

# Fort Bend Independent School District



## Highlands Elementary

**2025-2026  
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.

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# Comprehensive Needs Assessment

# 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 staff retention rate and values the importance of a collaborative work environment.

We educate students in Pre-K through 5<sup>th</sup> 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. The ABC program was added to our campus during the 2023 -2024 school year. In the 2024-2025 school year, we introduced a SAILS program on our campus. We have a CLaSS program, which is another special education program we have on our campus. The percentage of the homeless population has increased from 1.53% in 2022 to 2.62% in 2023.

The percentage of the homeless population has increased from 1.53% in 2022 to 2.62% in 2023. The federal report indicates the homeless population increase to 3.3% on the demographics report for Highlands. In the upcoming 2025 year, we have seen a decline in our enrollment due to the students in our McKinney Vento program leaving our campus to go back to campuses closer to their home campuses or current residency.

Student Indicators	Count	Percent	Student Demographics		
			Count	Percent	
At-Risk	137	25.32%	Female	253	48.77%
Foster Care	2	0.37%	Male	288	51.23%
IEP Continuer	0	0.00%	Ethnicity		
Immigrant	29	5.36%	Hispanic/Latino	130	25.14%
Intervention Indicator	104	19.22%	Asian	3	5.88%
Migrant	0	0.00%	American Indian - Alaskan Native	157	28.02%
Military Connected	10	1.85%	Black - African American	86	15.80%
Transfer In Students	7	1.2939%	Native Hawaiian - Pacific Islander	9	1.65%
Unschooled Asylee/Refugee	0	0%	Two or More	123	23.20%
Economic Disadvantage			Two or More	31	5.73%
Economic Disadvantage Total	224	41.40%	Student Programs		
Free Meals	184	34.01%	Digital and Talented	30	5.55%
Reduced-Price Meals	30	5.55%	Other Talented	49	9.04%
Other Economic Disadvantage	10	1.85%	Regional Day School Program for the Deaf	2	0.37%
Homeless and Unaccompanied Youth			Section 504	22	4.07%
Homeless Status Total	18	3.33%	Special Education (SPED)	116	21.44%
			Section 504		
			Emergent Bilingual (EB)	112	20.70%
			English as a Second Language (ESL)	0	0.00%
			Alternative Methods for Bilingual Education	108	19.95%
			Other English for ESL	0	0.00%
			Title I Part A	2	0.37%
			Scholarships Program	0	0.00%
			Targeted Assistance	0	0.00%
			Targeted Assistance Previously Participated	0	0.00%
			Title I Homeless	18	3.33%
			Homeless	0	0.00%
			Needy		

## Strengths

The school boasts a diverse community that takes pride in the various cultures represented on our campus. We are a neighborhood school with a strong Parent-Teacher Organization (PTO) that actively supports our mission and vision. Our gifted and talented program has seen an increase in participation as we have focused on encouraging more teachers to nominate students and have hosted informational meetings for parents about the program.

All of our teachers are currently certified in English as a Second Language (ESL) and are well-equipped to support

our English Learners in the classroom. Additionally, we have seen an increase in the number of English Learners enrolled on our campus. Our special education population has also grown, and we are committed to fostering an inclusive learning environment where both special education and general education students can learn from one another in a collaborative setting. Teacher retention has been a strength for our campus. The most recent vacancies arose from the introduction of a new special education program.

During the 2025 -2026 school year, we began the year fully staffed with certified teachers at all grade levels. Furthermore, all paraprofessional staff positions were filled before the first day of school.

