

Fort Bend Independent School District

Sonal Bhuchar Elementary

2025-2026 Campus Improvement Plan

Table of Contents

- Comprehensive Needs Assessment 3
 - Demographics 3
 - Student Learning 5
 - School Processes & Programs 8
 - Perceptions 10
- Priority Problem Statements 13
- Goals 14
 - Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities 14
 - Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged. 16
 - Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan. 18
- Addendums 19

Comprehensive Needs Assessment

Demographics

Demographics Summary

Sonal Bhuchar Elementary is a neighborhood school with Pre-Kindergarten through fifth grade students. We are one of the newest elementary schools in Fort Bend ISD. Sonal Bhuchar debuted in Fort Bend ISD in August 2023. Sonal Bhuchar Elementary has a diverse population of students from all over the United States. Inclusive in our diverse population of 752 students, we have 11.97% Special Education students, and 14.36% Gifted and Talented students on our campus. Our overall attendance rate is 97%.

Our At-Risk data indicates that 27.93% of our students are at-risk while 21.81% of our students are Economically Disadvantaged. Enrollment of ESL is 22.74% of the student population at Sonal Bhuchar Elementary, with 171 students identified speaking English as a Second Language. Sonal Bhuchar Elementary staff will continue to monitor all data points to ensure SBE continuously remains above the district standards.

School Population	Count	Percent
Student Total	752	100%
Early Education Grade	9	1.20
Pre-Kindergarten	088	11.70%
Kindergarten	077	10.24%
1st Grade	099	13.16%
2nd Grade	102	13.56%
3rd Grade	115	15.29%
4th Grade	133	17.69%
5th Grade	129	17.15%
Student Demographics	Count	Percent
Gender		
Female	362	48.14%
Male	390	51.86%

Ethnicity		
Hispanic-Latino	53	7.05%
Race		
American Indian - Alaskan Native	6	0.80%
Asian	503	66.89%
Black - African American	106	14.10%
Native Hawaiian - Pacific Islander	1	0.13%
White	46	6.12%
Two-or-More	37	4.92%

Demographics Strengths

Our school diversity allows students to experience unique perspectives that teaches them inclusion and acceptance of others. Our consistent attendance rate of 97% ensures that our students are exposed to the curriculum on a regular basis, and therefore being provided with the tools needed to ensure current and future success.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As a third-year campus, our staff, students, and community members are continuing to build and strengthen relationships. While foundational connections have been made, there is a need for intentional practices that foster trust, collaboration, and a shared sense of belonging across all stakeholder groups. Strengthening these relationships is essential for cultivating a positive campus culture.

Root Cause: As a third-year campus, it is essential that staff, students, and community members continue to intentionally foster strong, collaborative relationships to support a thriving school culture.

Student Learning

Student Learning Summary

The 2025 STAAR performance standards highlight rigorous benchmarks across all tested grade levels. In both Reading and Math, the progression of cut scores from Approaches to Masters reveals the increasing expectations for academic proficiency. Notably, Grade 4 Reading has the highest cut scores, indicating a need for focused support and extension in that area. Similarly, Grade 5 Science reflects the most significant gap between Approaches (116) and Masters (43), signaling opportunities to strengthen conceptual understanding and mastery.

The NWEA MAP Growth results reflect strong academic growth across content areas.

- **Math** growth is a major strength, with 96% of students meeting or exceeding expected growth.
- **Reading** shows solid progress at 86% campus-wide, with particularly strong performance in Grades 1 and 2.
- **Science** growth across Grades 3–5 averages 84%, reflecting consistent performance with room for enrichment.

These results underscore our continued commitment to high-quality instruction, data-driven interventions, and strategic planning to ensure all students achieve academic success.

