

Fort Bend Independent School District

Ferndell Henry Elementary

2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ferndell Henry Elementary is a new school community on the East side of Fort Bend ISD. The student body is comprised of children from a neighboring elementary school that was significantly beyond the enrollment due to rapid development in the area. The enrollment is projected to be around 590 students during the 2025-26 school year and increasing each year beyond.

Our attendance zone includes the following neighborhoods: Sienna Point 1-3, Huntington Place, Southern Colony, and Caldwell Ranch (with the exception of 2 sections that will remain at the previous campus). In addition to welcoming approximately 500 students and 10 faculty and staff members from the neighboring school, Henry Elementary will also have the following Special Education specialized programs on campus: BSS, ECSE, and two SAILS classes – one of which serves medically fragile students.

We are in a community comprised of both established homes and new construction. Based on preliminary parent feedback, they are excited about having a new school that is less crowded and are looking forward to open communication and a positive environment where students can grow. We will outline goals to address these concerns while creating a rich academic and social environment for all students and staff.

Demographics

Special Populations

86% - Free and Reduced Lunch

16% - Special Education

10% - LEP

1% - Gifted and Talented

Race

65% - African American

26% - Hispanic

5% - Asian

4% - White

Teaching Staff

26/44 = Experienced from within Fort Bend ISD

13/44 = Experienced from outside Fort Bend ISD

39/44 = Experienced teachers

4 Instructional Apprentices with teaching experience working towards certification

Paraprofessionals/Aides

10 Special Education Paras

4 Instructional Aides

Demographics Strengths

As a new school community, we are uniquely positioned to establish expectations and practices that are responsive to the needs of our community. Our teaching staff is experienced and reflective of the student body. Both campus administrators are experienced within Fort Bend ISD and are active members in the community which gives them a vested interest in the environment and performance of the campus as a whole.

Students' STAAR performance in Reading and Math show opportunity for growth in both areas.

There is also an opportunity to increase the number of identified GT students considering the number of previously identified Vistas students from the previous campus.

We also plan to establish a positive and purposeful campus climate and culture by using staff and community feedback to outline and reinforce core values and expectations for students and staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The entire school community including, staff, students, and parents need to know and understand how the campus will function and what the structures are for student academics and behavior.

Root Cause: We are a new campus in need of common expectations and structures for academics and behavior. Majority of the students come from one campus and need clear distinction between the old and new school community.

Student Learning

Student Learning Summary

Mathematics Overview: Across both grade levels, math performance shows a need for targeted support, particularly in moving students from the "Approaches" category into "Meets" and "Masters."

Overall Performance:

- **Did Not Meet:** 35%
 - **Approaches:** 65%
 - **Meets:** 31%
 - **Masters:** 9%
-
- **Current 4th Graders:**
 - **Did Not Meet:** 32% (↓ from 28%)
 - **Approaches:** 68% (↑ from 72%)
 - **Meets:** 36% (↓ from 37%)
 - **Masters:** 10% (↑ from 4%)
-
- **Current 5th Graders:**
 - **Did Not Meet:** 37% (↑ from 36%)
 - **Approaches:** 63% (↓ from 64%)
 - **Meets:** 27% (↑ from 25%)
 - **Masters:** 7% (↑ from 6%)

While there is a slight increase in students reaching the "Masters" level, a significant portion remains in the "Approaches" category. The increase in "Did Not Meet" among 5th graders suggests a need for early intervention and differentiated instruction. The 4th grade cohort shows promise with a notable jump in "Masters," indicating that enrichment strategies may be taking effect.

Reading Overview: Reading performance is relatively stronger than math, with more students reaching the "Meets" level, though mastery remains low.

Overall Performance:

- **Did Not Meet:** 29%
- **Approaches:** 71%
- **Meets:** 41%
- **Masters:** 8%

Current 4th Graders:

- **Did Not Meet:** 26% (↓ from 27%)
- **Approaches:** 74% (↑ from 73%)
- **Meets:** 41% (↓ from 50%)
- **Masters:** 9% (↓ from 18%)

Current 5th Graders:

- **Did Not Meet:** 31% (↑ from 29%)
- **Approaches:** 69% (↓ from 71%)
- **Meets:** 41% (↑ from 40%)
- **Masters:** 7% (↓ from 12%)

Reading scores show a stable "Meets" percentage across both grades, but a decline in "Masters" performance suggests a need to challenge high-achieving readers more effectively. The slight increase in "Did Not Meet" for 5th graders may indicate gaps in foundational skills that need to be addressed through targeted literacy interventions.

Student Learning Strengths

MAP scores are closely correlated to STAAR scores suggesting that students handled both assessments with equal reliability.

Students demonstrated higher proficiency in reading than in math.

Hispanic students had a higher number/percentage of "Meets" and "Masters" scores than other ethnic groups.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students performed at the "Approaches" level at a rate of 65% in Math and 71% in Reading.

Root Cause: Students need quality Tier 1 instruction and targeted intervention in the classroom.

Problem Statement 2: Students labeled "Economically Disadvantaged" score significantly lower on MAP and STAAR than their same aged peers.

