Fort Bend Independent School District

Highlands Elementary

2024-2025 Campus Improvement Plan

Mission Statement

Fort Bend ISD

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Highlands Elementary provides challenging educational experiences for all students. Students, staff, parents, and community collaborate so that all students become respectful, responsible, and caring individuals.

Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate

Highlands Elementary will empower all students to achieve their maximum potential, enabling them to live successful and fulfilling lives.

Value Statement

Learners today, Leaders tomorrow.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Highlands has a diverse community of learners. Our school is a neighborhood school that takes pride in embracing the diversity of our school community. We strive to build meaningful and positive home school relationships. Our PTO is supportive in helping to meet the needs of the students and staff through their active engagement during the school year. The campus has maintained a high retention of staff and values the importance having a collaborative work environment.

We educate students in Pre-K through 5th grade. Also, we currently house the ECSE 3 -4(Early Childhood Special Education)program that offers morning and afternoon classes. We will have the CLASS program on our campus to help support the designated needs of communication, language, and social skills. ABC program was added to our campus during the 2023 -2024 school year. In the 2024 -2025 school year we will add a SAILS program on our campus. Our campus percentage of homeless population has increased from 1.53% in

Campus : Highlands EL

2022 Colonist Park Dr
Sugar Land, TX 77478-4437
(281) 634-4160 Phone
(281) 634-4176 Fax

Administration

Administrator names are based on role ID reporting on the Fall 30090 staff records

Principal   Angela Dow

School Population (2023 - 2024 Fall PEIMS file loaded 01/21/2024)

	Count	Percent
Student Total	610	100%
Early Education Grade	23	3.77%
Pre-Kindergarten Grade	38	6.23%
Kindergarten Grade	83	13.61%
1st Grade	98	16.07%
2nd Grade	82	13.44%
3rd Grade	94	15.41%
4th Grade	88	14.43%
5th Grade	104	17.05%

Student Demographics (2023 - 2024 Fall PEIMS file loaded 01/21/2024)

	Count	Percent
Gender		
Female	294	48.20%
Male	316	51.80%
Ethnicity		
Hispanic-Latino	148	24.26%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	175	28.69%
Black - African American	97	15.90%
Native Hawaiian - Pacific Islander	1	0.16%
White	151	24.75%
Two-or-More	38	6.23%

Special Education Services (2023 - 2024 Fall PEIMS file loaded 01/21/2024)

	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	8	6.50%
Auditory impairment	4	3.25%
Visual impairment	1	0.81%
Deaf-Blind	0	0.00%
Intellectual disability	1	0.81%
Emotional disturbance	7	5.69%
Learning disability	31	25.20%
Speech impairment	22	17.89%
Autism	42	34.15%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	7	5.69%

	Count	Percent
Economic Disadvantage Total	253	41.48%
Free Meals	211	34.59%
Reduced-Price Meals	28	4.59%
Other Economic Disadvantage	14	2.30%
Homeless and Unaccompanied Youth		
Homeless Status Total	16	2.62%
Shelter	0	0.00%
Doubled Up	8	1.31%
Unsheltered	0	0.00%
Hotel/Motel	8	1.31%
Not Unaccompanied Youth	14	2.30%
Is Unaccompanied Youth	2	0.33%

2022 to 2.62% in 2023.

Instructional Settings

	Count	Percent
Speech Therapy	16	13.01%
Homebound	5	4.07%
Hospital Class	0	0.00%
Mainstream	33	26.83%
Resource Room	37	30.08%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	22	17.89%
Full-Time Early Childhood	10	8.13%
Nonpublic Day School	0	0.00%

Student Programs (2023 - 2024 Fall PEIMS file loaded 01/21/2024)

	Count	Percent
Dyslexia	36	5.90%
Gifted and Talented	33	5.41%
Regional Day School Program for the Deaf	5	0.82%
Section 504	17	2.79%
Special Education (SPED)	123	20.16%
Bilingual/ESL		
Emergent Bilingual (EB)	139	22.79%
Bilingual	0	0.00%
English as a Second Language (ESL)	136	22.30%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	16	2.62%
Neglected	0	0.00%

College and Career Readiness School Models (2023 - 2024 Fall PEIMS file loaded 01/21/2024)

	Count	Percent
Associate Degree *Does not include leavers*	0	0.00%
Early College High School (ECHS)	0	0.00%
New Tech	0	0.00%
P-Tech	0	0.00%
T-Stem	0	0.00%

Student Indicators (2023 - 2024 Fall PEIMS file loaded 01/21/2024)

	Count	Percent
At-Risk	178	29.18%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	17	2.79%
Intervention Indicator	11	1.80%
Migrant	0	0.00%
Military Connected	15	2.46%
Transfer In Students	9	1.4754%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		

Staff Information (2023 - 2024 Fall PEIMS file loaded 01/21/2024)

	Count	Percent
Administrative Support	13	18.06%
Teacher	45	62.50%
Educational Aide	14	19.44%
Auxiliary	0	0.00%

Economic Disadvantage Total	253	41.48%
Free Meals	211	34.59%
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Is Unaccompanied Youth	2	0.33%

Demographics Strengths

The school has a diverse community that takes pride in the different cultures represented on our campus. We are a neighborhood school with a strong Parent Teacher Organization(PTO) that supports the mission and vision of our school. The gifted and talented numbers have increased as we focused on getting more teachers to nominate students and providing parent informational meetings about the GT program.

All of our teachers are currently ESL certified and equipped to service our English Learners in the classroom. We have increased the number of English Learners enrolled on our campus. Our special education populations has increased and we are supportive of an inclusive learning environment that supports our special education and general education students learning from each other in a collaborative learner environment.

Retention of teachers has been a strength for our campus. The most recent openings were due to receiving a new special education program. During the 2023-2024 school year we started the school fully staffed with certified teachers at all grade levels. Paraprofessional staff openings were all filled before the first day of school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The mobility rate has increased over the last two years (2023 to 2024).
Root Cause: Homeless population has increased which has created more mobility due to families having to move due to their family living conditions. Students also who are on a dual resident sometimes move during the school year due to the need to relocate to another home.

Problem Statement 2 (Prioritized): Attendance rate for Pre-K is below the district goal of 95.30 %. In May 2024, Pre-K attendance was 93.82 % which is below the district Pre-K attendance of 94.72% .
Root Cause: Pre-Kinder attendance is not required and some students who live farther from the school have higher absences and tardies.