STAAR 2025

2025 STAAR		APPROACHES	MEETS	MASTERS
Grade 3	Reading	106	97	72
Grade 4	Reading	130	119	90
Grade 5	Reading	121	114	96
Grade 3	Math	107	88	65
Grade 4	Math	120	103	82
Grade 5	Math	121	102	68
Grade 5	Science	116	74	43

NWEA MAP Math Growth

Campus	96%
K	92%
1	100%
2	98%

Campus	96%
3	100%
4	91%
5	96%

NWEA MAP Reading Growth

Campus	86%
1	95%
2	93%
3	82%
4	84%
5	78%

NWEA MAP Science Growth

Campus	84%
3	81%
4	86%
5	85%

Student Learning Strengths

SBE's school wide NWEA MAP data shows that high percentage of our students are performing at or above grade level in Reading, Math, and Science.

- Reading
 - As a campus overall, we're maintaining our achievement percentile.
 - The campus remained in the 80th percentile range.
- Math
 - Our campus moved several students from the lowest quadrants into green.
 - As a campus we maintained the math percentage of students in the green and blue category combined.
- Science
 - 61% of SBE students are in the 80th percentile range.
 - 59% of SBE students are in the blue category for achievement.
 - 30% of SBE students are in the blue category for growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Although the campus has demonstrated pockets of academic success, a significant portion of students are currently not achieving both high academic achievement and high growth on the NWEA MAP assessment. The current distribution of student performance shows students clustered in the Low Achievement-High Growth or High Achievement-Low Growth quadrants.

Root Cause: Students performing at or above grade level are not consistently provided with challenging, enriched learning experiences that promote deep understanding and accelerated growth or achievement.

School Processes & Programs

School Processes & Programs Summary

Sonal Bhuchar Elementary has an organization system that includes:

- Administrative Team: Principal, Assistant Principal, Counselor, Campus Compliance Coordinator, and Executive Assistant
- Leadership Team: Principal, Assistant Principal, Counselor, Campus Compliance Coordinator, Dyslexia Teacher, .5 Math Specialist, LIT, .5 ESL Specialist
- Team Leaders: One representative from PK, Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, Special Education, Outclass and Office

The master schedule is set up to maximize instructional time and provide time for team planning and collaboration. The schedule is as follows:

	Outclass	Recess	Lunch	Enrichment	PLC
PK	11:10-11:55	2:10-2:40	10:15-10:45	9:00-9:50	8:10-8:55
Kindergarten	12:40-1:25	1:40-2:10	10:35-11:05	9:00-9:45	8:10-8:55
1st Grade	8:55-9:40	10:35-11:05	11:05-11:35	11:35-12:20	8:10-8:55
2nd Grade	9:40-10:25	11:05-11:35	11:35-12:05	12:20-1:05	8:10-8:55
3rd Grade	1:55-2:40	11:35-12:05	12:05-12:35	2:40-3:25	8:10-8:55
4th Grade	2:40-3:25	12:05-12:35	12:35-1:05	1:05-1:50	8:10-8:55
5th Grade	11:55-12:40	12:40-1:10	1:10-1:40	1:50-2:35	8:10-8:55

Sonal Bhuchar Elementary will follow District curriculum that is aligned with the TEKS. The teachers will use supporting documents to assist with appropriate pacing and planning of units. Teachers will collaborate weekly in professional learning communities and at grade-level planning meetings to discuss and strengthen instruction with the support of specialists and administrators. Instructional strategies will be research-based, reviewed, practiced, and shared at faculty meetings, professional development days, school literacy team meetings, math team meetings and PLC meetings.

Positive reward systems including: PBIS, Bengal Bucks, Bengals "R" US, Bengal Blast and Student of the Month is implemented with fidelity to foster a positive school climate and culture. In addition, Sonal Bhuchar Elementary provides a variety of school sponsored activities/programs for students. After school programs through Extended Learning and Success Zone are also a positive additive for our Bhuchar students and community

Processes and programs will be analyzed and driven by a collection of student data.

