Fort Bend Independent School District

Hightower High School

2025-2026 Campus Improvement Plan

Accountability Rating: D

Mission Statement

HIGHTOWER HIGH SCHOOL MISSION STATEMENT

Hightower High School exists to intentionally inspire and equip all students to be accountable, responsible, and be forward thinkers in order to successfully pursue futures beyond what they can imagine.

Fort Bend Independent School District Mission Statement

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

Vision

Hightower High School's Vision Statement

Hightower High School is a safe and nurturing learning community that promotes academic and personal growth through being the STORM.

Fort Bend Independent School District's Vision Statement

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

Value Statement

At Hightower High School, our value statement is "Be the STORM":

S – Self-Control

T – Take Responsibility

O – On Time and Ready

R – Respect

M – Make a Positive Impact

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In summary, the priority of our needs assessment is a focus of improved student achievement, CCMR, attendance, and campus perception. There was an improvement in Closing the Gap from 62 in 2024 to 86 in 2025; however, that is only 30% of our campus accountability rating. The other 70% of our accountability rating is comprised of Student Achievement and School Progress.

Our Student Achievement considers STAAR performance (40%), CCMR (40%), and graduation rates (20%). We are graduating over 90% of our seniors, but less then 50% of them were able to secure CCMR credits. Additionally, our performance on STAAR ELA I, ELA II, and Algebra I slipped by 2%, 8%, and 2% respectively. This failed to meet our growth goal of 10% from 2024 to 2025.

Our strategies to improve academic performance will focus on the NWEA MAP formative diagnostic assessment, which starts in September. This data will be used to begin aggressive instructional intervention strategies to close gaps and build enrichment skills for our students. The impact will result in growing the percentage of students meeting and mastering grade level performance on STAAR EOC in ELA and math.

High visibility in the halls from teachers, administrators, and campus resource officers will aid in moving students along to class and reducing the number of tardies and skipping incidents. Students cannot learn if they are not in class. Efforts to restore appropriate behaviors that prioritizes learning is daily tasks by our campus administrators and teachers. The new cell phone policy, mandated by the state as HB1481, will also help to create an environment that is conducive for learning with less distractions. Our campus is a 1:1 student device campus. Teachers have been training on how to maintain student engagement with district issued devices.

The campus is rich in ethnic diversity and opportunities for students to get involved in athletics, academic UIL and fine arts events, and ROTC or CTE competition is vast. The level of talent at Hightower High School is great and highly competitive in our region. Yet the need to improve the perception of the campus climate and culture is telling in the survey results. We will ensure that we level up the campus and community communication that reflects a positive tone and outlook of the academic, athletic, and fine arts achievement of our students. Additionally, we are committed to giving all stakeholders an opportunity to engage in sharing in our success and telling our story, especially as it relates to the Climate and Culture Survey.

Demographics

Demographics Summary

SCHOOL COMMUNITY

Hightower High School opened its doors in 1998 to the communities of Missouri City, Fresno, and Arcola. At the time, HHS was Fort Bend ISD's seventh and most innovative high school. This community is located adjacent to southwest Houston and has grown significantly in the last twenty years to become a major suburban area. Students from around the district are selected each year to attend the career academies specializing in Medical Sciences and Digital Media, and starting with the 2019 school year, in the PTECH program.

It's feeder schools include the following:

- Baines Middle School (25%)
- Lake Olympia Middle School (92%)
- Rosa Parks Elementary (100%)
- Lula Belle Goodman Elementary (100%)
- Palmer Elementary (71%)
- Walter Burton Elementary (100%)

Hightower High School demographics has experienced a decline in student enrollment in the 2024-2025 school year.

(Source: On Data Suite)

School Population	Count	
Student Total	**2,312**	
9th Grade	617	
10th Grade	564	
11th Grade	559	
12th Grade	572	

Hightower enjoys a diverse student population, as it adds to the cultural richness of the campus life for our students. The students develop their talents and social skills through their involvement in various events, organizations and classroom interactions.

(Source: On Data Suite)

Student Demographics	Count	Percent
Gender		
Female	1,139	49.26%
Male	1,173	50.74%
Ethnicity		
Hispanic-Latino	771	33.35%
Race		

Student Demographics	Count	Percent
American Indian - Alaskan Native	12	0.52%
Asian	129	5.58%
Black - African American	1,299	56.19%
Native Hawaiian - Pacific Islander	5	0.22%
White	29	1.25%
Two-or-More	67	2.90%

In the previous year, the student enrollment exceeded 2,400. These changes can be attributed to the opening of Crawford High School, which is located further south of Hightower High School.

Hightower student population represents a broad spectrum of economic diversity. The student population is highly diverse in ethnic groups represented, languages spoken, and varying economic statuses. Among those, 58% of our students are at-risk and 50% of our students are economically disadvantaged.

(Source: On Data Suite)

Student Indicators	Count	Percent
At-Risk	1,344	58.13%
Foster Care	18	0.78%
IEP Continuer	6	0.26%
Immigrant	29	1.25%
Intervention Indicator	86	3.72%
Migrant	1	0.04%
Military Connected	95	4.11%
Transfer In Students	15	0.6488%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	1,370	59.26%
Free Meals	1,026	44.38%
Reduced-Price Meals	97	4.20%
Other Economic Disadvantage	247	10.68%
Homeless and Unaccompanied Youth		
Homeless Status Total	36	1.56%
Shelter	0	0.00%
Doubled Up	31	1.34%
Unsheltered	4	0.17%
Hotel/Motel	1	0.04%
Not Unaccompanied Youth	25	1.08%
Is Unaccompanied Youth	11	0.48%

Teacher and staff retention has improved in the 2024-2025 school year. Most importantly, teacher retention went from 30 new teacher hires in 2023-24 to 20 new teacher hires in 2024-25. In one situation, a teacher was promoted to assistant principal. Building staff capacity to grow and be promoted is encouraged. Understanding staff goals contributes to their growth, which also includes selection of teacher leader roles, such as department chair or content team leader.

(Source: On Data Suite)

Staff Information	Count	Percent
Administrative Support	26	11.16%
Teacher	194	83.26%
Educational Aide	13	5.58%

Quality staff are recruited by the following:

- Job Fairs
- Alternative Certification Programs
- Referrals
- Taleo Platform Research
- Excess Staff Report
- Transfer Fair

DISCIPLINE *(Source: Skyward SMS)*

2024-2025 list of top ten infractions from greatest count of incidents to least:

1. Tardies - 2,753
2. Truancy Warning Letter - 1,839
3. Truancy Diversion Program - 1,607
4. Skipping Class - 1,353
5. R1-Cnt/Rpt Level 1 - 277
6. Insubordination - 259
7. Ref. Dismissed - 200
8. Vaping non-THC - 99
9. Safety Rule Violation - 86
10. Leaving School Property - 81

2023-2024 list of top ten infractions from greatest count of incidents to least:

1. Truancy Warning Letter - 2,226
2. Truancy Diversion Program - 2,074
3. Skipping Class - 1,047
4. Insubordination - 344
5. Tardies - 279
6. R1 Cnt/Rpt Level 1 - 231
7. Vaping non-THC - 81

8. Profanity - 75
9. Ref. Dismissed - 69
10. Leaving School Property - 65

The discipline data of top ten infractions shows an increase in tardies and skipping classes; as well as an increase in student vaping and leaving campus without permission. Improving attendance is a priority at Hightower. Students must be in class to receive academic achievement. While the number of truancy warning letters has decreased, we continue to implement strict monitoring measures to hold students accountable for violating campus expectations.

FAMILY and COMMUNITY ENGAGEMENT

Volunteers in Public Schools (VIPS) is active at Hightower provides engaging opportunities for families and community members to get involved to support student achievement and student involvement in athletics, fine arts, clubs, organizations and UIL:

- PTO
- Athletics Booster
- Band Booster
- Fine Arts Booster
- Senior Class Pro Grad
- Field Trip Chaperons
- Guest Speakers
- CPAC/CBLT
- VIPS campus representative
- Fundraising Events (ie: PTO pizza sales)

Demographics Strengths

Hightower High School offers a comprehensive, traditional high school experience, as well as concentrated studies within two career academies in the areas of medical science and digital media. All students living within the district, as well as those zoned to Hightower are eligible to apply for admission to the Career Academies. Students are recruited from the district's middle schools.

Hightower offers a full complement of high school activities including UIL athletics, dance team, cheerleading, fine arts, clubs, marching band, orchestra, theatre, and more. Because of the diverse interests within our student body, we encourage students to see approval in developing a club or organization that is not already represented. This helps with student involvement and ownership, which aligns to elements of the district's "Profile of a Graduate".

Staff and teacher retention has improved and helps to strengthen continuity of campus systems in place and building relationships with students and each other. Building a consistent and positive campus culture is aided by staff retention.

Dedicated parent volunteers provide continuous volunteer service from our boosters and PTO.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There has been a recent decline in student enrollment.

Root Cause: Opening of Crawford High School, which is now servicing communities south of HHS.

Problem Statement 2 (Prioritized): Tardies increased significantly, nearly 10 times over.
Root Cause: Administrative hall sweeps after every class period increased.

Problem Statement 3 (Prioritized): Students skipping classes increased by 30%.
Root Cause: Some of the skipping behavior is tied to student boredom, seeking to leave campus, or an involvement in other infractions, such as hiding out in bathroom to vape.

Student Learning

Student Learning Summary

Hightower is a 6-A high school providing comprehensive educational opportunities for our students, from core studies and fine arts, to CTE and athletics. Specialized programs target the needs of all students from special education to gifted and talented.