Student Learning

Student Learning Summary

The Preliminary STAAR Data results indicate students in all grade levels were above the district and state averages. When comparing the 2023-2024 STAAR results to the previous year's results, there was an increase in 4th and 5th grade students receiving approaches or above in math. We have a decrease from 90% to 83% in reading in 3rd grade. In 5th grade reading scores indicate a slight decrease from 90% to 89% on the spring 2023 STAAR results. The number of students obtaining Mastered and Met decrease in 3rd and 5th grades. The 4th grade students exceeded the number of students receiving Mastered and Met on the STAAR in both reading and math this year.

Highlands Preliminary STAAR RESULTS Grades 3-5

STAAR Preliminary Results	Approaches 2023	Approaches 2022	Met 2023	Met 2022	Mastered 2023	Mastered 2022
3rd Grade Reading	83%	90%	67%	68%	32%	40%
3rd Grade Math	79%	85%	56%	69%	26%	44%
4th Grade Reading	90%	90%	69%	58%	46%	28%
4th Grade Math	85%	81%	66%	59%	41%	27%
5th Grade Reading	89%	90%	66%	75%	39%	47%
5th Grade Math	88%	82%	60%	66%	28%	33%
5th Grade Science	67%	67%	31%	50%	14%	28%

Ren data was used at Highlands to measure the reading growth of students in grades Kinder - 5th grade. The results indicated the students showed growth of at least 2% overall by the end of the 2023-2024 school year. On Math REN all grade level increased 5% from the BOY to the EOY. 5th grade increased from 78%(BOY) to 89 %(EOY).The Ren Reading data indicates greatest growth was in early lit with 20% growth from the BOY to EOY. The students growth went from 71% to 91% during the 2023 - 2024 school year.

End of Year Data Ren 360- Reading

Kinder Early Lit	Red	Yellow	Blue	Green	Total Students
BOY	8 (10%)	7 (9%)	8 (10%)	57 (71%)	80
MOY	2 (3%)	4(5%)	5 (6%)	69 (86%0	80
EOY	2 (3%0	2 (3%)	3 (4%)	72 (91%)	79

First Grade Reading	Red	Yellow	Blue	Green	Total Students
BOY	19 (21%)	2 (2%)	14 (16%)	54 (61%)	96
MOY	8 (8%)	16 (16%)	9 (9%)	65 (66%)	98
EOY	8 (8%)	9 (9%)	6 (6%)	74 (76%)	97

Second Grade Reading	Red	Yellow	Blue	Green	Total Students
BOY	16 (21%)	10 (13%)	5 (6%)	46 (60%)	77
MOY	9 (11%)	9 (11%)	10 (13%)	51 (65%)	79
EOY	11 (14%)	7 (9%)	10 (13%)	51(65%)	79

Third Grade Reading	Red	Yellow	Blue	Green	Total Students
BOY	17 (19%)	7 (8%)	9 (10%)	58 (64%)	91
MOY	9 (10%)	10 (11%)	7 (*%)	65 (71%)	91
EOY	11 (12%)	7 (8%)	10 (11%)	64 (70%)	92

Fourth Grade Reading	Red	Yellow	Blue	Green	Total Students
BOY	13 (15%)	6 (7%)	7 (8%)	61 (70%)	87
MOY	8 ((%)	7 (8%)	12 (14%)	61 (69%)	88
EOY	8 (9%)	8 (9%)	7 (8%)	67 (74%)	90

Fifth Grade Reading	Red	Yellow	Blue	Green	Total Students
BOY	8 (8%)	14 (13%)	13 (13%)	69 (66%)	105
MOY	9 (9%)	11 (10%)	13 (12%)	72 (69%)	105
EOY	6 (6%)	12 (12%)	10 (10%)	76 (73%)	104

The green boxes indicate that the percentages went UP! Look at all the growth in the At/Above Level Category in Ren!

End of Year Data Ren 360- Math

First Grade Math	Red	Yellow	Blue	Green	Total Students
BOY	8 (8%)	8 (8%)	3 (3%)	77 (80%)	96
MOY	4 (4%)	8 (8%)	3 (3%)	83 (85%)	98
EOY	9 (9%)	2 (2%)	4 (4%)	82 (85%)	97

Second Grade Math	Red	Yellow	Blue	Green	Total Students
BOY	4 (5%)	11 (14%)	10 (13%)	52 (68%)	77
MOY	6 (8%)	5 (6%)	7 (7%)	61 (77%)	7900%
EOY	6 (8%)	11 (14%)	3 (4%)	59 (75%)	79

Third Grade Math	Red	Yellow	Blue	Green	Total Students
BOY	5 (5%)	9 (10%)	5 (5%)	72 (79%)	91
MOY	2 (2%)	6 (7%)	4 (4%)	79 (87%)	91
EOY	3 (3%)	4 (4%)	5 (5%)	80 (87%)	92

Fourth Grade Math	Red	Yellow	Blue	Green	Total Students
BOY	5 (5%)	2 (2%)	12 (14%)	68 (78%)	87
MOY	2 (2%)	4 (5%%)	8 (9%)	74 (84%)	88
EOY	4 (4%)	4 (4%)	3 (3%)	79 (88%)	90

Fifth Grade Math	Red	Yellow	Blue	Green	Total Students
BOY	5 (5%)	6 (6%)	12 (12%)	81 (78%)	105
MOY	4 (4%)	3 (3%)	9 (9%)	89 (85%)	105
EOY	3 (3%)	4 (4%)	4 (4%)	93 (89%)	104

The green boxes indicate that the percentages went UP! Look at all the growth in the At/Above Level Category in Ren!

The BAS data does not show as much growth for the EOY 1st grade. 12% of the 1st graders are right at the grade level expectations. Students need to improve comprehension to obtain grade level expectations.