School Processes & Programs Strengths

- The Sonal Bhuchar Elementary master schedule will maximize instruction and allows time for daily team planning.
- Professional Learning Community time has been built weekly into the school day and provides flexibility for administrators and specialists to attend.
- A focus for our campus will be placed on growing leadership capacity within all staff.
- Staff will continue to utilize effective classroom management skills that utilize PBIS with students.

- Development of the Sonal Bhuchar Elementary Instructional Guidebook clearly defines curriculum expectations for staff.
- Development of the faculty handbook clearly defines expectations for staff.
- Extracurricular activities and programs will continue to be provided to build relationships among students and to strengthen their connection to their new school community.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: As a campus we will strengthen our PLC process with a guiding coalition, agenda, and forms to support student achievement.

Root Cause: SBE must deepen instructional planning to focus on rigor, and purposeful extensions to increase student mastery.

Perceptions

Perceptions Summary

To gain valuable insight into the experiences and perceptions of our school community, we analyzed responses from the K12 Parent, Student, and Staff Surveys. The data highlights both areas of strength and opportunities for growth across key indicators such as engagement, wellness, relationships, and overall school climate. Parents noted cultural diversity as a positive highlight, while students reported strong relationships with teachers and peers. Staff members expressed high levels of engagement and job satisfaction. However, areas such as student voice, fairness, and motivation to exceed expectations emerged as opportunities for continued focus and improvement.

K12 Parent Survey

Highest Indicator	Lowest Indicator
Cultural Diversity	Athletic Programs
62%	7%

K12 Student Survey

Student Emotional Engagement - Teacher/Student Relationships

Highest Indicator	Lowest Indicator
Teachers are honest with me.	The rules at my school are fair. Adults are fair towards students.
93%	79%

Student Emotional Engagement - Peer Support of Learning

Highest Indicator	Lowest Indicator
I have friends at school.	Students here respect what I have to say.
99%	77%

Student Engagement - Behavioral Health and Wellness

My school allows me at least 20 minutes for lunch	90% Agree
My school helps me understand how to be healthy.	86% Agree

My school allows me at least 20 minutes for lunch	90% Agree
Being physically active, using movement to learn.	84% Agree

K12 Staff Survey

Employment with this district gives me a feeling of accomplishment	81%
I am engaged in my work	100%
I am motivated to contribute more than what is expected of me.	76%
I enjoy working with my direct supervisor.	82%
My work is interesting.	94%

Perceptions Strengths

The Culture and Climate Survey highlights perceptions of overall school quality from both parents and campus staff. Responses indicate that the majority of both groups view the school positively, with 52% of parents and 42% of staff rating it as “Good.” Additionally, 40% of parents and 41% of staff rated the school as “Excellent.” These results reflect a strong sense of satisfaction with the campus environment, while also identifying a small percentage of responses that signal areas for ongoing improvement.



Parent and Campus Staff Culture and Climate Domains

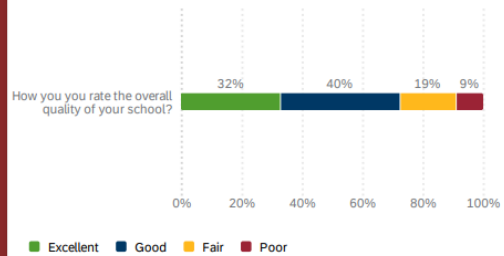
This page contains **Parent** and **Campus Staff** Culture and Climate question responses by domains according to the **Culture and Climate Survey**.



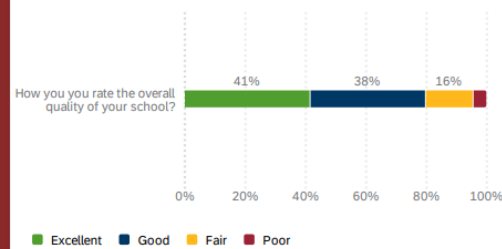
Overall School Quality



Overall School Quality - Parents 9,858 ▼



Overall School Quality - Campus Staff 3,816 ▼



Problem Statements Identifying Perceptions Needs

Problem Statement 1: While there are strong indicators of student and staff engagement and peer support within the district, the survey data reveals significant disparities in student perceptions of fairness (rules and adult behavior), and a need to strengthen student behavioral wellness supports.