Specialized Programs

- Advancement Via Individual Determination (AVID)
- Gifted and Talented (GT)
- AAC/AP
- Dual Credit Courses
- English for Speakers of Other Languages (ESOL)
- On-Ramps w/ UT Austin
- Section 504
- Special Education

College and Career Readiness

- Advanced Courses (AAC/AP) - N/A
- National Testing (AP, SAT, ACT, PSAT) - less than 1% of seniors met benchmark standard
- State Testing (TSIA) - 15% of senior students met benchmark standard in both ELA and math
- Career and Technology Education (CTE) courses and certifications
- Pathways in Technology Early College High School (P-TECH)
- Dual Credit Courses - 7% of seniors received benchmark credit
- CTE Certifications - 4% of seniors met IBS certification benchmark
- On-Ramps w/ UT Austin - non meeting benchmark standard

LIST of ACHIEVEABLE ACADEMIC HONORS

- Summa Cum Laude
- Magna Cum Laude
- Cum Laude
- National Honor Society
- Spanish Honor Society
- UIL Scholar
- National Forensic League/National Speech & Debate
- Academic Decathlon
- Academic Excellence
- HOSA
- Tri-M Music Honor Society
- Perfect Attendance
- Academic Scholarships

ADVANCED PLACEMENT

Participation in College Board's Advance Placement courses and examination shows the following 5-year trend *(Source: College Board)*:

SCHOOL SUMMARY

	2021	2022	2023	2024	2025
Total AP Students	202	208	188	102	147
Number of Exams	338	383	312	209	246
AP Students with Scores 3+	61	67	64	58	74
% of Total AP Students with Scores 3+	30.20	32.21	34.04	56.86	50.34

While the percentage of students who scored a 3 or better dropped a bit, it was the largest number of students who scored a 3 or better than in the previous four years. There is a concerted effort to improve the number of students who are taking advantage of AP enrollment and testing for their post-secondary goals.

Pathways in Technology (P-TECH)

The P-TECH program has a current enrollment in grades 9-12 of 188. In 2025, 48 P-TECH seniors graduated, which exceeded the previous year. These students were recognized for receiving the following college honors:

- Associates of Applied Science Medical Assistant - 21
- Certificate in Medical Scribe - 23

REFLECTION OF DISTRICT GOALS and CAMPUS SYSTEM RESPONSES 2024-2025

Highlighted **system response** denotes objectives that were met. DNM denotes objective was not met.

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

- ***System Response***: By May, 2025, HHS will increase student achievement performance on Algebra I STAAR by 10% and ELA I STAAR by 10%, through the implementation of aggressive monitoring of campus-based TEKS aligned interventions and assessments as evidenced through the indicators of success.
    - **DNM.** This is the most significant objective, as it is 1/3 of our campus accountability rating. Student achievement and closing the gaps will continue to be our focus, along with CCMR.
- ***System Response*:** By May, 2025, general performance on CCMR indicators will improve by 20% by ensuring that SPED students meet CCMR through campus-based professional learning on coding, monitoring, and transitioning SPED students from Foundation+Endorsement to Foundation-only graduation plans or vice versa depending on the academic strength of the students, as evidenced through the indicators of success.
    - In 2023-2024 CCMR was at 35.2%. According to our campus CCMR scoreboard, 41% of our seniors met CCMR. This is a 20% improvement, but did not meet one of our campus wildly important goals (WIGS).
- ***System Respons***e: By May, 2025, 100% of grade 9 and grade 10 GT students will have met with their mentor and show 75% progress of implementing their learning plan for HHS Gifted and Talented program, as evidenced through the indicators of success.
    - GT teachers met with all assigned students in grades 9-12. By spring, they did see 75% progress.

Goal 2: FBISD will provide a safe and supportive environment for learning and working.

- ***System Response***: By May, 2025, Positive Behaviors Intervention Systems (PBIS) will implement current campus expectations for all students and utilize restorative practices that will reduce the number of discipline referrals for tardies and skipping classes, and reduce the truancy student count, as evidenced by the indicators of success.
    - All teachers received "Classroom Expectations" poster and "Be The Storm" Posters.
- ***System Response:*** By December 2024, **all** classroom teachers will have posted and implemented cell phone policies that supports learning by eliminating the distraction of social media access, as evidenced by the indicators of success.
    - DNM. According to admin classroom walk-throughs, more than 90% of the teacher had a cell phone policy visibly posted. This will continue to be an expectation for the 2025-2026 school year. To help this happen, posters will be made for all classrooms.

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

- ***System Response:*** By June, 2024, HHS will create a professional learning environment that is conducive to building capacity among staff members, with a focus on leadership, implementation of best practices, and recruit and retain quality staff members.
    - Professional learning for teachers were held in August, September, January, and February. Professional learning communities met weekly. New teacher meeting met monthly.

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.

- ***System Response***: Parents will have an opportunity to collaborate, support and be engaged with school events that support instruction, learning, and welfare of staff and students.
    - Parents were members of the CPAC, which will now be CBLT. Parent attended ARD meeting and collaborated with teachers about educational plans. Parents attended discipline meetings. Parents attended SST meetings with admin and counselors.
- ***System Response***: By June, 2025, HHS will provide monthly engagement opportunities for parent and community stakeholders that build relationships and fosters positive student outcomes.
    - PTO and boosters met monthly. PTO provided pizza sales each Thursday. Band boosters at every event and football game. Dance boosters at every football game and dance performance. Football boosters at every football game. Softball parents at every home game.

ASSESSMENTS

Diagnostic Testing - Source: NWEA MAP

Fort Bend ISD introduced a new diagnostic testing measure to replace Renaissance 360. NWEA MAP is an adaptive assessment that is given three times per year (BOY, MOY, and EOY) of the following subjects for high school: reading, math (Algebra I, Algebra II, and geometry), and science. Our objective is to show growth in the range of 50th percentile or better.

The NWEA MAP is useful for providing student profile reports that predict how a child will perform on state and national formed reference assessments.

Growth from Fall 2024 to Spring 2025 of the percentage of students who met growth projection, with asterisk notations denoting traditional grade level for the subject:

Math - Algebra I

- Grade 9* - 48%
- Grade 10 - 50%
- Grade 11 - 33%
- Grade 12 - 73%

Math - Algebra II

- Grade 9 - N/A
- Grade 10 - 50%
- Grade 11* - 48%
- Grade 12 - 52%

Math - Geometry

- Grade 9 - 61%
- Grade 10* - 55%
- Grade 11 - 42%
- Grade 12 - 40%

Language Arts: Reading

- Grade 9* - 36%
- Grade 10* - 50%
- Grade 11 - 24%
- Grade 12 - N/A

Science: Life Sciences

- Grade 9* - 54%
- Grade 10 - 70%
- Grade 11 - N/A
- Grade 12 - N/A

State Testing - STAAR End-of-Course (EOC) (Source: TEA and texasassessment.com)

Spring 2025 results, showing the percentage of how students performed at grade level:

Algebra I EOC

- Masters - 9% (compared to 4% in 2024)
- Meets - 11% (compared to 11% in 2024)
- Approaches - 30% (compared to 39% in 2024)
- Did Not Meet - 50% (compared to 46% in 2024)

Biology EOC

- Masters - 9% (compared to 6% in 2024)
- Meets - 33% (compared to 29% in 2024)
- Approaches - 42% (compared to 47% in 2024)
- Did Not Meet - 15% (compared to 18% in 2024)

ELA I EOC

- Masters - 7% (compared to 9% in 2024)
- Meets - 28% (compared to 33% in 2024)
- Approaches - 20% (compared to 15% in 2024)
- Did Not Meet - 45% (compared to 43% in 2024)

ELA II EOC

- Masters - 3% (compared to 5% in 2024)
- Meets - 42% (compared to 48% in 2024)
- Approaches - 19% (compared to 19% in 2024)
- Did Not Meet - 36% (compared to 28% in 2024)

US History EOC

- Masters - 32% (compared to 27% in 2024)
- Meets - 32% (compared to 36% in 2024)
- Approaches - 29% (compared to 32% in 2024)
- Did Not Meet - 7% (compared to 5% in 2024)

Fall results, showing the percentage of how students performed at grade level. These are primarily re-testers from Spring 2024. Other participants would include students who received credit for one of the EOC courses during the summer of 2024:

Algebra I EOC:

- Masters - 1%
- Meets - 4%
- Approaches - 39%
- Did Not Meet - 56%

Biology EOC:

- Masters - N/A

- Meets - 5%
- Approaches - 61%
- Did Not Meet - 34%

ELA I EOC:

- Masters - N/A
- Meets - 5%
- Approaches - 21%
- Did Not Meet - 73%

ELA II EOC:

- Masters - N/A
- Meets - 3%
- Approaches - 23%
- Did Not Meet - 74%

US History EOC:

- Masters - N/A
- Meets - 32%
- Approaches - 28%
- Did Not Meet - 40%

Texas English Language Proficiency Assessment System (TELPAS) (Source: TEA and texasassessment.com)

Spring TELPAS: - Participant Count = 410

The composite performance distribution levels are: Beginner, Intermediate, Advanced, Advanced High. There are some students who had no rating available. For the purposes of notations of the percentages, see the following: N, B, I, A, and AH:

- Grade 9 - 1% (N) - 7% (B) - 42% (I) - 41% (A) - 8% (AH)
- Grade 10 - 11% (B) - 43% (I) - 27% (A) - 19% (AH)
- Grade 11 - 1% (N) - 7% (B) - 41% (I) - 32% (A) - 19% (AH)
- Grade 12 - 8% (N) - 9% (B) - 34% (I) - 32% (A) - 17% (AH)

National Testing

Our student who take national tests (ACT, SAT, TSIA, IBC, AP) do so for college entry and to acquire their CCMR credit. The percentage of seniors who reached that level are as follows:

(Source: On Data Suite)

- ACT = 1.5% of the 10 who tested
- SAT = 32.4% of the 212 who tested

- TSI ELAR = 46.8% of the 306 who tested
- TSI Math = 31.5% of the 206 who tested
- Industry Based Certifications (IBC) = 5.5% of the 36 who tested in 2025
- Advanced Placement = 6%
- Dual Credit = 17.3%

ACADEMIC EXCELLENCE RECOGNITIONS (Source: Skyward SMS)

2025 Fall Count = 376

- Grade 12 = 164
- Grade 11 = 103
- Grade 10 = 119

2024 Fall Count = 406

- Grade 12 = 172
- Grade 11 = 124
- Grade 10 = 110

Student Learning Strengths

P-TECH program is showing retention in the program and more students graduated with an associates degree and program certificates than the previous year. This is evidence of program student retention.