End of Year Data

BAS Kindergarten

	Total Students	Kinder EOY 23-24 What is the student's highest instructional reading level? Level Indicator		
		Below Level	On Level	Above Level
HIGHLANDS ELEMENTARY	79	52.00%	8.00%	40.00%
Economic Disadvantage	37	70.00%	3.00%	27.00%
Asian	25	24%	16.00%	60.00%
Black/African American	11	64%	9%	27%
Hispanic	24	83.00%	0.00%	17.00%
Two or More Races	3	67%	0%	33%
Currentley Emergent Biling	18	50%	11%	39%
White	16	38.00%	6.00%	56.00%
Special Ed Indicator	8	63%	25%	12%

Summary of Findings:

- Overall, the percentage of students reading below level decreased by 10 percentage points, indicating progress in moving more students towards on-level and above-level reading.
- The percentage of students reading on level decreased by 6 percentage points, which may suggest a shift of students from on level to above level or an issue with moving students who were below level to on level.

- The percentage of students reading above level increased significantly by 16 percentage points, which is a strong positive outcome.

Subgroup Highlights:

- **Significant Gains:**
  - Asian students showed notable improvement, with an increase in the percentage of students reading above level from 46% to 60%.
  - White students also demonstrated significant growth, with the percentage of students reading above level increasing from 28% to 56%.
  - Economic Disadvantage and Currently Emergent Bilingual students also showed strong improvements in above-level reading percentages.
- **Areas of Concern:**
  - Hispanic students saw an increase in the percentage of students reading below level, indicating a need for targeted interventions for this subgroup.
  - Special Ed Indicator students showed mixed results, with some improvement in on-level reading but a decrease in above-level reading percentages.

End of Year Data

BAS 1ˢᵗ Grade

1st Grade BAS EOY 23-24	Total Students	What is the student's highest instructional reading level? Level Indicator		
		Below Level	On Level	Above Level
HIGHLANDS ELEMENTARY	97	38.00%	22.00%	40.00%
Economic Disadvantage	32	53.00%	28.00%	19.00%
Asian	33	30%	15.00%	55.00%
Black/African American	14	50%	21%	29%
Hispanic	28	36.00%	32.00%	32.00%
Two or More Races	4	25%	25%	50%
Currentley Emergent Bilingual	32	37%	25%	38%
White	18	50.00%	17.00%	33.00%
Special Ed Indicator	12	58%	33%	9%

Summary of Findings:

Overall Trends:
  - From BOY to MOY, there was an increase in the percentage of students reading above level, but also an increase in those reading below level.
  - From MOY to EOY, there was a significant increase in the percentage of students reading on level, but a decrease in the percentage of students reading above level.
Subgroup Performance:
  - Economic Disadvantage: Showed improvement in moving students to on-level reading by EOY, but had a decrease in above-level readers.
  - Asian: Had a high percentage of above-level readers throughout, but saw a slight decrease by EOY.
  - Black/African American: Improved in on-level reading by EOY, but the percentage of above-level readers decreased.
  - Hispanic: Saw a notable shift from above-level to on-level by EOY.
  - Two or More Races: Maintained consistent performance, with half the students reading above level.
  - Currently Emergent Bilingual: Showed improvement in on-level reading by EOY, but a decrease in above-level readers.
  - White: Significant decrease in above-level readers by EOY.
  - Special Ed Indicator: Increase in on-level readers by EOY, but a significant decrease in above-level readers.

Summary of Findings:

1. **Overall Trends:**

   - The percentage of students reading below level decreased by 4.25 percentage points.
   - The percentage of students reading on level increased by 8 percentage points.
   - The percentage of students reading above level decreased by 3.75 percentage points.

   Subgroup Performance:

   - **Economic Disadvantage:** Showed improvement in on-level readers but had a significant decrease in above-level readers.
   - **Asian:** Improvement in on-level readers, with a slight decrease in above-level readers.
   - **Black/African American:** Showed improvement in on-level readers but a slight decrease in above-level readers.
   - **Hispanic:** Increase in below-level readers, a new increase in on-level readers, but a decrease in above-level readers.
   - **Two or More Races:** Slight improvement in above-level readers, but a decrease in on-level readers.
   - **Currently Emergent Bilingual:** Remained consistent in below-level readers, with a slight increase in on-level readers, but a decrease in above-level readers.
   - **White:** Significant improvement in both on-level and above-level readers, with a decrease in below-level readers.
   - **Special Ed Indicator:** Significant increase in below-level readers, with a decrease in above-level readers.

2nd Grade:

BOY (Beginning of Year) to EOY (End of Year):

Overall Growth for Highlands Elementary:
- Below Level:
  - BOY: 36.25%
  - EOY: 32.00%
  - Change: Decreased by 4.25 percentage points
- On Level:
  - BOY: 10.00%
  - EOY: 18.00%
  - Change: Increased by 8 percentage points
- Above Level:
  - BOY: 53.75%

- EOY: 50.00%
- Change: Decreased by 3.75 percentage points

Summary of Findings:

Overall Trends:
- The percentage of students reading below level decreased by 4.25 percentage points.
- The percentage of students reading on level increased by 8 percentage points.
- The percentage of students reading above level decreased by 3.75 percentage points.

Subgroup Performance:
- **Economic Disadvantage:** Showed improvement in on-level readers but had a significant decrease in above-level readers.
- **Asian:** Improvement in on-level readers, with a slight decrease in above-level readers.
- **Black/African American:** Showed improvement in on-level readers but a slight decrease in above-level readers.
- **Hispanic:** Increase in below-level readers, a new increase in on-level readers, but a decrease in above-level readers.
- **Two or More Races:** Slight improvement in above-level readers, but a decrease in on-level readers.
- **Currently Emergent Bilingual:** Remained consistent in below-level readers, with a slight increase in on-level readers, but a decrease in above-level readers.
- **White:** Significant improvement in both on-level and above-level readers, with a decrease in below-level readers.
- **Special Ed Indicator:** Significant increase in below-level readers, with a decrease in above-level readers.

Student Learning Strengths

The student data results on 2023 -2024 STAAR results show a strength in the number of 4th grade students meeting masters and meet in reading and math. On the 4th grade reading STAAR results there was an increase of 46% mastered compared to 28% mastered in 2022. In math 41% received mastered compared to 27% in 2022. 4th grade also showed significant increase in the number of students receiving met on this years STAAR results compare to 2022 results. 69% of the students received met expectation compared to 58% in 2022 on the reading STAAR. On the math STAAR, 66% met standard compared to 59% in 2022.