Root Cause: Instructional practices may not consistently integrate movement or kinesthetic learning strategies and empowering more student voice.

Priority Problem Statements

Goals

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1: By May 2026, SBE will improve student achievement by increasing the percentage of students scoring at or above grade (meets and above) level on the math STAAR assessment from 81% to 84%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will plan and implement daily small group instruction for math. Strategy's Expected Result/Impact: By May 2026, 84% of grades 3-5 students combined will be categorized at meets or above grade level according to STAAR 2026 results. Staff Responsible for Monitoring: Classroom teachers, specialists, and administration.	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Teachers will plan and implement daily intervention and enrichment using best practices to meet the needs of all learners, including general education, Gifted and Talented (GT), and Emergent Bilingual (EB) students. Strategy's Expected Result/Impact: By May 2026, 84% of grades 3-5 students combined will be categorized at meets or above grade level according to STAAR 2026 results. Staff Responsible for Monitoring: Classroom teachers, specialists, and administration.	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 2: By May 2026, SBE will maintain a science growth percentile of at least 60 in 5th grade, as demonstrated on the end of the year NWEA MAP growth report.

Evaluation Data Sources: Grade 5 NWEA MAP Science

Strategy 1 Details	Reviews			
Strategy 1: Teachers will plan and implement frequent, standards-aligned hands-on science investigations using best practices to promote inquiry, critical thinking, and real-world application of concepts, ensuring all students are actively engaged in the learning process. Strategy's Expected Result/Impact: Increased student mastery of scientific concepts and vocabulary, as evidenced by classroom assessments and NWEA MAP science growth data. Staff Responsible for Monitoring: Administrators, and Teachers	Formative			Summative
	Oct	Dec	Feb	June
	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By May 2026, SBE will achieve an average satisfaction rating of at least 90% on the annual climate and culture survey completed by SBE stakeholders.

Evaluation Data Sources: Culture-Climate and Student Engagement Survey

Strategy 1 Details	Reviews			
Strategy 1: SBE will strengthen communication channels by providing consistent and transparent communication through newsletters, emails, and social media; while also establishing a stronger relationship with our PTA to gather input from staff, families, and students. Strategy's Expected Result/Impact: Stakeholder feedback reflects positive perceptions of school leadership, staff collaboration, student support, communication, and safety. Staff Responsible for Monitoring: Administration, Staff & Faculty, and PTA Executive Board.	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: SBE will foster a positive and inclusive school culture by recognizing and celebrating staff and student achievement on a monthly basis and implement student leadership opportunities to build a strong sense of community and belonging. Strategy's Expected Result/Impact: Increase staff and student engagement, motivation, and morale. Staff Responsible for Monitoring: Administration, Staff & Faculty, and PTA Executive Board.	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Explicit instruction in character education through Counselor guidance lessons aligned with district SEL competencies. Strategy's Expected Result/Impact: The overall school climate will reflect increased feelings of safety, belonging, and inclusiveness, as measured by stakeholder surveys and SEL progress monitoring tool (TFI). Staff Responsible for Monitoring: Counselor	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			

Strategy 4 Details		Reviews			
Strategy 4: Campus-wide wellness initiatives including, campus wellness committee, and kids heart challenge to promote healthy habits among staff and students. Strategy's Expected Result/Impact: Stronger staff and student participation in wellness-focused activities, fostering a sense of community and shared responsibility for health. Staff Responsible for Monitoring: Administrators, Teachers, Wellness Committee		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: During the 2025-2026 school year, SBE will exhibit financial responsibility by implementing transparent budgeting practices and ensuring that 100% of campus expenditures are aligned to the district's strategic plan and campus priorities