Between 47% and 51% of our TELPAS students are receiving a composite score of "Advanced" and "Advanced High"

It is our objective for student to perform at or above grade level on the STAAR EOC exam. US history showed that more students are performing at Meets grade level and Masters grade level, than performing at Approaches grade level.

Science MAP data aligns to their improvement they made on the Biology EOC in the spring.

Math MAP growth goals of 50th percentile or better were achieved as follows:

- Algebra I - grade 10
- Algebra II - grades 11 and 12
- Geometry - grade 9 and 10
- Reading - grade 10
- Science - grade 9 and 10

A growing number of students received a 3 or better on their AP exams.

Biology team was the only EOC subject to show improvement on their passing achievement by 3% points.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of students who did not meet grade level in Algebra I, ELA I, ELA II increased, placing each content below 60% or 70%.
Root Cause: Tier 1 instruction lacking rigor.

Problem Statement 2 (Prioritized): Fall STAAR EOC scores are consistently low.
Root Cause: Tier 1 instruction is lacking rigor and low attendance at HB1416 tutorials.

Problem Statement 3 (Prioritized): Less than 50% of our senior student received CCMR acknowledgement.
Root Cause: Students who participated in TSIA, ACT, or SAT did perform to the required benchmark level, which we relied on over CCMR courses or IBS assessments. We did not receive credit for On-Ramps.

Problem Statement 4 (Prioritized): Not all AP course enrollees register for their respective subject exam.
Root Cause: Many students enroll in AP courses for the weighted average to their GPA.

Problem Statement 5: The number of students receiving Academic Excellence honors decreased by 30 or just below 10%.
Root Cause: A combination of a drop in student enrollment and the need for more teacher support of extending learning for advanced students to establish or reach achievement goals.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instructional Support

As a comprehensive 6-A high school, Hightower High School offers the curriculum courses that fulfill the graduation requirements for the following graduation programs:

- Foundation-Only (22 credits)
- Foundation + Endorsements (26 credits)
- Distinguished Level of Achievement (26 credits)

Specialized courses and academic programs of choice also provide students with opportunities for advanced learning, industry/career-based learning, and opportunities to earn college credits or degrees:

- Pathways in Technology (P-TECH): Health Science
- Medical Science Academy
- Digital Media Academy
- Career and Technology Education (CTE)
- AVID
- Gifted and Talented
- Dual Credit
- English for Speakers of Other Languages (ESOL)
- Section 504
- Special Education

Campus Walk-Throughs

Campus administration CWTs are designed to gather information about classroom instruction. Collected data is used for teacher coaching and to identify professional development topics. The data collected was shared with teachers at faculty meetings.

Campus Support Team (CST) are personnel from the district teaching and learning and other leadership offices, who join the campus instructional leaders in classroom walk-throughs. We look for what the campus has identified and a priority focus in instruction or student engagement. Reviews of one such walk shared the following look-fors and supports for implementation.

Look-Fors:

- Alignment to Curriculum Scope and Sequence
- Well written Learning Intentions and Success Criteria.
- Alignment between the learner experience and the Success Criteria
- Teachers actively monitoring and that it is tying the feedback to the Success Criteria.

Supports:

- PLC Supports
- Administration Support

- Professional development

Professional development training sessions follow the district's plan for execution. Topics are defined by the district and the campus. Trainers are admin and teacher leaders.

Campus Leadership and Decision-Making Processes:

- CPAC/CBLT - This campus based accountability committee consists of admin, teachers, parents, and district personnel, who meet monthly to review the goals and strategies specific to the campus improvement plan.
- Admin Team meet weekly to discuss that campus focus as it relates to discipline, personnel, instruction, duty for events, professional development, appraisal, and other concerns of significance.
- Professional Learning Communities (PLC) are the essential continuous and collaborative content team meetings that give teachers an opportunity to plan instruction, design assessments, review student work samples, analyze data, and design intervention or enrichment exercises based on the identified needs of their students.
- Various committees are created to help build capacity of our teachers:
    - Attendance Committee
    - Campus Climate/Culture Committee
    - Data Integrity Team
    - EquippED Technology Team
    - Placement Review Committee
    - PBIS/CBC Committee
    - Safety and Security Committee
    - Site Based Decision Making Committee (CPAC/CBLT)
    - SST Committee
    - Wellness Committee

Through the district EquippED technology program, every child was able to have a laptop device assigned to them, through our library services.

Since Hightower's mascot is the Hurricanes, we aptly use "Be The Storm" as our mantra. This helps to drive our PBIS efforts for positive behavior reinforcements.

TEACH ABSENCES

Each morning the sub office opens at 6:30 a.m. to review the absence report and to begin receiving substitutes. It is the objective of this office to ensure that classrooms are covered when a teacher is absent. A class of students should not have to report to the gym for mass coverage and to treat the period as a study hall. Certified teachers who are on the team, or in the department, of an absent are called upon to fill in the gaps for when a substitute didn't pick up the job.

In the 2024-2025 school year, Hightower's **substitute fill rate was 59%** *(Source: ReadySub*). This equated to supplemental pay for the certified teachers who assisted with class coverage. The reasons for absences ranged from illness to athletic or UIL events.

Be the STORM:

- Self-Control
- Take Responsibility
- On-Time & Ready
- Respect
- Make a Positive Impact

There are classroom posters and campuswide posters to help students understand what it means to "Be The Storm" throughout the building.

PBIS Canes Rewards:

Students can earn positive behavior rewards from several different ways, such as by having perfect attendance, teacher or staff referral, and no discipline issues. The type of rewards that students will receive include the following:

- Movie Passes
- Food Coupons
- Tickets to Camus Athletic Events
- Spirit Apparel
- Classroom Recognition as Rising Stars & Wall Picture

Communication

At HHS, there are three ways that we communicate to our stakeholders:

- Newsletters
  - Parent News - Monthly
  - Staff News - Weekly
- Emails
  - Parent emails - as needed
  - Staff emails - daily
  - Student emails - as needed
- Telecommunication - as needed
- Campus Website

School Processes & Programs Strengths

The implementation of our Positive Behavior Intervention System (PBIS) rewards significantly exceeded efforts from the year before and has created excitement with our students.

Classroom reset at term helped to reinforce the behavior expectations campuswide.

There is mutual respect between parents and administrators; and there is an adult a student can go to if he or she has a concern.

Parent involvement is consistent within our PTO and booster organizations. They are reliable to be present at all events for which they represent.

Teachers willingly sign-up for campus committees.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Learning Intention and Success Criteria were not 100% aligned to the rigor of the TEKS.
Root Cause: Teachers are not clear on how to teach to the rigor of the TEKS.

Problem Statement 2 (Prioritized): CWT and CST walk-throughs revealed that lesson delivery was not 100% aligned to the TEKS or Scope & Sequence.
Root Cause: Teachers struggle with the pace of following the curriculum instructional delivery recommendation in Schoology.

Problem Statement 3: Lesson plan submissions are not 100% in compliance.
Root Cause: Monitoring process of LP submissions was not consistent, or with articulated directives.

Problem Statement 4: Substitute fill rate for 2024-2025 was 59%.
Root Cause: Not enough substitutes accepted jobs at HHS.

Perceptions

Perceptions Summary

The successes and growth of what we do at Hightower High School is only possible with the help of many people at our campus and within our community. Therefore, providing a way for our stakeholders to have a voice about the way we conduct our business, and the effectiveness of our resources, is of great value to us and improves our operations.

Fort Bend ISD solicited the engagement of all staff, parents, and students to participate in surveys that place emphasis in areas of cognition, behavior, emotion, and overall culture/ climate.

That data shared highlights the top areas of strength and needs for our campus. Responses are assigned a value, for example "Strongly Agree" = 4, "Agree" =3, etc., and these values are used to calculate an overall score for each dimension and factor. There are some survey questions in which the responses to the action are "Often", "Sometimes", "Rarely", and "Never". There are some survey questions in which the responses to the action are "Never", "Rarely", "Sometime", and "Often". The level of engagement and rated responses are charted below.