Highlands Preliminary STAAR RESULTS Grades 3-5						
STAAR Preliminary Results	Approaches 2023	Approaches 2022	Met 2023	Met 2022	Mastered 2023	Mastered 2022
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5th Grade Reading	89%	90%	66%	75%	39%	47%
5th Grade Math	88%	82%	60%	66%	28%	33%
5th Grade Science	67%	67%	31%	50%	14%	28%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): All components of the instructional models in reading, math, and science need to be implemented with fidelity to ensure effective rigorous Tier 1 instruction.
Root Cause: When planning for instruction, the lesson planning need to include more effective evidence of student ownership of learning tools incorporated from the curriculum at every stage in the instructional models.

Problem Statement 2 (Prioritized): Achievement gaps in math continues to increase compared to the overall reading performance for the English Learners(ELs), Economically Disadvantaged and Special Education subpopulations
Root Cause: Students are struggling in comprehension due to critical thinking skills in problem solving not being differentiated consistently during Tier 2 & Tier 3 instruction.

Problem Statement 3: Science data continue to reflect the students are not meeting the TEKS standards at 75% or higher. Although there was not a significant change in results of number of students receiving approaches or above in science from 2023 to 2024, there was a significant drop in the number of students receiving meets and masters in 2024 (78% to 44%).
Root Cause: Science labS and vocabulary building skills are not being conducted at the required percentage stated in the curriculum at all grade levels.

School Processes & Programs

School Processes & Programs Summary

Professional Learning Communities are an integral part of one of the important systems we have on campus. We have developed a schedule that now includes Pre-K thru 5th grade. The PLC provide and opportunity to have valued time for teachers to collaborate as a team. Administrators and specialists are participate in the PLC meetings and support teachers in improving student achievement.

Power Kid Meetings are held during the year to progress monitor students during the school year. The goal is to address student growth and to plan for intervention and enrichment daily during the school day. Data -driven decision are made based on based data collected during the year from Ren, District Learning Assessments, BAS, Circle Test, School Climate Surveys.

School Processes & Programs Strengths

GT certified teachers have resources to create activities for students. The GT teachers meet monthly with our GT COG (Champion of GT) for information about GT events, GT projects, trainings, etc. Overall, GT students are eager to participate in the GT projects and enjoy the challenges.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): For our Gifted and Talented Program, the projects and activities provided in class are rigorous and challenging for identified GT students on a weekly/monthly basis (not just during the GT project time). We need consistency across grade levels.
Root Cause: Mindset of teachers who are GT-certified -- reminder that our GT students need just as much academic attention as our SPED students, setting aside time to plan for small group GT activities/projects bi-weekly/monthly, taking GT parent feedback and using that information to improve instruction.

Problem Statement 2: Special education population has increased and there is a need for more effective implementation of modifications and accommodation in the classroom. Both general education and special education teachers are not planning together.
Root Cause: Collaboration between general education and special education teachers is not taken place frequently enough. The case manager sometimes not the same person who is providing the services for the student.

Perceptions

Perceptions Summary

Students survey indicates the students enjoy the learning environment at school. Teachers are using more of the student ownership of learning tools to engage students in peer and self-feedback.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to climate survey, parents would like to know more about what is being taught in the classroom during the school year.
Root Cause: Parents prefer to have textbooks coming home. However, some grade levels and content areas do not have a physical textbook. Campus needs to consider creating ways to communicate in-school learning to families for each nine weeks and how to better engage parents throughout the year.

Problem Statement 2 (Prioritized): School climate data indicates a 13% (81 % parents and 94% teachers) difference in strongly agree and agreeing safety and behavior needs of students are being met.
Root Cause: Parents and students are not aware of strategies in place to support the specific needs of students due to confidentiality concerns.

Priority Problem Statements

Problem Statement 1: All components of the instructional models in reading, math, and science need to be implemented with fidelity to ensure effective rigorous Tier 1 instruction.

Root Cause 1: When planning for instruction, the lesson planning need to include more effective evidence of student ownership of learning tools incorporated from the curriculum at every stage in the instructional models.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Achievement gaps in math continues to increase compared to the overall reading performance for the English Learners(ELs), Economically Disadvantaged and Special Education subpopulations

Root Cause 2: Students are struggling in comprehension due to critical thinking skills in problem solving not being differentiated consistently during Tier 2 & Tier 3 instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: School climate data indicates a 13% (81 % parents and 94% teachers) difference in strongly agree and agreeing safety and behavior needs of students are being met.

Root Cause 3: Parents and students are not aware of strategies in place to support the specific needs of students due to confidentiality concerns.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Attendance rate for Pre-K is below the district goal of 95.30 %. In May 2024, Pre-K attendance was 93.82 % which is below the district Pre-K attendance of 94.72% .

Root Cause 4: Pre-Kinder attendance is not required and some students who live farther from the school have higher absences and tardies.

Problem Statement 4 Areas: Demographics

Problem Statement 5: For our Gifted and Talented Program, the projects and activities provided in class are rigorous and challenging for identified GT students on a weekly/monthly basis (not just during the GT project time). We need consistency across grade levels.

Root Cause 5: Mindset of teachers who are GT-certified -- reminder that our GT students need just as much academic attention as our SPED students, setting aside time to plan for small group GT activities/projects bi-weekly/monthly, taking GT parent feedback and using that information to improve instruction.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By June 2025, Highlands will improve Tier 1 instruction by ensuring implementation of the aligned curriculum in literacy, math , and science using the instructional models and formative assessment practices as evidenced through indicators of success per grade level.

Indicators of Success: Reading
Formative Indicators of Success

Unit/Weekly checks to monitor student growth in reading, math, and science.

By September 2025, All Kindergarten- 3rd Grade ELAR teachers will implement the specific schedule to ensure FBISD phonics lessons are taught daily. Walkthroughs and Formal Observations will monitor implementation.

MOY MAP reading data will indicate a increase in the number of students moving at least one level from the categories of intervention and urgent intervention when comparing BOY MAP data.

Circle data will show an increase in letter recognition.

Summative Indicators of Success

By June 2025, STAAR reading data will show an increase of 2% in the total number of students in the Meets category compared to the 2024 STAAR data.

By May 2025, increase the percentage of students at approaches/or higher on reading STAAR from 90% to 92%.

EOY MAP reading data will indicate a increase in the number of students moving at least one level from the categories of intervention and urgent intervention when comparing MOY MAP data.