Root Cause: The campus needs to ensure that the academic and social emotional needs of all students are identified and addressed.

Problem Statement 3: Special Education students are under-performing their peers at a significant rate.

Root Cause: We need to emphasize student growth and ensure students' exposure to grade level text/problems, rigorous instruction, and meaningful assessment supports.

School Processes & Programs

School Processes & Programs Summary

- Campus Instructional Goal: Teachers will deliver high-quality Tier 1 instruction through effective implementation of the FBISD curriculum – including appropriate instructional models, small group instruction, and content mastery of key concepts.
- PLC time is scheduled at the end of the day to ensure classroom coverage, advance preparation, and availability of the campus specialists - Literacy Intervention Teacher, EL Specialist, and Math Specialist.
- Campus Leadership Team Members (Principal, Assistant Principal, Counselor, CCC, Specialists, Grade Level Team Leaders) will meet every other week to discuss instructional trends, campus climate, and academic and behavioral structures and adjustments.
- Weekly communication will be sent to parents via a weekly newsletter/video from campus administrators and an emailed newsletter from the homeroom teacher. There will also be home to school communication using the Class Dojo app for both positive behavior and announcements and messages to parents.
- Instructional Apprentices will receive district support, campus mentorship, and campus administrator support and feedback.
- Book Study for New Teachers - Getting Started with Teacher Clarity by Marine Freibrun
- Book Study for Experienced Teachers in need of instructional support - The Teacher Clarity Playbook by Olivia Amador, Douglas Fisher, Joseph Assof, et. al
- We will establish and remain Special Education compliant with direct support from the district Program Manager for Compliance because the FHE Campus Compliance Coordinator is new to Fort Bend ISD.
- Several staff members are interested in sponsoring after school activities. Parents have expressed a desire for extracurricular activities to enhance the learning environment. We will meet with teachers and staff to determine which clubs we will offer based on student interests and teacher willingness and availability.
- Our campus IT Analyst will provide training to teachers during the pre-service campus PD week, and we will invite district Tech Integration support to faculty meetings to provide training on staff and student apps, technology hardware, and educational software.
- Our campus counselor will present a responsive character curriculum to meet students' needs with reinforcement by the classroom teachers.
- We have parents interested in forming a PTO and a neighboring school who has set aside startup funds to help establish the group.

School Processes & Programs Strengths

1. We have experienced/new staff and eager parents/students who are enthusiastic about being active, productive members of the school community and eager to learn the instructional and procedural aspects of building a new school community.
2. The campus principal has a background in instructional coaching and curriculum support that will be utilized to facilitate proactive and responsive professional development to staff throughout the school year.
3. As a new school community, district personnel in various areas including curriculum, Special Education, IT, and teacher and organizational development have made it priority to provide regular, meaningful support to campus personnel to ensure a smooth start to the school year and beyond.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: As a new campus, there is an abundance of opportunity to establish processes and systems to support staff instructional practice and student achievement. There is a sense of urgency that all staff need to demonstrate to make these processes work to frame our school with success.

Root Cause: This is a new school community that needs to create lots of processes and practices in order to establish a positive, purposeful school community. We will need to prioritize what is important and go from there.

Problem Statement 2: Staff members are joining FHE from various districts and campuses from within Fort Bend ISD. We need to establish team dynamics and all learn the Fort Bend and Ferndell Henry way.

Root Cause: 16 staff members new or returning to Fort Bend ISD 10 staff members coming from the neighboring campus where the children are from 3 staff members teaching elementary school for the first time instead of middle school

Perceptions

Perceptions Summary

Parent surveys and staff surveys sent out via email June and July 2025

Themes among parents:

- Strong desire for regular, open communication between home and school
- School staff who are enthusiastic and positive/pleasant about students and learning
- Observable growth for their students
- Top 5 character traits: Respect, Safety, Integrity/Honesty, Life-Long Learner, Collaboration Teamwork

Themes among staff:

- Interest in FBISD policies, procedures and curriculum
- Access to resources/support
- Top 5 character traits: Respect, Responsibility/Initiative, Integrity/Honesty, Life-Long Learner, Collaboration Teamwork

Perceptions Strengths

The parent surveys were very clear and offered insight into their desires for their students' success.

Staff are eager to establish guidelines for success for students and want to work closely with admin to establish the campus culture.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents were frustrated with the lack of responsiveness to their concerns and ineffective communication from the previous campus.

Root Cause: Campus administrators may have been overwhelmed with the enrollment numbers on campus.

Problem Statement 2: Staff are unfamiliar with district practices and campus expectations.

Root Cause: Many staff members are new to FBISD and all are new to the campus.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Goals

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

Performance Objective 1: By June 2026, FHE will establish effective Tier 1 instruction through the implementation of the Fort Bend ISD curriculum and targeted interventions as evidenced by increasing the number of students scoring at the "Meets" level on STAAR Math in Fourth and Fifth grades by 15%. Fifth grade would increase from 27% to 42%, and Fourth grade will increase from 36% to 51%.