Evaluation Data Sources: SBE Campus Budget

Strategy 1 Details	Reviews			
Strategy 1: Conduct a biweekly review of budget allocations to ensure spending aligns with the district's strategic plan and campus priorities. Strategy's Expected Result/Impact: All purchase orders and expenditures will align to the district's and campus priorities. Staff Responsible for Monitoring: Administration and Executive Assistant	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Prioritize funding for classroom materials and intervention resources that directly impact student learning. Strategy's Expected Result/Impact: Classrooms are well equipped, teachers are better prepared to deliver effective lessons, and equity in learning is strengthened. Staff Responsible for Monitoring: Administration and Executive Assistant	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Addendums

Sonal Bhuchar Elementary

SBE CPAC
Agenda & Notes

Date: 09/24/2025

Purpose: A combination of stakeholders will discuss topics that will positively affect student's success.

Location: TEAMS

Time: 4:00-4:30

ENGAGE

Celebrations

EXPLORE

Meeting Norms

COMMUNICATE

CPAC Purpose

Introductions of Members

Campus Focus

Campus Improvement Plan and Strategies

EMPOWER

Open Forum for questions

Signatures captured in Chat

LAUNCH



Instructional Focus

Clarity

Designing and delivering quality, rigorous, Tier 1 instruction that demonstrates mastery of the state standards.

- *Small Group Instruction*
- *SOL Tools*
- *Quality Assessments*
- Allowing authentic *ENRICHMENT AND PROJECT-BASED LEARNING*

Campus Improvement Plan:

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities.

Performance Objective 1: By May 2026, SBE will improve student achievement by increasing the percentage of students scoring at or above grade (meets and above) level on the math STAAR assessment from 81% to 84%.

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities.

Performance Objective 2: By May 2026, SBE will maintain a science growth percentile of at least 60 in 5th grade, as demonstrated on the end of the year NWEA MAP growth report.

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By May 2026, SBE will achieve an average satisfaction rating of at least 90% on the annual climate and culture survey completed by SBE stakeholders.

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: During the 2025-2026 school year, SBE will exhibit financial responsibility by implementing transparent budgeting practices and ensuring that 100% of campus expenditures are aligned to the campus budget.

LOCATION	LOC_DESCR	DEPT_DESCR	POSN_DESCR	HEADCOUNT	LAST_NAME_SRCH	FIRST_NAME_SRCH	FTE	PROGRAM_CODE	DEPTID_CD	EMPL_STA	REPORTS_TO_DESCR
160 SONAL BHUCHAR	SONAL BHU	SONAL BHU	TEACHER GRADE PK	0.5	PRINCE	LOGAN	1 24		160	A	PRINCIPAL ELEM
160 SONAL BHUCHAR	SONAL BHU	SONAL BHU	AIDE PRE-KINDERGARTEN	0.5	SAMUEL	SOMY	1 24		160	A	PRINCIPAL ELEM
160 SONAL BHUCHAR	SONAL BHU	SONAL BHU	TEACHER LIT INTRVN	1	FERRARA	NANCY	1 24		160	A	PRINCIPAL ELEM
160 SONAL BHUCHAR	SONAL BHU	SONAL BHU	TEACHER GRADE PK	0.5	LILLY	LAPORSHA	1 24		160	A	PRINCIPAL ELEM
160 SONAL BHUCHAR	SONAL BHU	SONAL BHU	TEACHER GRADE PK	0.5	SUSANECKCONEGIE	RACHAEL	1 24		160	A	PRINCIPAL ELEM
160 SONAL BHUCHAR	SONAL BHU	SONAL BHU	AIDE PRE-KINDERGARTEN	0.5	ECHOLS	KIANA	1 24		160	A	PRINCIPAL ELEM
160 SONAL BHUCHAR	SONAL BHU	SONAL BHU	AIDE PRE-KINDERGARTEN	0.5	WHITE	TAYLOR	1 24		160	A	PRINCIPAL ELEM