By May 2025, 95% of teachers will be pulling small groups for targeted intervention during intervention/enrichment and small groups by EOY through CST walks and walkthroughs.

By May 2025 HE will increase the percentage of EB students that reclassify in in the ESL program by 25% in grades 1-5.

Formative Indicators of Success

District Learning Assessments (DLAs)

MAPS Reading Growth Checkpoints

Checkpoints for language accommodations

Summative Indicators of Success

MAP EOY Assessments

TELPAS language assessment

STAAR Reading Assessment

Math
Formative Indicators of Success

MOY MAP math data will indicate a increase in the number of students moving at least one level from the categories of intervention and urgent intervention when comparing BOY MAP data.

Summative Indicators of Success

By May 2025, HE will increase the percentage of students at approaches/or higher on math STAAR from 83% to 85%.

By May 2025, 100% of the identified students will have successfully demonstrated completion of their learning plan academic and affective goals addressed during the school year.

Science
Formative Indicator of Success
By December 2024, the percentage of students participating in hands-on science learning experiences will increase by 5%.

Summative Indicator of Success
By May 2025, STAAR data will indicate an increase of 2% in the number of students in the meets category.

Strategy 1 Details	Reviews			
Strategy 1: Instructional models will be implemented with fidelity using the lesson plans to ensure each component of the instructional model is planned for and incorporated into the instructional practices.	**Formative**			**Summative**
	Oct	Dec	Feb	June

Strategy's Expected Result/Impact: Monitoring of lesson plans will show evidence that 90% of all lesson plans are written according to instructional model. Walkthroughs, CST Walks, and Formal observations will show evidence of the instructional model in practice.
    Staff Responsible for Monitoring: Administrators, Specialists, and Grade Level Content Area Representatives.
 	
    ESF Levers:
Lever 5: Effective Instruction
	40%	55%	80%	

Strategy 2 Details	Reviews			
Strategy 2: Intervention time will be incorporated daily into the instructional block.	**Formative**			**Summative**
	Oct	Dec	Feb	June

Strategy's Expected Result/Impact: Tier 2 and Tier 3 instruction will decrease by the EOY due to intervention time being planned to specifically meet the needs of our diverse learners. Teachers will be expected to have intentional lessons and resources based on student data to show growth with their areas of weakness. Urgent Intervention and Intervention Levels will decrease on MAP growth assessments as we strive to have students meet 1.5 years growth on MAP.
    Staff Responsible for Monitoring: Teachers, Administrators, and Specialists
 	
    ESF Levers:
Lever 5: Effective Instruction
	40%	55%	80%	

Strategy 3 Details	Reviews			
Strategy 3: Phonic instruction will be incorporated into all of the reading block for K -3rd grade following the updated implementation for 2024 -2025 school year.	**Formative**			**Summative**
	Oct	Dec	Feb	June

Strategy's Expected Result/Impact: The lesson plans will indicate the specific time phonics lessons are being taught and CST walks and observations will show evidence phonics lesson are following the district expectations. Student will show evidence of growth in their accuracy of decoding words using their phonics knowledge.
    Staff Responsible for Monitoring: Teachers, Administrators, and Specialists
 	
    ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
	40%	60%	75%	

Strategy 4 Details	Reviews			
Strategy 4: Gifted and Talented students will set goals using individualized learning plans that target academic and affective goals for 2024- 2025 school year.	**Formative**			**Summative**
	Oct	Dec	Feb	June
Strategy's Expected Result/Impact: Gifted and Talented teachers with work collaborative with GOG G/T campus representative to plan for meaningful G/T projects and enrichment activities a minimum of four times a year. **Staff Responsible for Monitoring:** G/T Campus Representative, Administrators, G/T Grade Level Teachers	35%	65%	50%	

Strategy 5 Details	Reviews			
Strategy 5: Provide professional learning during campus and district development days, PLCs, and through second language acquisition coaching to support our emergent bilingual students.	**Formative**			**Summative**
	Oct	Dec	Feb	June
Strategy's Expected Result/Impact: Teachers will be instructed in strategy implementation of Accountable talk activities, Differentiating sentence stems, and interactive structures. **Staff Responsible for Monitoring:** LPAC Administration and ESL Specialist	40%	45%	50%	

Strategy 6 Details	Reviews			
Strategy 6: All data reports will be delineated by special populations, which includes a category specifically for specifically for emergent bilingual students (teacher-level, team-level, and campus assessments).	**Formative**			**Summative**
	Oct	Dec	Feb	June
Strategy's Expected Result/Impact: Progress monitoring will be completed during the school year. The reports will be delineated by special populations, which includes a category specifically for emergent bilingual students. **Staff Responsible for Monitoring:** LPAC Administration, ESL Specialist, and classroom teacher	10%	65%	60%	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 2: By May 2025, the number of students receiving tier 2 and tier 3 instruction will show growth with a specific monitoring of EB, Special Education , and Economic Disadvantaged subpopulations as evidenced through through indicators of success per grade level.

Indicators of Success: Formative Indicator of Success

By October 2024, small group instruction and intervention time will be implemented with 85% of the classrooms using progress monitoring forms identifying the specific skills being address using MAP, Skill Checks, and Formative Assessments data for students in each of the identified subpopulations.

By December 2024, small group instruction and intervention time will be implemented with 95 % of the classrooms following the daily lesson plans using the reading and math instructional models.

Summative Indicator of Success
By May 2025, the number of students in tier 2 and tier 3 instruction will decrease by 3% due to the increase of growth on the MAP, Skill Checks, and Formative Assessments.

Strategy 1 Details				Reviews			
Strategy 1: PLC meetings will be held to address the progress of tier 2 and tier 3 students with general ed and special ed teams will coll borate weekly on Thursday to discuss specific student needs.				**Formative**			**Summative**
				Oct	Dec	Feb	June
Strategy's Expected Result/Impact: The achievement gap will decrease within the different different subpopulations as overall growth of student performance on MAP Growth Assessment , Circle Test, STAAR and Formative Assessments indicate growth by 2%. **Staff Responsible for Monitoring:** Teachers, SPED Team, Administrators, and Specialists				15%	20%	45%	

Strategy 2 Details				Reviews			
Strategy 2: Teachers will have designated binders to for progress monitoring for small groups, intervention, and checkpoints.				**Formative**			**Summative**
				Oct	Dec	Feb	June
Strategy's Expected Result/Impact: The data will be used for instruction and to support the a 1.5 growth for all students.				N/A	20%	70%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By May 2025, Highlands Elementary School will increase student ownership of behaviors using school wide behavior systems, social emotional learning, and wellness techniques as evidenced by indicators of success.