High Priority

HB3 Goal

Evaluation Data Sources: NWEA MAP BOY/MOY/EOY
District Assessments
Common Formative Assessments
Teacher Small Group Progress Monitoring

Strategy 1 Details	Reviews			
Strategy 1: Structure PLT's and teachers' planning periods using protocols and clearly outlined professional expectations to ensure effective planning prior to instruction. Strategy's Expected Result/Impact: Align instruction to the scope and sequence, instructional model, and appropriate rigor based on the TEKS in all content areas. Staff Responsible for Monitoring: Campus administrators with support from district curriculum coordinators for Science, Math, and Reading Language Arts TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: Conduct weekly walk-throughs in reading, math, and science classrooms and provide feedback to teachers regarding their alignment to the scope and sequence, instructional model, and rigor of the TEKS. Strategy's Expected Result/Impact: Inspecting and supporting teachers' adherence to the expectation for aligned lessons and approved resources will lead to improved instructional practices and alignment will ensure delivery of a guaranteed, viable curriculum for all students Staff Responsible for Monitoring: Campus Administrators	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 June 2026, FHE will establish effective Tier 1 instruction through implementation of the Fort Bend ISD curriculum and targeted interventions as evidenced by increasing the number of students scoring at the "Meets" level on STAAR Reading in Fourth and Fifth grades by 15%. Both grade levels would increase from 41% to 56%.

High Priority

HB3 Goal

Evaluation Data Sources: NWEA MAP BOY/MOY/EOY

District Assessments

Common Formative Assessments

Teacher Small Group Progress Monitoring

Strategy 1 Details	Reviews			
Strategy 1: Structure PLT's and teachers' planning periods using protocols and clearly outlined professional expectations to ensure effective planning prior to instruction. Strategy's Expected Result/Impact: Align instruction to the scope and sequence, instructional model, and appropriate rigor based on the TEKS in all content areas. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
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	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 3: By May 2026, Henry Elementary School will deliver aligned and effective Tier 1 instruction which will enable students to demonstrate 15% growth in each percentile for Reading as measured by NWEA Map Growth Measures.

High Priority
HB3 Goal
Evaluation Data Sources: NWEA MAP Reading Growth Assessment: Student and School Profile Reports

Strategy 1 Details		Reviews			
Strategy 1: Improve the effectiveness of reading instruction through the implementation of aligned curriculum, the RLA instructional model, and responsive teacher-led small group instruction. Strategy's Expected Result/Impact: 1) Increased alignment to the Rigor, Scope/Sequence, and instructional model in ELA classrooms as evidenced by teacher ratings on the campus walkthrough tool and T-TESS walkthroughs and observations. 2) Increased alignment between the TEKS and instructional learning experiences as evidenced by ratings on the campus walkthrough tool and T-TESS walkthroughs and observations. 3) Increased implementation of targeted teacher-led small group instruction during the time frame designated for Independent Practice in ELA classrooms and during the Enrichment block as evidenced by ratings on the campus walkthrough tool and T-TESS walkthroughs and observations. Staff Responsible for Monitoring: Campus Administrators LIT Math Specialist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		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: Improve parent and staff satisfaction regarding overall responsiveness to general inquiries and clear communication between campus leaders and the school community by reducing the percentage of "disagree" and "strongly disagree" responses on the FBISD Climate Culture Survey from 30% to less than 18% in alignment with the district average.

Evaluation Data Sources: FBISD Culture and Climate Survey
 FBISD Student Engagement Survey
 Campus Observations
 Average Email/Phone Call Response Times

Strategy 1 Details	Reviews			
Strategy 1: Respond to parent emails and phone calls within 24-48 hours . Strategy's Expected Result/Impact: Build a sense of trust and confidence in the campus leaders Staff Responsible for Monitoring: All office team members and school staff personnel TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Dec	Feb	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Publish regular schoolwide email communications with parents and staff to inform them of upcoming school events, student academic and behavioral trends, and district happenings. Strategy's Expected Result/Impact: Support positive campus and community culture, build and sustain relationships with stakeholders, and prompt participation in school events	Formative			Summative
	Oct	Dec	Feb	June
	 Considerable			
Strategy 3 Details	Reviews			
Strategy 3: Establish a Parent Teacher Organization including a governing board and a staff liaison to support school community collaboration and support. Strategy's Expected Result/Impact: Parents will have several opportunities to be actively involved in the school community through events, teacher support, and student activities.	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate 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: By June 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve climate, culture and student outcomes.

Evaluation Data Sources: Monthly meetings with campus principal and EA
End of Year Review of Campus Material Inventory
Teacher/Campus Fort Bend Education Foundation Grant Proposal Submissions

Strategy 1 Details	Reviews			
Strategy 1: Monthly meeting between principal and EA to review expenditures, needs, and requests to ensure alignment and fiscal responsibility Strategy's Expected Result/Impact: We will operate within the campus budget to meet campus resource and climate needs without exceeding our budget allotment. Staff Responsible for Monitoring: Campus Principal Executive Assistant ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Dec	Feb	June
	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				