(Source: FBISD Surveys)

STUDENT COGNITIVE ENGAGEMENT DIMENSION SURVEY => Average Score = 2.95

- Cognitive Growth w/ Personal Skill Development = 2.98
- Levels of Effort in Academic Pursuits = 2.96
- Attitudes Towards Learning = 2.91
- Academic Goals, Future Plans, and Aspirations = 2.86

COGNITIVE GROWTH w/ PERSONAL SKILL DEVELOPMENT

The item question breakdown shows the percentage of students who answered **some (S) and very much (V)**:

1. Developing career goals. = S-49% and V-29%
2. Understanding why what you learn in school will be important for your life. = S-46% and V-23%
3. Acquiring skills for a job after completing high school. = S-47% and V-20%
4. Applying school-based knowledge to everyday life. = S-45% and V-22%
5. Thinking critically (reasoning, asking "Why?"). = S-48% and V-30%
6. Developing creative ideas and solutions. = S-55% and V-26%
7. Speaking effectively. = S-47% and V-32%
8. Using technology to gather and communicate information. = S-47% and V-40%
9. Learning independently. = S-46% and V-44%
10. I can be creative in classroom assignments and projects. = 90% (agree + strongly agree)
11. Challenge you to your full academic potential. = 40% (agree + strongly agree)

LEVELS OF EFFORTS IN ACADEMIC PURSUITS

The item question breakdown shows the percentage of students who answered **sometimes + often**:

1. Discussed questions in class that have no clear answers. = 67%

2. Asked or answered a question in class. = 87%
3. Worked on a paper or project that required you to interact with people. = 57%
4. Received feedback from teachers on assignments or other class work. = 83%
5. Worked with other students on projects/assignments. = 91%
6. Attended class with all assignments completed. = 96%
7. Connected ideas or concepts from one class (or subject area) to another classroom. = 71%
8. Talked to a teacher about your class work. = 85%
9. Prepared a draft of paper or assignment before turning it in. = 84%
10. Discussed ideas from reading or classes with others outside of class (friends, family members, etc.). = 81%
11. Worked on a paper or project that required you to do research outside of assigned texts. = 81%
12. Completed a creative writing assignment (reflections, journaling, short stories, poetry). = 74%
13. Give your maximum effort? = 55% (most + all)
14. Put forth very little effort? = 24% (most = all)

ATTITUDES TOWARDS LEARNING

The item question breakdown shows the percentage of students who answered **agree + strong agree**:

1. I go to school because of what I learn in classes. = 57%
2. I have the skills and ability to complete my work. = 95%
3. I put forth a great deal of effort when doing my schoolwork. = 86%
4. I have worked harder than I expected to in school. = 68%
5. I like discussion in which there are no clear answers. = 63%
6. I enjoy being creative in school. = 86%
7. I enjoy working on tasks that require a lot of thinking and mental effort. = 64%
8. My school work makes me curious t learn other things. = 71%

ACADEMIC GOALS, FUTURE PLANS, and ASPIRATOINS

The item question breakdown shows the percentage of students who answered **sometimes + often**:

1. Discussed grades with a teacher. = 78%
2. Discussed ideas from readings or classes with teachers outside of class. = 61%
3. Talked to an adult in the school about career goals. = 62%
4. Talked to an adult in the school about how to apply to college. = 54%
5. I go to school because I want to graduate and go to college. = 92% (agree + strongly agree)
6. I go to school because I want to learn skills and get a job. = 96% (agree + strongly agree)

STUDENT EMOTIONAL ENGAGEMENT DIMENSION SURVEY => Average = 2.81

- Motivation for Learning = 2.96
- Emotional Engagement with School = 2.64
  - Positive Relationships with Other Students = 2.87
- Positive Relationships with Adults in School = 2.86

MOTIVATION FOR LEARNING

The item question breakdown shows the percentage of students who answered **agree + strong agree**:

1. I am motivated by my desire to learn. = 71%
2. I am motivated by my desire to get good grades. = 89%
3. I am motivated by teachers who encourage me. = 75%
4. I am motivated by my desire to succeed in the world outside of school. = 91%
5. I take pride in the quality of my schoolwork. = 81%
6. In general, I am excited about my classes. = 60%
7. I see how the work I am doing now will help me after high school. = 68%
8. I feel good about how I am as a student. = 82%

EMOTIONAL ENGAGEMENT WITH SCHOOL

The item question breakdown shows the percentage of students who answered **agree + strong agree**:

1. Overall, I feel good about being in school. = 77%
2. I care about this school. = 68%
3. My opinions are respected in this school. = 66%
4. I am an important part of my school community. = 60%
5. This school's rules are fair. = 66%
6. This school's rules are applied and enforced consistently. = 70%
7. If I could choose a school right now, I would choose this school. = 48%

POSTIVE RELATIONSHIPS WITH OTHER STUDENTS

The item question breakdown shows the percentage of students who answered **agree + strong agree**:

1. I feel safe in this school. = 67%
2. I feel supported by other students. = 75%
3. I am comfortable being myself at this school. = 77%
4. Been picked on or bullied by another student. = 77% (rarely + never)
5. Witnessed an act of bullying. = 64% (rarely + never)

POSITIVE RELATIONSHIPS WITH ADULTS IN SCHOOL

The item question breakdown shows the percentage of students who answered **agree + strong agree**:

1. There is at least one adult in this school who knows me well. = 71%
2. I feel supported by teachers at this school. = 85%
3. I feel supported by administrators (principal, dean of instruction, assistant/associate principal). = 75%
4. I feel supported by career or school counselors at this school. = 76%
5. I feel supported by other adults (secretaries, librarians, coaches, etc.) at this school. = 75%

ADULT PERCEPTIONS

Staff Engagement Survey Overall Ratings

1. % of campus staff rating school as good or excellent. School Quality = 71%
2. % of campus staff who agree or strongly agree that students receive "academic supports". = 81%
3. % of campus staff who agree or strongly agree that students receive "student supports". = 78%
4. % of campus staff who agree or strongly agree with the work of school leadership. = 81%
5. % of campus staff who agree or strongly agree with the levels family involvement in this school. = 78%
6. % of campus staff who agree or strongly agree with the quality of safety and behavior in this school. = 81%

Parent Engagement Survey Overall Ratings

1. % of parents rating school as good or excellent. School Quality = 44%
2. % of parents who agree or strongly agree that students receive academic supports = 66%
3. % of parents who agree or strongly agree that students receive "student supports". = 78%
4. % of parents who agree or strongly agree with the work of school leadership. = 61%
5. % of parents who agree or strongly agree with the levels of family involvement in this school. = 61%
6. % of parents who agree or strongly agree with the quality of safety and behavior in this school. = 61%

Perceptions Strengths

It is interesting to note that most of our students (95%) believe they have the skills and ability to complete their work; and that most (96%) arrive to class with their work completed. It's also good to note that many students (86%) put forth a great deal of effort into their work; and that most of them come to school to graduate (92%) or to learn skills to get a job (96%). This data communicates that our students do have intrinsic motivation for the things that are really important and meaningly to them. As staff members, we see our students make significant growth changes from their freshmen year in school to their senior year in school. The motivation to graduate starts to blossom in their junior year in school; but by their senior year, they are either celebrating hard work or desperate to fix mistakes from their former years.

Our staff has confidence in our campus leadership (81%) and in our efforts to keep students safe and behaving appropriately (81%). Many of our staff (81%) also believe that students are receiving academic supports. This is telling of their perception in themselves.

For the past two years, feedback was our campus focus and will continue to be. It is purposeful academic communication that enables students to make the necessary changes to their work that leads to mastery. In the surveys, it was good to see that at least 83% of our students acknowledge receiving feedback from their teachers.

Another classroom strategy that we emphasize is authentic student engagement. From the student's perspective, they are actively involved in their schoolwork by putting forth effort (86%), enjoy being creative (86%), and are motivated to make good grades (80%).

One final motivation from our students is to succeed in the world outside of school (91%). This is part of the district's "Profile of a Graduate" and mission to inspire and equip, beyond what they can imagine. We are committed to continue along that path, and provide our students with experiences and support that will lead to their success beyond high school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The percentage of students who are giving at least mostly maximum effort is 55%.
Root Cause: Students are not intrinsically motivated to work hard in the classes. There's a lack of interest due to instruction not being interesting.

Problem Statement 2 (Prioritized): Parent perception of school quality is 41%.
Root Cause: Campus lacking in communicating more of the academic accomplishments, and positively presenting itself more throughout the community.

Problem Statement 3 (Prioritized): The percentage of student who go to school because they want to learn in class is at 57%.
Root Cause: Not enough teachers are engaging students in the lesson and providing connections to real life.

Problem Statement 4 (Prioritized): The percentage of students who talk to an adult about how to apply to college is at 54%., which is low considering we have a CCMR center.
Root Cause: While many students are not interested in going to college, all students need to know where to go throughout their high school career to talk about how to apply for college.

Problem Statement 5 (Prioritized): Parent perception of parental involvement is 61%.
Root Cause: Communication of how parents can get more involved is not reaching all parents, or sparking interest.

Problem Statement 6 (Prioritized): Staff perception of students receiving "student supports" is at 78%.
Root Cause: Communication of how student can receive emotional supports is not well known among the staff.

Priority Problem Statements

Problem Statement 1: Tardies increased significantly, nearly 10 times over.

Root Cause 1: Administrative hall sweeps after every class period increased.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students skipping classes increased by 30%.

Root Cause 2: Some of the skipping behavior is tied to student boredom, seeking to leave campus, or an involvement in other infractions, such as hiding out in bathroom to vape.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The percentage of students who did not meet grade level in Algebra I, ELA I, ELA II increased, placing each content below 60% or 70%.

Root Cause 3: Tier 1 instruction lacking rigor.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Fall STAAR EOC scores are consistently low.

Root Cause 4: Tier 1 instruction is lacking rigor and low attendance at HB1416 tutorials.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Less than 50% of our senior student received CCMR acknowledgement.

Root Cause 5: Students who participated in TSIA, ACT, or SAT did perform to the required benchmark level, which we relied on over CCMR courses or IBS assessments. We did not receive credit for On-Ramps.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Parent perception of school quality is 41%.

Root Cause 6: Campus lacking in communicating more of the academic accomplishments, and positively presenting itself more throughout the community.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: The percentage of student who go to school because they want to learn in class is at 57%.

Root Cause 7: Not enough teachers are engaging students in the lesson and providing connections to real life.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Learning Intention and Success Criteria were not 100% aligned to the rigor of the TEKS.

Root Cause 8: Teachers are not clear on how to teach to the rigor of the TEKS.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: CWT and CST walk-throughs revealed that lesson delivery was not 100% aligned to the TEKS or Scope & Sequence.

Root Cause 9: Teachers struggle with the pace of following the curriculum instructional delivery recommendation in Schoology.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Not all AP course enrollees register for their respective subject exam.