# Problem Statements Identifying Demographics Needs

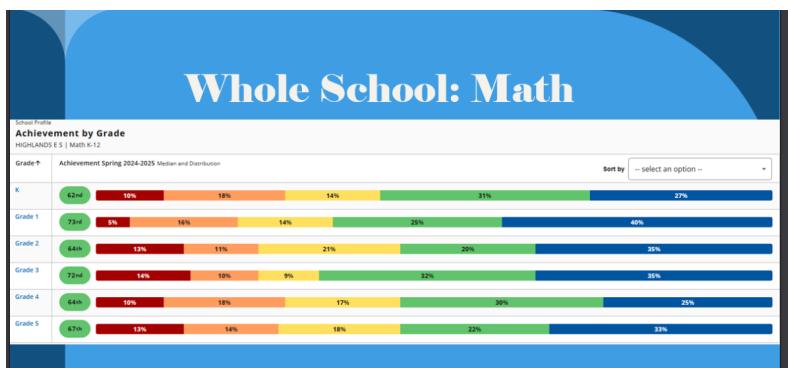
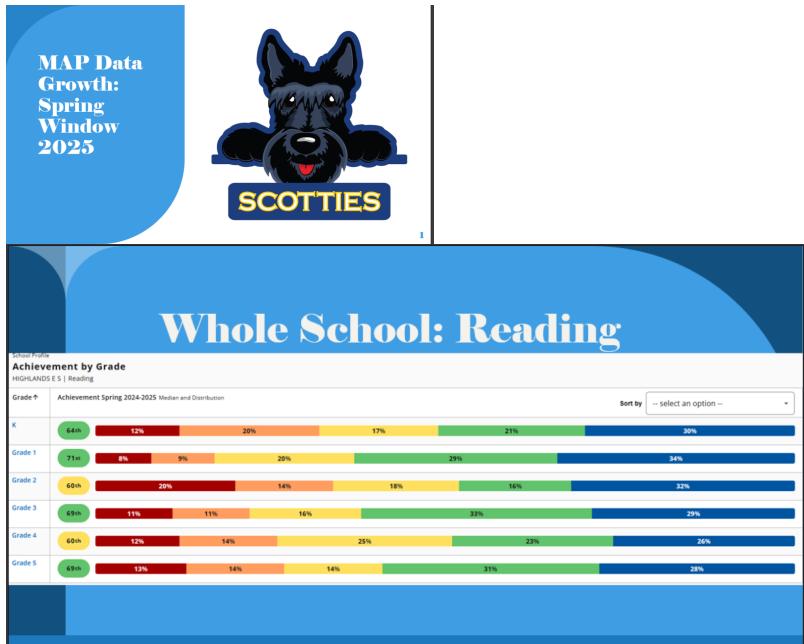
	Problem Statement	Root Cause
1	<p>We have seen a slight decrease in our attendance and enrollment. Although we are slightly above district average for attendance rate, we decreased from 95. 56 % to 95.42 % at the end of the 2024 -2025 school year. Our enrollment currently is the lowest since the pandemic. We are currently have 496 students enrolled.</p>	<p>Building strong school and home connections continue to need to be more intentionally planned for. Some parents find it difficult in accepting the school's support in valuing the importance of students coming to school consistently. We also experienced lower enrollment due students relocating to campuses closer to their residency.</p>

 = Priority

# Student Learning

## Summary

The student summary data show that the students are at or above most of the district grade level averages on the MAP testing.



The STAAR data show that the greatest gains were in Science. Science scores increased by 12 points, from 67% to 79%. The percentages of students meeting and mastering standards improved in the 2025 science STAAR test: the Met category rose from 31% to 49%, and the Mastered category grew from 14% to 23%. Our fourth-grade students experienced the most regression on last year's STAAR test in both Reading and Math: Reading scores dropped from 90% to 83%, and Math scores declined from 85% to 80%.

STAAR Results	Approaches 2024-2025	Approaches 2023	Approaches 2022	Met 2024-2025	Met 2023	Met 2022	Mastered 2024-2025	Mastered 2023	Mastered 2022
3 <sup>rd</sup> Reading	90	83%	90%	69	67%	68%	36	32%	40%
3 <sup>rd</sup> Math	81	79%	85%	68	56%	69%	42	26%	44%
4 <sup>th</sup> Reading	83	90%	90%	55	69%	58%	30	46%	28%
4 <sup>th</sup> Math	80	85%	81%	61	66%	59%	35	41%	27%

5th Reading	82 ▼	89%	90%	65 ▼	66%	75%	42 ↑	39%	47%
5th Math	85 ▼	88%	82%	60 ▼	60%	66%	33 ↑	28%	33%
5th Science	79 ↑	67%	67%	49 ↑	31%	50%	23 ↑	14%	28%

## Strengths

The STAAR data show that the greatest gains were in Science. Science scores increased by 12 points, from 67% to 79%. The percentages of students meeting and mastering standards improved in the 2025 science STAAR test: the Met category rose from 31% to 49%, and the Mastered category grew from 14% to 23%.

# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Students are not consistently maintaining an increase in the overall reading and math scores on STAAR assessments.	The Tier 1 instruction needs to be more rigorous, and intervention and enrichment must be planned for based on TEKS not being mastered.

 = Priority

# School Processes & Programs

## Summary

Professional Learning Communities, which will be titled Professional Learning Teams, 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 to participate in our PLT collaboration. The PLT provides an opportunity to have valuable time for teachers to collaborate as a team. Administrators and specialists participate in the PLT meetings and support teachers in improving student achievement. This

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 decisions are made based on data collected during the year from MAP, CFA, Circle Test, and School Climate Surveys.

We have school clubs that support extracurricular activities: Art, Music, Chess, Coding & Robotics. The clubs help to provide enrichment activities for the students in areas of their interest.

## Strengths

Our student clubs are a testament to the dedication and commitment of our faculty, who have generously volunteered their time beyond regular school hours. This selfless contribution has enabled us to offer a diverse array of clubs, providing students with opportunities to explore their interests, develop new skills, and foster a sense of community and belonging within the school. The vibrant club culture not only enriches the student experience but also enhances their social and emotional development.

The integration of professional learning communities (PLCs) into our daily calendar underscores our commitment to continuous improvement and collaborative professional development. By embedding PLCs into the school day, we ensure that our educators have regular opportunities to engage in meaningful dialogue, share best practices, and collectively address the needs of our students. This structured approach to professional growth fosters a culture of collaboration and innovation, ultimately enhancing the quality of education we provide.

We are particularly proud of the recent addition of designated professional learning community time for our Pre-K teams. This initiative reflects our recognition of the critical role early childhood education plays in laying the foundation for lifelong learning. By providing our Pre-K educators with dedicated time for collaboration and professional development, we are empowering them to refine their instructional strategies and better support the developmental needs of our youngest learners. This commitment to early education excellence is a vital component of our overall mission to nurture and educate every student.

# Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Intervention schedule does not adequately provide a time for all students during the day.	Some special education and dyslexia students are pulled during intervention time to be provided services and are unable to receive the intervention.

 = Priority

# Perceptions

## Summary

At Highlands, we prioritize equipping our students with the necessary tools and resources to ensure their success. This commitment is reflected in our comprehensive support systems and educational programs designed to meet the diverse needs of our student body, fostering an environment where every student can thrive academically and personally.

Our school takes pride in embracing the multicultural values of our diverse community. We celebrate the rich tapestry of cultures represented within our student body and staff, and we actively incorporate these diverse perspectives into our curriculum and school activities, promoting inclusivity and understanding among all members of our school community.

As a community neighborhood school, we cherish the traditions that have been passed down through generations, recognizing their significance and the sense of belonging they instill in our students and families. These traditions are integral to our school identity and continue to be meaningful to those who are part of our school community.

We are fortunate to have a dedicated group of volunteers who are deeply supportive of our campus goals and initiatives. Their involvement and commitment play a crucial role in enhancing the educational experience for our students and contribute significantly to the success of our school programs.

Character education and the Profile of a Graduate are core values that we, as a staff, hold in high regard. We are committed to developing well-rounded individuals who not only excel academically but also embody the qualities of integrity, responsibility, and empathy, preparing them to be successful and contributing members of society.

## Strengths

At Highlands, our commitment to embracing diversity is evident in the overwhelmingly positive feedback from our staff, with 45% agreeing and 55% strongly agreeing that diversity is highly valued within our school community. This strong endorsement reflects our dedication to fostering an inclusive environment where every individual feels respected and valued, regardless of their background. By celebrating diverse perspectives and experiences, we enrich our educational environment and prepare our students to thrive in a multicultural world.