Indicators of Success: Formative Indicators of Success

Respect agreement will be in 100% of the classrooms and classroom walks throughs, CST walks, and PBIS walks will show an increase in the number of classroom teachers incorporating respect agreement during daily routines.

PBIS data will show a decrease in the number of students office referrals from the BOY to EOY.

Campus student surveys will indicate an increase in the number of students who feel safe at school.

Summative Indicator of Success
Student Engagement Survey at the EOY will indicate students are becoming responsible citizens.

Strategy 1 Details	Reviews			
Strategy 1: Students in Pre-Kinder - 5th will co -create classroom respect agreements to become a part of the classroom community.	**Formative**			**Summative**
	Oct	Dec	Feb	June
Strategy's Expected Result/Impact: Classroom Respect Agreements will be created by end of the second week of school for all Classrooms, SPED, and Outclass classrooms settings. **Staff Responsible for Monitoring:** Adminstrators, Team Leaders, PBIS Committee, and Counselor **ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: School store will be implemented monthly for grades 3-5 to encourage students to want to earn Scottie Bucks that are given for positive behavior and character reinforcement. This allows students to save Scottie Bucks to buy items in the store that interest them.	**Formative**			**Summative**
	Oct	Dec	Feb	June
Strategy's Expected Result/Impact: Instructional practices in the classroom will have less distractions and will increase overall positive school-wide climate. **Staff Responsible for Monitoring:** Administrator Teachers	45%	60%	80%	
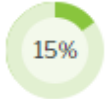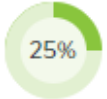
Strategy 3 Details	Reviews			
Strategy 3: Students will understand the importance of social emotional well-being and leadership qualities through school involvement and monthly Core Value lessons.	**Formative**			**Summative**
	Oct	Dec	Feb	June
Strategy's Expected Result/Impact: For the end-of-the-year 3rd-5th grade Needs Assessment, students submit responses showing that they feel they can be leaders and serve the school in a productive way. NEHS, StuCo, NPFH leadership groups feel helpful in service and school-wide activities. Other opportunities for student involvement can look like morning door greeters, assist an administrator for door checks, & assist in Scottie Bucks drawings. **Staff Responsible for Monitoring:** All teachers School counselor Nurse Administration	40%	65%	85%	

0% No Progress　　　100% Accomplished　　　➡ Continue/Modify　　　✖ Discontinue

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Performance Objective 1: By May 2025, parent survey responses will show evidence of an increase that family input is used to improve school learning and programs. Parent survey response will provide concrete examples of how to make learning relevant and meaningful for students.

Indicators of Success: Parent Surveys - each nine-week period
Teacher Feedback

Strategy 1 Details	Reviews			
Strategy 1: Campus newsletter and Counselor's Corner newsletter will include a family survey link to ask the question, "Do you feel your child's learning is relevant and meaningful? If you disagree or strongly disagree, please write a few suggestions for school improvement. " With surveys sent out after each nine-week period, this will increase the percentage of family input on their child's learning and school programs.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: We are aiming for 30% participation from families for each nine-week period. **Staff Responsible for Monitoring:** Team Leaders and Administrators	5%	15%	25%	

Strategy 2 Details	Reviews			
Strategy 2: Coordinated Health Wellness will be evident through the incorporation of increasing student and staff awareness of the importance health wellness.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: The nurse will provide health awareness during Red Ribbon Week , Health information Night , and throughout the year health awareness will be spotlighted. **Staff Responsible for Monitoring:** Nurse, Wellness Committee, Teachers, Administrators, P.E Teacher	40%	60%	75%	

	0% No Progress		100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

State Compensatory

Budget for Highlands Elementary

Total SCE Funds: $4,572.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

The State Compensatory Education (SCE) budget is allocated to help fund our intervention programs throughout the school year. Professional development will be also funded to support teaching techniques to address our at-risk learners. Tutorials and Professional Development - $3,000 Reading Specialist - $200 Literacy Interventionist - $200 Resources for At-Risk Students - $972

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Counselor Representative	Angela Hsu	Counselor
Parent Representative	Caroline Simmons	Parent Representative
Business Representative	David Smith	Business Representative
Classroom Teacher	Shelly Gulledge	First Grade Teacher
Classroom Teacher	Amber Epps	Kindergarten Teacher
Classroom Teacher	Suzanne Miller	Music Outclass Teacher
Classroom Teacher	Donna Rackley	Special Education Teacher
Classroom Teacher	Karla Johnson	Fifth Grade Teacher
Classroom Teacher	Jessica Le	Fourth Grade Teacher
Classroom Teacher	Melanie Knappick	Third Grade Teacher
Classroom Teacher	Suzanne Sheppard	Second Grade Teacher
Classroom Teacher	Shelesia Guillory	Pre- K Teacher
Community Representative	Cathy Temple	Community Representative
District-level Professional	Joel Johnson	District-Level Professional
Administrator	Theresa Bathe	Assistant Principal
Administrator	Angela Dow	Principal

Addendums

Comprehensive Needs Assessment 2023-24 Checklist

CNA Review Team Members/Role

- Shelesia Guillory – Teacher
- Minnie Cheng – Teacher
- Annette Burke Teacher
- Victoria Franko – Teacher
- April Behannon – Parent
- Amber Epps – Teacher
- Kathy Leva – Specialist, Math
- Lindsey Banes – Reading Specialist

Dates Team Met:

May 17, 2023

March 1, 2023

July 31, 2023 (Leadership & Members of CPAC

August 2, 2023 (Staff)

Terri Harris – Community
Angela Dow – Principal
Theresa Bothe – Asst. Principal
Angela Hsu – Counselor

Steps to complete your Comprehensive Needs Assessment

- ☑ Sign in Sheet collected for all CNA/CPAC meetings
- ☑ Agenda saved from evidence review meetings
- ☑ Review Evidence from all Categories
  - ○ Safety & Well-being
  - ○ Demographics
  - ○ Student Learning & Progress
  - ○ Student Readiness
  - ○ Engaged, Well-Rounded Students
  - ○ Community Engagement
  - ○ Professional Learning & Quality Staff
  - ○ Culture
- ☑ Record Strengths and Areas of Focus
  - ○ Be sure to review data and identify trends for student groups including SPED, GT, EL, and At-Risk Students
- ☑ Summarize Evidence Trends
- ☑ Signal Relationship to Areas of Focus (Maintain, Minor Change, Major Change needed)
- ☑ Develop problem statements based on evidence review
- ☑ Conduct Root Cause analysis
- ☑ Engage in Feedback around CNA Findings
- ☑ Copy Summaries, Problem Statements, Root Causes into Plan4Learning under CNA section.