Root Cause 10: Many students enroll in AP courses for the weighted average to their GPA.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: The percentage of students who talk to an adult about how to apply to college is at 54%., which is low considering we have a CCMR center.

Root Cause 11: While many students are not interested in going to college, all students need to know where to go throughout their high school career to talk about how to apply for college.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Parent perception of parental involvement is 61%.

Root Cause 12: Communication of how parents can get more involved is not reaching all parents, or sparking interest.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Staff perception of students receiving "student supports" is at 78%.

Root Cause 13: Communication of how student can receive emotional supports is not well known among the staff.

Problem Statement 13 Areas: Perceptions

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)
- Planning and decision making committee(s) meeting data

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 End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: By May 2026, 80% of HHS students in grades 9 and 10 will grow at least one year in reading as indicated by NWEA MAP Growth Measures.

Evaluation Data Sources: Formative:
NWEA MAP BOY and MOY achievement results
Student progress reports from ELA courses
Student progress reports from NWEA data

Summative:
Student Growth Summary Report (NWEA) - Fall to Winter and Winter to Spring reporting
STAAR EOC Summary Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: ELA I and II teachers will engage in high impact and continuous collaborative team meetings, that will demonstrate modeling of effective instructional strategies, intervention planning, enrichment planning, assessment designs, and disaggregation of data for the purpose of instructional adjustment that meets the differentiated needs of all students to be able to grow in their skills of close reading of multiple genres and ability to implement the critical elements of purposeful writing. **Strategy's Expected Result/Impact:** By May 2026, student performance in ELA I and ELA II STAAR End-of-Couse exam will improve by 10% as indicated by the TEA performance levels. Students will show measured performance growth from BOY to EOY on NWEA MAP reading assessment. **Staff Responsible for Monitoring:** Principal, Associate Principal, Dean of Instruction, Campus Assessment Coordinator **Problem Statements:** Student Learning 1	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: Identified students who routinely struggle in ELA classes will receive accelerated instruction, such as embedded course interventions, targeted pullout and push-in sessions, and tutorials outside of regular school hours. **Strategy's Expected Result/Impact:** Students will be able to receive targeted feedback on scaffolded lessons that will lead to aggressive progress. **Staff Responsible for Monitoring:** Classroom Teachers, Administration **Problem Statements:** Student Learning 1	Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3: WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies will be implemented in all core content classrooms. **Strategy's Expected Result/Impact:** Improves student processing and production performance in their classes. Improves writing skills, which will lead to better STAAR EOC writing performance ratings. Improves reading comprehension skills, which will lead to better NWEA MAP reading achievement during out fall to winter data checks. **Staff Responsible for Monitoring:** Campus Administration, Classroom Teachers **Problem Statements:** School Processes & Programs 1	Moderate Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 4: ESOL Teachers are given "Second Language Acquisition Coach" periods to provide push-in support and coaching for teachers in core content classrooms. **Strategy's Expected Result/Impact:** This assist with instructional strategies for academic and English language development to improve reading content comprehension. **Staff Responsible for Monitoring:** Dean of Instruction, ESL Specialist, ESOL Teachers **Additional Targeted Support Strategy** **Problem Statements:** School Processes & Programs 2	Accomplished			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The percentage of students who did not meet grade level in Algebra I, ELA I, ELA II increased, placing each content below 60% or 70%. **Root Cause**: Tier 1 instruction lacking rigor.

School Processes & Programs

Problem Statement 1: Learning Intention and Success Criteria were not 100% aligned to the rigor of the TEKS. **Root Cause**: Teachers are not clear on how to teach to the rigor of the TEKS.

Problem Statement 2: CWT and CST walk-throughs revealed that lesson delivery was not 100% aligned to the TEKS or Scope & Sequence. **Root Cause**: Teachers struggle with the pace of following the curriculum instructional delivery recommendation in Schoology.

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

Performance Objective 2: By May 2026, 80% of HHS students in grade 9 will grow at least one year in math as indicated by NWEA MAP Growth Measures.

Evaluation Data Sources: Formative:
NWEA MAP BOY and MOY achievement results
Student progress reports from math courses
Student progress reports from NWEA data

Summative:
Student Growth Summary Report (NWEA) - Fall to Winter and Winter to Spring reporting
STAAR EOC Summary Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Algebra I teachers will engage in high impact and continuous collaborative team meetings, that will demonstrate modeling of effective instructional strategies, intervention planning, enrichment planning, assessment designs, and disaggregation of data for the purpose of instructional adjustment that meet the differentiated needs of all students to be able to grow in their skills to apply content number sense routines and use graphic calculators to solve math problems accurately. **Strategy's Expected Result/Impact:** By May 2026, student performance on Algebra I STAAR End-of-Course exam will improve ty 10% as indicated by the TEA performance levels. Students will show measured performance growth from BOY to EOY on NWEA MAP math assessment. **Staff Responsible for Monitoring:** Principal, Associate Principal, Dean of Instruction, Assistant Principal over Math Department **Problem Statements:** Student Learning 1	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: Identified students who routinely struggle in math classes will receive accelerated instruction, such as embedded course interventions, targeted pullout and push-in sessions, and tutorials outside of regular school hours. **Strategy's Expected Result/Impact:** Students will be able to receive targeted feedback on scaffolded lessons that will lead to aggressive progress. **Staff Responsible for Monitoring:** Classroom Teachers, Administration **Problem Statements:** Student Learning 1 - School Processes & Programs 1	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3: All teachers and staff will systematically implement the "No Cell Phone" policy on campus, by September 1, 2026. **Strategy's Expected Result/Impact:** Reduction in student distraction from instruction. Improvement in the use of district issued laptop devices. Improvement in academic performance. **Staff Responsible for Monitoring:** Campus Administration, Classroom Teachers	 Considerable			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 4: ESOL Teachers are given "Second Language Acquisition Coach" periods to provide push-in support and coaching for teachers in core content classrooms. **Strategy's Expected Result/Impact:** This assist with instructional strategies for academic and English language development to improve math content comprehension. **Staff Responsible for Monitoring:** Dean, ESL Specialist, ESOL Teachers **Additional Targeted Support Strategy** **Problem Statements:** School Processes & Programs 2	 Accomplished			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The percentage of students who did not meet grade level in Algebra I, ELA I, ELA II increased, placing each content below 60% or 70%. **Root Cause**: Tier 1 instruction lacking rigor.

School Processes & Programs
Problem Statement 1: Learning Intention and Success Criteria were not 100% aligned to the rigor of the TEKS. **Root Cause**: Teachers are not clear on how to teach to the rigor of the TEKS.
Problem Statement 2: CWT and CST walk-throughs revealed that lesson delivery was not 100% aligned to the TEKS or Scope & Sequence. **Root Cause**: Teachers struggle with the pace of following the curriculum instructional delivery recommendation in Schoology.

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

Performance Objective 3: By May 2026, 90% percentage of the Cohort of 2026 graduating seniors will meet the criteria for earning a CCMR point.

Evaluation Data Sources: Formative:
CCMR tracking information chart
Enrollment in Dual Credit course completers, CTE IBC certifications, P-TECH graduates earning Houston Community College associate diplomas, UT-OnRamps course completers, College Bridge completers, SPED advanced degree plan completers. armed forces enlistment data
Senor graduation readiness counselor audits

Summative:
Assessment Reports: ACT, SAT, TSIA, AP, CTE IBC certifications
Program Completers: Dual Credit, P-TECH graduates earning Houston Community College associate diplomas, UT OnRamps, College Bride, SPED advanced degree plans, armed forces enlistment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: All students in the Cohort class of 2026 will have increased opportunities throughout the year to participate in the administration of CCMR credit earning assessment activities, such as college entrance exams, CTE IBC certification exams, TSIA exams, ACT, and College Board AP exams. **Strategy's Expected Result/Impact:** Senior students have multiple opportunities to earn their CCMR credit. **Staff Responsible for Monitoring:** Principal, Associate Principal, Dean of Instruction, CCMR Advisor, Lead Counselor **Problem Statements:** Student Learning 3	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: All students in the Cohort class of 2026 who are missing CCMR points will be enrolled in CCMR credit earning courses, such as OnRamps, College Bridge, Dual Credit, or Advance Placement College Board approved courses. **Strategy's Expected Result/Impact:** The enrollment into these course offerings will provide students with targeted instruction that is designed to prepare them for successful completion and for taking and successfully completing the applicable exams associated with the courses. **Staff Responsible for Monitoring:** Principal, Associate Principal, Dean of Instruction, Campus Assessment Coordinator, CCMR Advisor, Lead Counselor **Problem Statements:** Student Learning 3	 Moderate Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3: Hightower HS admin will conduct monthly attendance meetings; and a HHS staff member will perform home visits once per 9-week term for students (grades 9-12) who have excessive absences. **Strategy's Expected Result/Impact:** Hightower High School attendance rate and graduation rate will both improve by 1% by June, 2026. **Staff Responsible for Monitoring:** Principal, Alpha Split Admin, Drop Out Prevention Caseworker **Problem Statements:** Demographics 2, 3	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Tardies increased significantly, nearly 10 times over. **Root Cause**: Administrative hall sweeps after every class period increased.
Problem Statement 3: Students skipping classes increased by 30%. **Root Cause**: Some of the skipping behavior is tied to student boredom, seeking to leave campus, or an involvement in other infractions, such as hiding out in bathroom to vape.

Student Learning
Problem Statement 3: Less than 50% of our senior student received CCMR acknowledgement. **Root Cause**: Students who participated in TSIA, ACT, or SAT did perform to the required benchmark level, which we relied on over CCMR courses or IBS assessments. We did not receive credit for On-Ramps.

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

Performance Objective 4: By December 2026, all gifted and talented students will meet with their assigned gifted content teacher and develop their respective enrichment learning plans.