Furthermore, the survey results highlight the supportive learning environment we have cultivated on our campus, with 55% of respondents agreeing and 45% strongly agreeing that our school provides such an atmosphere. This supportive environment is crucial for student success, as it ensures that learners feel safe, encouraged, and motivated to reach their full potential. By prioritizing a nurturing and positive climate, we create a space where students can confidently engage in their studies and develop the skills necessary for lifelong learning.

# Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	The school community is strong at HE and parents are open to communicating on ways to help students to be successful. We continue to have attendance slightly below the district.	Some students are impacted negatively when they take days off for extended trips during the year. Also, some of our McKinney Vento families live far from the school and we have seen a higher rate of absences.

 = Priority



# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

- District goals
- Campus goals

## 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

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

- Homeless data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- T-TESS 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

Priority 1: Increase successful student outcomes through enhanced learning opportunities

## Performance Objective 1

By May 2026, the percentage of students achieving Meets or Masters on STAAR and MAP assessments in reading, math, and science will increase by at least 2% compared to the previous school year, in support of the campus goal for 80% of students to demonstrate at least one year's academic growth in reading and math.

**Evaluation Data Sources:** MAP, STAAR, Circle Test, and TELPAS, and Common Formative Assessments

### 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.

**Strategy's Expected Result/Impact:** Monitoring of lesson plans will show evidence that 90% of all lesson plans are written according to the instructional model. Walkthroughs, Campus Learning 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.

### Formative Reviews

Moderate Progress

October

Moderate Progress

December

February

June

### Strategy 2

Intervention time will be incorporated daily into the instructional block.

**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. 50th percentile and below on MAP data will increase over the instructional school year.

**Staff Responsible for Monitoring:** Teachers, Administration, Specialists

## Formative Reviews

Some Progress

October

Moderate Progress

December

February

June

### Strategy 3

Phonics instruction will be incorporated into all of the reading block for Kindergarten- 3rd grade following the updated implementation for the 2025-2026 school year.

**Strategy's Expected Result/Impact:** The lesson plans will indicate the specific time phonics lessons are being taught and Campus Learning Walks and observations will show evidence phonics lessons are following the district expectations. Students will show evidence of growth in their accuracy of decoding words using their phonics knowledge.

### Formative Reviews

Moderate Progress

October

Moderate Progress

December

February

June

## Performance Objective 2

By May 2026, the number of EB students who will reclassify will increase from 6.86% to 9.8% for grades 1-5.

**Evaluation Data Sources:** TELPAS

STAAR

MAP End of Year Assessment

9 wks. Progress Monitoring Checks ( Associated with accommodation selections)

### Strategy 1

As evidenced on the TELPAS, performance levels were low in the domains speaking and writing. Students will engage in structured talk activities such as Question, signal ,stem,share, and assess and talking chips in order to apply academic and social language. Students will also engage in the writing process daily in order to learn the revision and editing process. Conventions and grammar will also be taught explicitly.

**Staff Responsible for Monitoring:** Classroom teacher and reading specialist through progress monitoring of grades. Speaking will be monitored through teacher observations.

### Formative Reviews

Some Progress

October

Moderate Progress

December

February

June

# 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, the campus will increase stakeholder satisfaction related to professionalism, accountability, and communication (PAC) where Highlands staff and teachers feel we provide appropriate and meaningful professional development at the campus level. Satisfaction rankings will increase from 79% to 85% as measured by the district climate survey and campus EOY survey.

**Evaluation Data Sources:** District climate & cultural survey  
Campus climate & culture survey

### Strategy 1

We will provide a staff & teacher survey to receive feedback about the types of training/ professional development they would like to receive.

#### Formative Reviews

Some Progress

October

Moderate Progress

December

February

June

## Performance Objective 2

By May 2026, we will improve student's growth in understanding their physical wellness of how to be healthy, like exercise, eat right, brush teeth, sleep well, and think positive thoughts from 74% to 80%. Student understanding of physical wellness was one of the lowest indicators (74%) on the district climate survey compared to the other campuses (83%).