When entering your categories they will be group in the following way in Plan4Learning

CNA Section In Plan4Learning	Sections from CNA Tool to include
Demographics	• Demographics
Student Learning	• Student Learning & Progress • Student Readiness
School Processes & Programs	• Engaged, Well-Rounded Students • Professional Learning & Quality Staff
Perceptions	• Community Engagement • Culture • Safety& Well Being

This guide provides reflective questions for you and your CPAC team to consider when reviewing your data sources. At the end of this guide you will find a more detailed compliance checklist.

Demographics

Ensure understanding of system data. Observing trends in system data that impacts student outcomes such as enrollment, mobility, and attendance.

Potential Evidence Sources:

- Attendance
- At Risk
- CCMR Enrollment
- Campus Enrollment/Mobility

- Staffing Ratios
- PLC structures/frequency
- Use of PLC protocols
- Dropout/Graduation rate

Evidence Sources Reviewed by CPAC Team:

- Attendance
- At-Risk
- Campus Enrollment/Mobility
- PLC Feedback
-

- On Data Suite
- _____
- _____

Questions to Consider

Enrollment Considerations

- How has the enrollment changed over the past three years?
- What is the breakdown by ethnicity, gender, or other category?
- What is the number of students in each special program? How do these program numbers look broken up by race/ethnicity, gender, or other category? Are these student group representative of your campus population (specific to SPED, GT, EL, At-Risk)?

Mobility Considerations

- What is the mobility rate for each campus? What is the stability rate? How are these numbers represented for Migrant students?

Attendance Considerations

- What are the patterns in student attendance? What do these patterns tell us about student engagement, performance, etc.?

Systems for Analysis of Evidence Considerations

- What PLC structures currently exist on the campus? Which teams/grade levels meet?
- How are PLC protocols used by different teams? Where does analyzing student work fit in to the PLC process?

Student Learning: Student Learning & Progress

Ensure academic success for all students, including but not limited to English language learners, special education students, recent immigrants, students with emotional and behavioral issues.

> **District Areas of Focus:**
>
> - Development of instructional practices to cultivate student ownership of learning and behavior
> - Closing gaps in performance for all student groups
> - Literacy performance
> - Mathematics performance
> - Social Studies performance
> - Science performance

Potential Evidence Sources:

- Ren360/Circle/TxKea/BAS
- STAAR
- AP
- CCMR Indicators
- GT Report Card

- District Learning Assessments
- TELPAS
- TSI evidence
- RDA
- EL Report Card

Evidence Sources Reviewed by CPAC Team:

- TELPAS
- STAAR
- Ren 360 / Circle
- TxKea / BAS

- On Data Suite
- Federal Report Card
- Attendance Data
- _____

Questions to Consider

- How is student achievement data disaggregated?
- How does student achievement data compare from one data source to another?
- What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program (SPED, GT, EL), or other category such as At-Risk?
- In which areas are we showing growth? At what rate? Compared to which standard of achievement? - cohorts of students; SGP
- Which student groups are making progress? Why?
- What does the data reflect within and among content areas?

Student Learning: Student Readiness

Ensure students are well prepared for their next level of education at every point in their education and most notably for post-secondary success, including career readiness, college readiness, and military readiness.

District Areas of Focus:

- Students meeting College, Career, and Military Readiness Indicators (CCMR)
- PK Enrollment & Kindergarten Readiness

Potential Evidence Sources:

- CCMR Enrollment and achievement indicators
- REN/STAAR
- Advanced course enrollment

- Intervention/RTI data
- PK enrollment
- REN/Circle/BAS/TxKea
- CST data

Evidence Sources Reviewed by CPAC Team:

- REN/Circle/BAS/TxKea
- Pre-Kinder Enrollment
- STAAR/REN
- _____

- _____
- _____
- _____
- _____

Questions to Consider

- What does the data indicate regarding student readiness for kindergarten, Middle School, High School?
- What does the data indicate on student access and success in dual credit and advanced placement courses (as appropriate)?
- What does the data indicate on CCMR indicators by student group? Are there specific patterns and trends by student group?
- How did different student groups perform to demonstrate readiness? What differences do you see among student groups (Ethnicity, At-Risk, ED, SPED, GT, EL)?
- What interventions are we currently using across the campus? Can we gather them and analyze via campus and grade level? Are students coded in Skyward who are receiving intervention and with what intervention they are receiving?
- What evidence exists (ex. CST data) to determine that the curriculum is clearly linked to the TEKS and other standards for student learning?

School Processes & Programs: Engaged & Well-Rounded Students

Engage students in a way that contributes to their overall development and future well-being.

District Areas of Focus:

- Student participation in extracurricular activities and school/learning (Behavioral Engagement)
- Shifting focus from grades to success criteria in goal setting for learning (Cognitive Engagement)
- Student engagement in programming and differentiated learning opportunities

Potential Evidence Sources:

- Club Data
- CST
- Student Engagement Survey
- GT data

- STEM enrollment
- Dual Credit/AP/AVID/Ptech
- PLC unit/concept plans

Evidence Sources Reviewed by CPAC Team:

- GT Data
- Student Surveys
- Staff Feedback
- _____

- Club Data
- _____
- _____
- _____

Questions to Consider

- How do students and staff describe attitudes, respect, relationships, belonging, support, etc.? How does this data compare across groups? Which groups respond in which manner?
- How does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc.?
- What does the data show about the degree to which students are engaged in their learning at high levels (refer to engagement measures)?
- How are different groups of students engaging in activities on campus? What does this engagement look like for different student groups? How are you emphasizing support for economically disadvantaged and at risk students?