Evaluation Data Sources: Skyward data reporting
Student participation in Science Fair
Student participation in academic UIL events
Student demonstration of enrichment activities
Student Council engagement
AVID engagement

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Campus COGS will attend his district monthly meetings and follow-up by meeting with campus GT teachers monthly. **Strategy's Expected Result/Impact:** Provide district updates of progress expectations. **Staff Responsible for Monitoring:** Dean of Instruction, GT COGS, District GT Coordinator **Problem Statements:** Perceptions 2	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 2: Parent perception of school quality is 41%. **Root Cause**: Campus lacking in communicating more of the academic accomplishments, and positively presenting itself more throughout the community.

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, Hightower High School will build a stronger community of parent and community stakeholders through increased involvement opportunities, that will result in a 5% increase in positive feedback on the parent engagement survey data as it relates to the school quality.

Evaluation Data Sources: CPAC meeting minutes,
VIPS reports,
PTO and booster calendar of activities
Parent Newsletter
Open House
Parent University
Blackboard Connect
Social Media

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Use the effective communication outreach outlets to our parent and community stakeholders that informs them of engagement opportunities, to include the climate survey. **Strategy's Expected Result/Impact:** By May 2026, Hightower High School will increase overall parent perception on school quality from 44% to 70% through a campus focus of effective PAC principles. Increase in parent participation in campus events. Survey results. PTO and booster organization feedback to administrators. **Staff Responsible for Monitoring:** Administration, PTO President, Booster President, CPAC members **Problem Statements:** Perceptions 2	Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: Hightower HS will have an active Wellness Committee that meet at least four times per year (twice per semester), that is open to faculty and staff members. **Strategy's Expected Result/Impact:** Meetings will help improve the campus culture and climate and create activities/incentives to help reduce employee stress and improve employee absences by 5%. **Staff Responsible for Monitoring:** Principal, Committee Admin, Committee members	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Parent perception of school quality is 41%. **Root Cause**: Campus lacking in communicating more of the academic accomplishments, and positively presenting itself more throughout the community.

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 2: By May, 2026, the perception of student safety in Hightower High School will increase from 67% to 80% as measured on the Climate & Culture survey.

Evaluation Data Sources: Culture & Climate Student Engagement Survey
Teacher referral reporting
PBIS and SEL student participation reporting
Weekly campus discipline data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Instruction will stop during Cane Time to allow at least 80% of the student population to participate in the Culture & Climate survey. **Strategy's Expected Result/Impact:** By May 2026, Hightower High School will increase the overall student participation in the secondary engagement climate survey by 50%. An improved positive perception of the campus will be representative of the diverse student population. **Staff Responsible for Monitoring:** Administration, Teachers **Problem Statements:** Perceptions 2, 3	No Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: Effective PBIS and SEL strategies will be promoted and provided to all students who demonstrate a need for these interventions. **Strategy's Expected Result/Impact:** Students will show trust in reaching out to appropriate adults for help. Improvement in positive relations among teachers, administrators, and resource officers, with students as measured on the Culture & Climate Survey. **Staff Responsible for Monitoring:** Administration, Counselors, Teachers	Moderate Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3: All teachers, administrators, and campus resource officers will be in the halls in between passing periods to ensure that all students get into their respective classes on time. **Strategy's Expected Result/Impact:** By May 2026, the HHS campus attendance percentage rate will increase by a measure of 2%. There will be a reduction of discipline referrals for class skipping by 10%. **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals **Problem Statements:** Demographics 2, 3	 Considerable			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Tardies increased significantly, nearly 10 times over. **Root Cause**: Administrative hall sweeps after every class period increased.
Problem Statement 3: Students skipping classes increased by 30%. **Root Cause**: Some of the skipping behavior is tied to student boredom, seeking to leave campus, or an involvement in other infractions, such as hiding out in bathroom to vape.
Perceptions
Problem Statement 2: Parent perception of school quality is 41%. **Root Cause**: Campus lacking in communicating more of the academic accomplishments, and positively presenting itself more throughout the community.
Problem Statement 3: The percentage of student who go to school because they want to learn in class is at 57%. **Root Cause**: Not enough teachers are engaging students in the lesson and providing connections to real life.

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 3: By May 2026, the staff perception of Hightower High School's school quality will increase from 71% to 80% as measured by the Culture & Climate staff engagement survey.

Evaluation Data Sources: Culture & Climate Staff Engagement Survey
Campus committee meeting minutes.
Climate & Culture staff engagement activities

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: In August, review Climate & Culture engagement survey results with all faculty and staff during campus PD week. **Strategy's Expected Result/Impact:** This transparent communication will bring awareness to staff in order to inform them that the engagement off of them is needed to tell our school story accurately. **Staff Responsible for Monitoring:** Campus Administration **Problem Statements:** Perceptions 2, 3, 4, 5, 6	Accomplished			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: Provide faculty and staff dedicated time to complete the Climate & Culture Staff Engagement Survey. **Strategy's Expected Result/Impact:** By May 2026, the staff participation in the Climate & Culture Staff Engagement Survey will increase by 50%. **Staff Responsible for Monitoring:** Campus Administration **Problem Statements:** Perceptions 6	No Progress			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: Parent perception of school quality is 41%. **Root Cause**: Campus lacking in communicating more of the academic accomplishments, and positively presenting itself more throughout the community.

Perceptions

Problem Statement 3: The percentage of student who go to school because they want to learn in class is at 57%. **Root Cause**: Not enough teachers are engaging students in the lesson and providing connections to real life.

Problem Statement 4: The percentage of students who talk to an adult about how to apply to college is at 54%., which is low considering we have a CCMR center. **Root Cause**: While many students are not interested in going to college, all students need to know where to go throughout their high school career to talk about how to apply for college.

Problem Statement 5: Parent perception of parental involvement is 61%. **Root Cause**: Communication of how parents can get more involved is not reaching all parents, or sparking interest.

Problem Statement 6: Staff perception of students receiving "student supports" is at 78%. **Root Cause**: Communication of how student can receive emotional supports is not well known among the staff.

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, Hightower High School will demonstrate fiscal responsibility by implementing transparent budgeting practices and ensuring all campus expenditures align with the district' strategic plan and campus priorities.

Evaluation Data Sources: Monthly budget checks with department chairs
Master Schedule (student-to-teacher ratios meeting district expectations)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Principal and his EA will engage in regular budget reviews, no less than bi-weekly, and collaborate planning to optimize resource allocation in support of campus needs. **Strategy's Expected Result/Impact:** There will be clarity of budget expectations of allotment and expenditures to ensure that all department heads are being fiscally responsible with their allocated funding. **Staff Responsible for Monitoring:** Principal, Executive Assistant	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: Budget updates will be shared in CPAC, Guiding Coalition, and Hurricane Leadership Team meetings. **Strategy's Expected Result/Impact:** Transparency with stakeholders to ensure budget meets the needs of the campus as indicated by articulated monitoring measures. **Staff Responsible for Monitoring:** Principal and CPAC members	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	4	ESOL Teachers are given "Second Language Acquisition Coach" periods to provide push-in support and coaching for teachers in core content classrooms.
1	2	4	ESOL Teachers are given "Second Language Acquisition Coach" periods to provide push-in support and coaching for teachers in core content classrooms.

Plan Notes

The Campus Improvement Plan is drafted by the Principal and Dean of Instruction. Both staff members serve as the co-chairs of the CPAC committee, which is comprised of campus staff, district representative, and parent/community representative.

The structures used to update progress and inform stakeholders of the progress include the following:

- Scheduled CPAC meetings on the 3rd Thursday of each month beginning in September and ending in June.
- Email communication to the committee members reminding them of schedule meetings and sharing notes of monitored progress.
- Status update documents summarizing alignment of strategic goals to performance objectives to the district goals.
- Crafting formative reviews four times per year (October, December, February, and June).

Attendance Committee

Committee Role	Name	Position
Chairperson	Jesse Hayes	Assistant Principal
Member	Lindakari Garcia-Aguire	ADA Clerk
Member	Ryan Clift	Band Teacher
Member	Frederick Butler	Science Teacher
Member	Samantha Guillory	CTE Teacher
Member	Alvin Michaelwicz	Science Teacher
Member	Agatha Raleigh	Band Teacher

Campus Climate & Culture Committee

Committee Role	Name	Position
Chairperson	Melynda McGregor	Assistant Principal
Member	Meriem Dahi	LOTE Teacher
Member	Alexander Chan	Math Teacher
Member	Danielle Ouzenne	CTE Teacher
Member	Yesenia Amesty	LOTE Teacher
Member	Romanda Poore	Counselor
Member	Nicole Nguyen	Counselor

CPAC

Committee Role	Name	Position
Chairperson	Mary Green-Lee	Dean of Instructor
Chairperson	Andre Roberson	Principal
Member	Jennifer Castle	District Representative
Member	Andrea Dolmo	Assistant Principal
Member	Kimberly Celestine	CAC
Member	Minnencie Moore	ESOL Teacher
Member	Jacqueline Hidalgo	CCMR Advisor
Member	Darlene Riley-Triggs	ELA Teacher
Member	Marion Morris	ELA Teacher
Member	Rosa Garcia	Science Dept. Chair

Data Integrity Team

Committee Role	Name	Position
Co-Chairperson	Andre Roberson	Principal
Member	James Kirkpatrick	Assoicate Principal
Member	Kelly Matte	Data Entry Clerk
Member	Lindakari Garcia-Aguirre	ADA Clerk
Member	Samaria Smith	ADA Clerk

PBIS/CBC Committee

Committee Role	Name	Position
Chairperson	James Kirkpatrick	Associate Principal
Member	Jason Brown	Lead Counselor
Member	Mallam Phillips	Math Teacher
Member	Kimberly Matthews	SPED Chair
Member	Melvin Lovelace	ROTC Teacher
Member	Reginald Taylor	Math Teacher

