – core academic support and intervention programs integrated with campus instructional goals
- **Title II, Part A** – professional development for teachers and staff aligned with CIP academic priorities
- **Title III** (if applicable) – services for English Learners integrated into instructional planning
- **Career and Technical Education (CTE)** – course pathways and resources coordinated with high school programming to support college and career readiness
- **Nutrition Services** – coordination with the district's Child Nutrition Program to support student access to school meal programs
- **Counseling/Social-Emotional Support Services** – coordination with campus counselors and community partners for student mental health, violence prevention, and behavioral support
- **McKinney-Vento (Homeless Education) Services** – coordination with district homeless liaison to identify and support students experiencing housing instability, as applicable
- **Special Education (IDEA)** – coordination with special education services to ensure alignment of goals and support for students with disabilities

This integrated approach ensures that resources are not duplicated, services are aligned to student needs identified in the Comprehensive Needs Assessment, and support is delivered holistically across academic, health, and social-emotional domains.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

Please see Title1Crate for the following documentation.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Documentation Location and Process for Evaluating Program Effectiveness

Harmony Science Academy – El Paso maintains all documentation related to the evaluation of Schoolwide Program/Title I effectiveness in the **Title I CRATE**, where supporting records are scanned and uploaded for easy access and audit purposes.

The process for evaluating program effectiveness includes:

- **Ongoing Data Review** – Campus leadership and staff regularly review academic data (state assessments, benchmarks, progress monitoring), attendance, and discipline data throughout the school year to determine whether strategies and interventions are producing intended outcomes.
- **Stakeholder Input** – Feedback gathered during stakeholder meetings (staff, parents, students) is used to assess whether current strategies are meeting the needs identified in the Comprehensive Needs Assessment.
- **Mid-Year and End-of-Year Review** – The Campus Improvement Plan is formally reviewed at designated points during the year to evaluate progress toward goals, identify strategies that are working, and revise or eliminate those that are not.
- **Documentation of Findings** – Evaluation results, data summaries, meeting notes, and any plan revisions are scanned and filed in the Title I CRATE, providing a complete, accessible record of the evaluation process and demonstrating continuous improvement based on evidence.

This process ensures that program effectiveness is monitored consistently throughout the year and that all supporting documentation is centrally located and available for review.

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
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$58,880.54
				+/- Difference	**$58,880.54**

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	2		--	$0.00
4	1	1		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$47,379.39
				+/- Difference	**$47,379.39**

244 Perkins V

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1		--	$0.00
4	2	1		--	$0.00
4	2	2		--	$0.00
4	2	3		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$23,658.43
				+/- Difference	**$23,658.43**

420 Career and Technology (PIC 22)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1		--	$0.00
4	2	1		--	$0.00
4	2	2		--	$0.00
4	2	3		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$422,986.00
				+/- Difference	**$422,986.00**

420 Special Education (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$180,400.00
				+/- Difference	**$180,400.00**

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
3	1	1		--	$0.00
4	1	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	$739,717.00
				+/- Difference	**$739,717.00**

420 Bilingual Education (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$273,680.00
				+/- Difference	**$273,680.00**

420 Early Childhood Education (PIC 36)

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

420 Dyslexia (PIC 37)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,086.00
				+/- Difference	**$2,086.00**

420 College Career & Military Readiness (PIC 38)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1		--	$0.00
4	2	1		--	$0.00
4	2	2		--	$0.00
4	2	3		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$84,398.00
				+/- Difference	**$84,398.00**

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
3	1	1		--	$0.00
3	1	2		--	$0.00
3	2	1		--	$0.00
4	1	1		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$476,419.76
				+/- Difference	**$476,419.76**

Gifted and Talented (Fund Code 420, Pic 21)

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	$30,731.00
				+/- Difference	**$30,731.00**