School Processes & Programs: Professional Learning & Quality Staff

Ensure that every student has quality teachers and adults in the schools that care about students, their learning, and their well-being.

District Areas of Focus:

- Quality staff- retention and development
- Recruiting and Placement of staff (teachers, leaders)

Potential Evidence Sources:

- Teacher certification data
- HR data
- CST

- Staff surveys
- TTESS evaluations

Evidence Sources Reviewed by CPAC Team:

- Staff Surveys
- CST
- Student Surveys
- T-TESS

- Job Fair Applicant Needed
- _____
- _____
- _____

Questions to Consider

- What are the teacher qualifications, certifications, etc.? Paraprofessionals?
- What does the general data reflect regarding teacher quality on the campus?
- How are we recruiting highly qualified and effective staff?
- What is our staff attendance rate? Retention rate? Turnover rate?
- How is highly effective staff assigned to work with the highest need students? (number of years, TTESS, certifications)
- What is the impact/effect of our teacher mentor program?
- How is new staff supported? What feedback do they provide?

How do you align professional learning for the needs of your campus in supporting all students including those with diverse needs? (SPED, GT, EL, At Risk, Eco Dis, etc.)?

Perceptions: Safety & Well-being

Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social emotional needs of each student.

District Areas of Focus:

- Disproportionality in Discipline & Threat Assessments
- Mental Health Supports
- Social Emotional Learning & Emotional Engagement
- Student Health & Safety

Potential Evidence Sources:

- PBIS Discipline Data
- Student Wellness Survey Data
- Pride Survey

- Student Focus Groups
- Staff Surveys

Evidence Sources Reviewed by CPAC Team:

- PBIS
- Staff Surveys
- Students' Needs Assessments
- _____

- _____
- _____
- _____

Questions to Consider

- What does the data reflect regarding student behaviors, discipline, PBIS, and interventions etc.?
- To what degree do students and staff feel physically safe?
- What does the data reflect regarding gang, substance abuse, weapons, and other safe schools areas? Who are the students involved? What do we know about these students? What services have these students received?
- What are the students' and staffs' perceptions of facilities and the physical environments? What is the impact of the facilities on the culture and climate?
- What is the role of your campus wellness committee and how do they support physical, mental, and social health for all students and staff?
- What is student/staff perception of mental health and resources/supports available?

Perceptions: Community Engagement

Ensure that local citizens are a meaningful, integral part of a school community and can and will support their local public schools.

> ### District Areas of Focus:
>
> - Community partnerships

Potential Evidence Sources:

- MOUs
- Number/Type of partnerships
- Parent Night/Event agendas
- Community event sign-ins

Evidence Sources Reviewed by CPAC Team:

- Parent Night / Event Feedback
- Spirit Nights
- _____
- School Climate Surveys
- Staff Commitments
- _____
- _____

Questions to Consider

- What type of community involvement exists to support families and students?
- What types of services are available to support students and families?
- How does the campus communicate in languages other than English?
- Which parents and community members are involved? What trends and patterns do we observe?
- How are families and the community members involved in campus decisions? What type of stakeholder engagement opportunities exist?
- What does your parent and family engagement policy look like? How do you see evidence of it in practice? How do you target at risk families or support families of students with diverse needs?

Perceptions: Culture

Culture in FBISD is the organizational energy, norms, values, beliefs and behavior centered around a common desire to improve outcomes for all students grounded in the hopes and dreams of the community and aligned to the mission, vision, core beliefs and goals of the District.

District Areas of Focus:

- Employee Wellness
- Stakeholder Feedback Processes

Potential Evidence Sources:

- PBIS Discipline Data
- Student Wellness Survey Data
- Pride Survey

- Student Focus Groups
- Staff Surveys
- Staff/Student attendance

Evidence Sources Reviewed by CPAC Team:

- PBIS Discipline Data
- Staff Surveys
- _____
- _____

- _____
- _____
- _____
- _____

Questions to Consider

- How do students describe the school climate? How does this compare to staff?
- What evidence is there that leaders are collectively aligned with the vision and mission of the district/campus?
- To what degree do students and staff feel physically safe? To what degree are students and staff safe?
- Which students are most satisfied with the school's culture and climate? How does this compare to students' attendance, tardies, and other behaviors?
- How do leaders have a voice in decision making and campus policies?
- Do campus committees and decision-making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?
- What are the students', parents' and community perceptions of the campus?

Detailed CNA Compliance Checklist

Comprehensive Needs Assessment	Checkbox for Completion
Campus Vision/Mission Statement Visible	✓
Dates & Team Members Included (CPAC by name and role including parents, district, campus members)	✓
Written Description of CNA Process & CNA Minutes	✓
Multiple data sources are listed and includes relevant achievement data	✓
Evidence related to various students groups reviewed:	
GT	✓
SPED	✓
EB/EL	✓
ED	✓
At Risk (including potential dropout)	✓
CPAC Met at least twice?	✓
Parent and Family Engagement Policy information updated and includes: distribution method, languages distributed in, availability of policy, description of flexible meeting times)	✓
Includes summaries of areas of strength that align to evidence and provides visuals/charts as appropriate	✓
Includes summaries of areas of focus/need that align to evidence and provides visual/charts as appropriate	✓
Problem statements and root causes align to evidence presented in summaries	✓
CNA describes the top prioritized needs of all students including at-risk (buzz words: all, at-risk, well-rounded, etc.)	✓
*Title 1: Addresses the needs of students failing or at risk of failing	

LOC_DESCR	Location	POS #	POSN_DESCR	MAX HEADC	VACANT	LAST_NAME_SRCH	FIRST_NAME_S	JOBCODE	FTE	Column1	PIC	STATUS	.IDAY_SCHED
HIGHLANDS I	123 HIGHLANDS ELEM	00010202	SPECIALIST MATH ELEM	0.5	0	LEVA	KATHERINE	T00355	1	199.11.1000.00.123.2024.24	24	A	187SEP
HIGHLANDS I	123 HIGHLANDS ELEM	00010202	SPECIALIST MATH ELEM	0.5	0	LEVA	KATHERINE	T00355	1	199.11.1000.00.132.2024.24	24	A	187SEP

_ADMIN_PLCY_NB
P7 ####
P7 ####