Placement Review Committee

Committee Role	Name	Position
Chairperson	James Kirkpatrick	Associate Principal
Member	Paul Mace	SS Teacher

Safety and Security Committee

Committee Role	Name	Position
Chairperson	Erick Powers	Assistant Principal
Member	Rebekah Holl	Nurse
Member	Taunya Scott	Nurse Aide
Member	Essence Ephram	Head Athletic Trainer
Member	Melvin Lovelace	ROTC Teacher
Member	Jennifer Wade	Math Teacher

Student Support Committee

Committee Role	Name	Position
Chairperson	Andrea Dolmo	Assistant Principal
Co-Chairperson	Mary Green-Lee	Dean of Instruction
Member	Andre Roberson	Principal
Member	James Kirkpatrick	Associate Principal
Member	Jason Brown	Lead Counsleor
Member	Kimberly Celestine	CAC
Member	Romanda Poore	Counselor
Member	Nicole Nguyen	Counselor

Wellness Committee

Committee Role	Name	Position
Chairperson	TraNeisha Allen	Assistant Principal
Member	Rebekah Holl	Nurse
Member	Essence Ephram	Head Trainer

Addendums

L.V. Hightower High School

2025-2026 Bell Schedule

Monday	Tuesday	Wednesday "A"	Thursday "B"	Friday
1st Period 7:30 - 8:15	**1st Period** 7:30 - 8:15	**1st Period** 7:30 - 9:00	**2nd Period** 7:30 - 9:00	**1st Period** 7:30 - 8:15
2nd Period 8:20 - 9:05	**2nd Period** 8:20 - 9:05			**2nd Period** 8:20 - 9:05
3rd Period 9:10 - 9:55	**3rd Period** 9:10 - 9:55	**3rd Period** 9:05 - 11:00 **Cane Time** 10:35 - 11:00	**4th Period** 9:05 - 11:00 **Cane Time** 10:35 - 11:00	**3rd Period** 9:10 - 9:55
4th Period 10:00 -10:45	**4th Period** 10:00 -10:45			**4th Period** 10:00 -10:45
5th Period/Lunch A Lunch 10:45 -11:15 A Class 11:18 - 12:20 B Class 10:50 -11:18 B Lunch 11:18 -11:48 B Class 11:50 -12:20 C Class 10:50 -11:50 C Lunch 11:50 -12:20	**5th Period/Lunch** A Lunch 10:45 -11:15 A Class 11:18 - 12:20 B Class 10:50 -11:18 B Lunch 11:18 -11:48 B Class 11:50 -12:20 C Class 10:50 -11:50 C Lunch 11:50 -12:20	**5th Period** A Lunch 11:05 - 11:35 A Class 11:40 - 1:15 B Class 11:05 - 11:50 B Lunch 11:50 - 12:20 B Class 12:25 - 1:15 C Class 11:05 - 12:45 C Lunch 12:45 - 1:15	**6th Period** A Lunch 11:05 - 11:35 A Class 11:40 -1:15 B Class 11:05 - 11:50 B Lunch 11:50 - 12:20 B Class 12:25 - 1:15 C Class 11:05 - 12:45 C Lunch 12:45 - 1:15	**5th Period/Lunch** A Lunch 10:45 -11:15 A Class 11:18 - 12:20 B Class 10:50 -11:18 B Lunch 11:18 -11:48 B Class 11:50 -12:20 C Class 10:50 -11:50 C Lunch 11:50 -12:20
6th Period 12:25 -1:10	**6th Period** 12:25 -1:10			**6th Period** 12:25 -1:10
7th Period 1:15 - 2:00	**7th Period** 1:15 - 2:00	**7th Period** 1:20 - 2:50	**8th Period** 1:20 - 2:50	**7th Period** 1:15 -2:00
8th Period 2:05 - 2:50	**8th Period** 2:05 - 2:50			**8th Period** 2:05 -2:50

Attendance Plan

Goal

Attendance will increase to 94% for the 25-26 school year.

Plan

Tardy Sweeps

Tardy sweeps will be conducted every period to ensure students are making it to class in a timely manner. Tardy stations are set up throughout campus where students may get a tardy pass and then go directly to class. Restrooms and hallways are swept until students have walked into class. Teachers will write referrals and assign detentions once a student has reached certain criteria for tardies. See below:

- 3 tardies: Lunch detention
- 6 tardies: After school detention
- 9 tardies: Parent conference
- 12 tardies: ISS
- *Tardy count starts over every term

4th Period Check

A daily report is made for 4th period attendance. Administrators will work through the designated list to find outliers and students who have only been marked absent to 4th period only. The outliers are students who have missed three or more days in a row. If a student was absent to 4th period only, an email is sent to the teacher from an administrator. The email asks the teacher if the student attended class that day. If the teacher says yes, the student's attendance is changed to "present". If the teacher says no, the teacher is asked to write a referral for skipping. The administrator will then investigate and see why the student was missing. If the student has missed 3 days or more, the administrator calls the family for a wellness check.

Attendance Credit Recovery Plan for Credit Denial Based off Attendance

Credit Recovery Plan

1. A report including a list of students with hours needed to recover class will be run through our Peims Coordinator every three weeks.
2. The report will be given to the administrator over attendance.
3. Email is sent to parents and students explaining the loss of credit and options to regain credit.

    a. Seat time
    b. Extenuating circumstance appeal
4. The administrator will meet with the student(s) explaining the hours needed
    a. Every 1 hour served = 2 hours given
    b. One Administrator will be made available during lunch after each email is sent for two days to a week.
5. If a student or parent fills out the form for extenuating circumstances, the attendance committee will consider all given information and make a decision if the student is able to regain credit.

Senior Credit Recovery Plan: Last Semester

1. A report will be run every three weeks by the PEIMS coordinator.
2. An email will be sent to students and parents if the student has lost credit.
3. The plan will be made with the student to ensure the student is eligible to graduate.
    a. Seat time hours
    b. Extenuating circumstance

Options to Retrieve Credit

1. Lunch Detention- Non-Behavioral
2. Afterschool tutorials
3. Saturday detention
4. Big Serve
5. EOC Saturday Tutorials
6. TSI Testing opportunities (tutorials and test)
7. Big Serve (Other Campus Community Projects)
8. College Night
9. Summer Seat time

Hours: Whatever time served x 2 (Example: student serves 1 hour equals 2 hours for credit)

Attendance Checklist

1. Email will be sent to parents concerning students losing credit

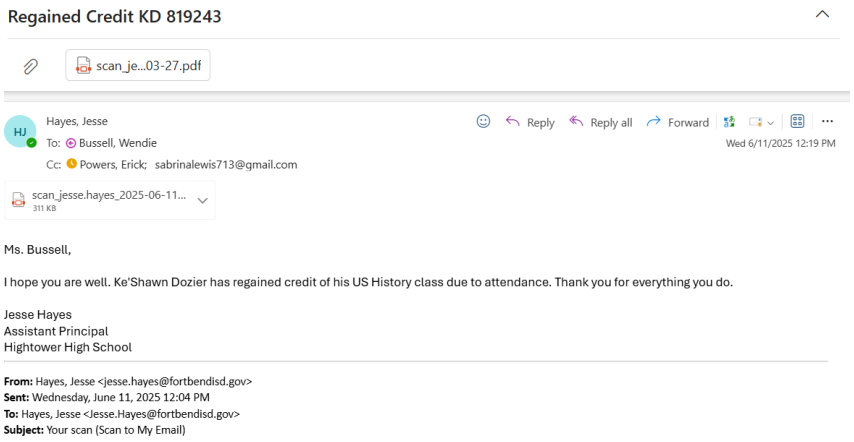
If a parent emails or calls

1. Click on this link Credit Denial Spring 2025 .xlsx
2. Look for the student's name (Different tabs for different grades)
3. Look at all the classes that are on the list and confirm the student passed the class.
    a. If the student did not pass, the student does not need to do make-up hours

4. Use line D and subtract that number from 10.
    a. For Example: Student A has 30 absences. 30 – 10 = 20.
5. Next you divide that number by 2
    a. For example: Student A has 20; 20/2 = 10.
    b. Student A owes 10 hours
    c. If there are multiple classes, add all the classes together
6. Use the link to add the information Seat Time Students.xlsx
    a. Make sure to add the specific classes the student owes hours
    b. If the student failed some of the classes, do not put the class in this document.

Student completes hours and turns in sheet

7. Once the student completes the hours and turns in the sheet, add the information to Seat Time Students.xlsx and send the email to Bussell.
8. If the student completes community service
    a. Student needs to provide organization name, contact, and phone number
    b. We need to confirm the information is true
9. Email to Bussell: Include parent in the email.
    a. Scan the attendance form sheet (Front and back)
    b. Keep the Attendance log in a Binder for your records
    c. Forward scanned document to Bussell
10. Student needs to be taken off the Credit Denial List



    a.

Cane Rewards

PBIS Incentives

What are Cane Rewards?