**Evaluation Data Sources:** District culture & climate survey  
End-of-the-Year 2nd-5th grade student survey (created by Mrs. Hsu)

### Strategy 1

We will involve Coach Moyer, our PE teacher, and Nurse Hayes to provide informal & formal lessons to students throughout the school year about physical wellness to include the importance of brushing teeth, sleep hygiene, and the benefits of exercising.

## Formative Reviews

Some Progress

**October**

Some Progress

**December**

**February**

**June**

# 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

By May 2026, the campus will ensure that 100% of budgeted and expended funds are strategically aligned with the district's strategic plan by implementing a quarterly review process, conducting monthly alignment audits, and providing targeted check-in meetings with leadership and executive school secretary.

**Evaluation Data Sources:** Monthly budget reports, activity fund reports, stakeholders feedback, receipts, and budget reports.

### Strategy 1

Realignment of the money allocated to grade levels will be recalculated based on the beginning of the school year actual enrollment numbers and needs of the grade levels and departments.

**Strategy's Expected Result/Impact:** Funding will be appropriately designated and monitored based on the instructional needs throughout the school year to ensure funding needs are being met for all grade levels and departments.

**Staff Responsible for Monitoring:** Principal  
Secretary  
Team Leaders

#### Formative Reviews

Some Progress

October

Moderate Progress

December

February

June

### Strategy 2

Teachers and departments will be provided information and opportunity to begin planning to write grants before the January deadline to help fund needs designated after evaluating campus resources.

**Strategy's Expected Result/Impact:** All grade levels will submit at least one grant proposal to FBISD education grant program.

**Staff Responsible for Monitoring:** Principal  
Teachers  
Team Leaders

## Formative Reviews

Some Progress

**October**

Some Progress

**December**

**February**

**June**



# State Compensatory Education

# **State Compensatory**

## **Budget for Highlands Elementary**

**Total SCE Funds:** \$3,329.00

**Total FTEs Funded by SCE:** 0

### **Brief Description of SCE Services and/or Programs**

The state compensatory education funding will be used to support our at risk students in reading, math, and science. Resources will be purchased based on the need to have meaningful materials to help teacher to close achievement gaps. Another need for the state compensatory education funds is to help pay for tutorials for HB 1416 students who are needing extra support by being provided tutori during the year.

LOCATION	LOC_DESCR	DEPT_DESCR	POSN_DESCR	HEADCOUNT	LAST_NAME_SRCH	FIRST_NAME_SRCH	FTE	PROGRAM_CODE	DEPTID_C	EMPL_STA	REPORTS_TO_DESCR
123LANDS	HIGHLANDS	HIGHLANDS	TEACHER GRADE PK	0.5	WILLIAMS	COURTNEY	1 24		123	A	PRINCIPAL ELEM
123LANDS	HIGHLANDS	HIGHLANDS	TEACHER GRADE PK	0.5	GUILLORY	SHELENTIA	1 24		123	A	PRINCIPAL ELEM
123LANDS	HIGHLANDS	HIGHLANDS	AIDE PRE-KINDERGARTEN	0.5	MURDERS	TIFFANY	1 24		123	A	PRINCIPAL ELEM
123LANDS	HIGHLANDS	HIGHLANDS	SPECIALIST MATH ELEM	0.5	LEVA	KATHERINE	1 24		132	A	PRINCIPAL ELEM
123LANDS	HIGHLANDS	HIGHLANDS	AIDE PRE-KINDERGARTEN	0.5	MEDAPALLI	RENUKA	1 24		123	A	PRINCIPAL ELEM
123LANDS	HIGHLANDS	HIGHLANDS	TEACHER LIT INTRVN	1	BANOS	LINDSEY	1 24		123	A	PRINCIPAL ELEM
123LANDS	HIGHLANDS	HIGHLANDS	SPECIALIST MATH ELEM	0.5	LEVA	KATHERINE	1 24		123	A	PRINCIPAL ELEM