- Students can earn badges/points each TERM by doing the following…..
  - A-Honor Roll
  - A/B-Honor Roll
  - Perfect Attendance
  - Zero Tardies
  - 1 to 3 Tardies
  - 4 to 6 Tardies
  - Zero Referrals
  - Positive Referrals
  - Parent Involvement
  - Community Service Involvement



PBIS SCHOOLOGY COURSE

- SCHOOLOGY CODE
  - 2022-2023: Q799-9B5D-9Q3F4 (SAME CODE FROM THE CPR AND PSAT SR INFO)
  - 2024 COHORT: SKKC-KHWC-9D6HG
  - 2025 COHORT: 4CGZ-MZZN-FKH7J
  - 2026 COHORT: VG68-SB9Q-M22GJ

Badges



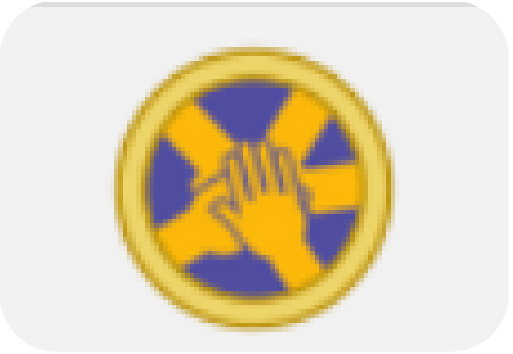
Grades



Behavior



Attendance



Involvement

Click to skip to Rewards

Grades



- A- Honor Roll: Students who make all A's for the term will receive 2 badges (A and A/B Honor Roll)
- A/B- Honor Roll: Students who make A's and B's for the term will receive 1 badge (A/B Honor Roll)
- Dean's List- Students who make A-Honor Roll for the semester

(Term 1+Term 2)

Behavior



- Zero Referrals- Students who receive Zero Negative Referrals in Skyward will receive 1 badge.
- Positive Referrals- Students who demonstrate being the STORM and are seen by a teacher, administrator, or a staff member will receive 1 badge. A student can receive multiple badges per term.

Attendance



- Perfect Attendance- Students who demonstrate being On Time and Ready each day by showing up will be rewarded 1 badge.
- Zero Tardies- Students make every effort to show up to class On Time and Ready each day will receive 3 badges (Zero, 1 to 3, and 4 to 6 tardies).
- 1 to 3 Tardies- Students who are tardy less than 3 times will receive 2 badges (1 to 3 and 4-6 tardies).
- 4 to 6 Tardies- Students who are only tardy 4 to 6 times in one term will receive 1 badge.

Involvement



- Parent Involvement- Students whose parents participate in events such as Parent U, Senior Parent Night, etc. will receive a badge per event.
- Community Service Involvement- Students will receive 1 badge per term for making an impact and serving the community.

Categories

01

Category

- 5 Badges

02

Category

- 10 Badges

03

Category

- 15 Badges

04

Category

- 20 Badges

05

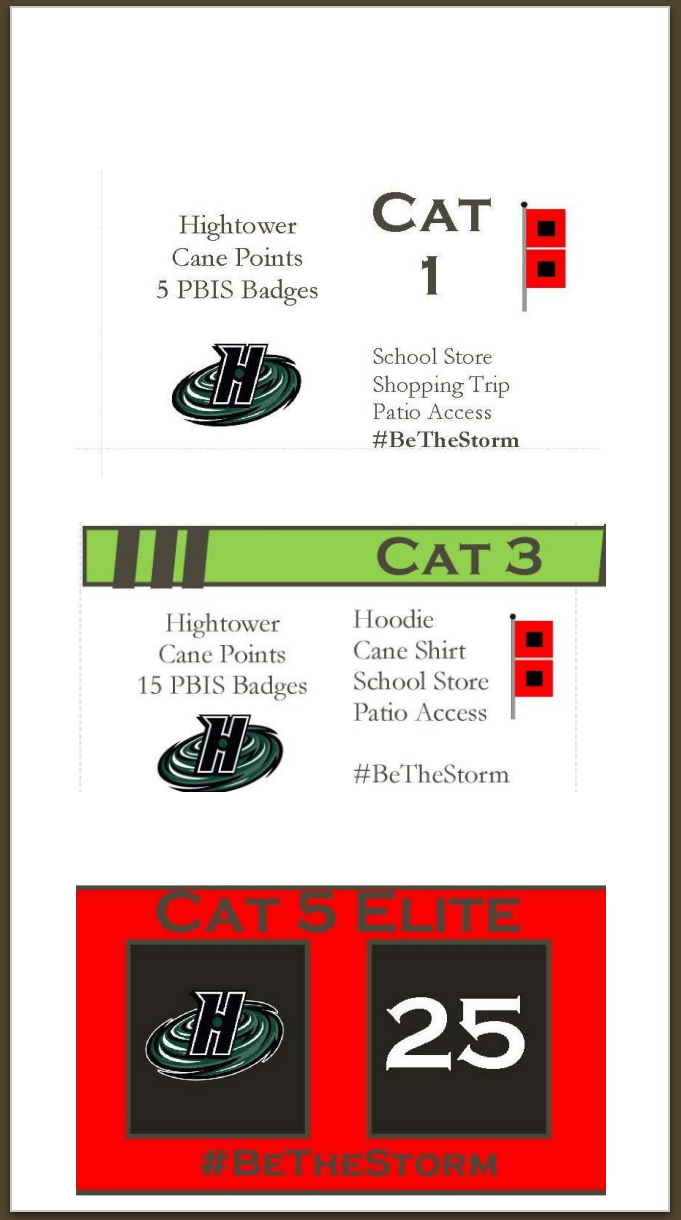
Category

- 25 Badges- Elite Canes

Reward Levels



Cat 1	School Store Shopping Trip and Exclusive Cane Club Patio Access
Cat 2	Special Cane Storm T-Shirt and Event Functions
Cat 3	Authentic Cane Camo Hoodie
Cat 4	VIP Lunch Party with Mr. Roberson and Smith
Cat 5	Elite Cane access to sporting tickets, premier events, and gift cards.



Cane Rewards

- As each student acquires badges, they will be rewarded a tag.
- These tags are the size of a credit card.
- You will need to present the tag to gain access to the exclusive events and opportunities.
- The tags can be easily stored in a wallet or on a key chain.

 # Be The Storm

Hightower High School
2025-2026 Testing Calendar

Assessment Dates	August
Aug. 25- Sept. 5	ESL District Proficiency Assessment BOY Window
	September
Sept. 3-5	NWEA MAP Reading (English I & II) **BOY**
Sept. 9-11	NWEA MAP Math (Algebra I/II & Geometry) **BOY**
Sept. 16-18	NWEA MAP Science (Biology) **BOY**
	October
Oct. 22 (tentative)	PSAT: 11th grade
Oct. 24 (tentative)	PSAT: 10th grade
	November
Nov. 13	ASVAB (Ms. Hidalgo)
	December
Dec. 8-19	ESL District Proficiency Assessment MOY Window
Dec. 8	**STAAR EOC English I - Retest**
Dec. 9	**STAAR EOC Biology and US History - Retest**
Dec. 10	**STAAR EOC English II - Retest**
Dec. 11	**STAAR EOC Algebra I - Retest**
	January
Jan. 21-23	NWEA MAP Reading (English I & II) **MOY**
Jan.27-29	NWEA MAP Math (Algebra I/II & Geometry) **MOY**
	February
Feb. 3-5	NWEA MAP Science (Biology) **MOY**
Feb. 18 & 19	TELPAS /TELPAS ALT (Reading/Writing)
Feb. 23-26	**Interim STAAR EOC: US History**
Feb. 24-26	TELPAS /TELPAS ALT (Listening/Speaking)
Feb. 26	ASVAB (Ms. Hidalgo)
	March
Mar. 4	SAT School Day (Juniors Only)
Mar. 16 – Apr.17	STAAR ALT. 2 Window
	April
Apr. 7	**STAAR EOC: English I**
Apr. 9	**STAAR EOC: English II**
Apr. 14	**STAAR EOC: US History**
Apr. 16	**STAAR EOC: Biology**
Apr. 21	**STAAR EOC: Algebra I**
Apr. 27- May. 1	ESL District Proficiency Assessment EOY Window
	May
May 4-14	AP Testing Window (Ms. Hidalgo)
May 5-7	NWEA MAP Reading (English I & II) **EOY**
May 12-14	NWEA MAP Math (Algebra I/II & Geometry) **EOY**
May 19-21	NWEA MAP Science (Biology) **EOY**

	June
Jun. 22	**STAAR English I EOC Retest**
Jun. 23	**STAAR U.S History and Biology EOC Retest**
Jun. 24	**STAAR English II EOC Retest**
Jun. 25	**STAAR Algebra I EOC Retest**

Notes:

- This is the most recent information provided by TEA and FBISD and is subject to change.
- Interims are EOC practice tests and will be administered via Cambium utilizing the TX Secure Browser.
- Students taking the NWEA MAP will be tested based on the content they are enrolled in. Students are not tested by grade level.

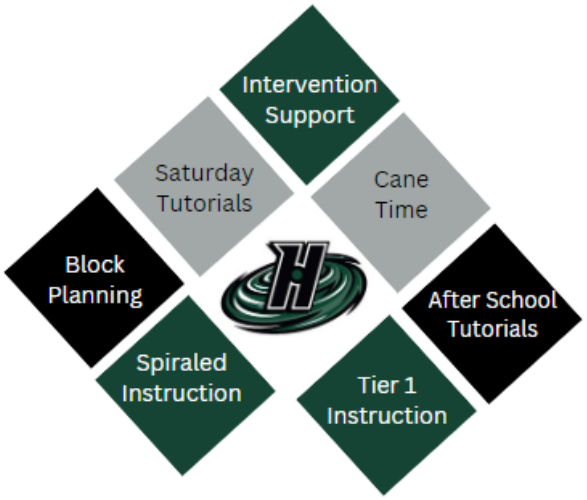
This calendar is subject to change based on the needs of the campus, district changes, and TEA updates; therefore, it is a working document. Please use a guide for instructional and event planning. Any updates will be communicated in a timely manner.

2025-2026 TEA Score Release Dates

Administration	Dec STAAR	TELPAS	Spring STAAR	June STAAR
Early student results available in CRS for campuses (Available in Eduphoria as well)	1/9	5/22	5/28	7/23
Assessment results available to families in the Family Portal (https://www.texasassessment.gov/)	1/21	6/11	6/10	7/31

Note: For the complete schedule, visit TEA's coordinator resources website

The diagram below outlines the 2025-2026 focus areas for the Hightower High School Intervention Plan.



ASSESSMENT DATES

NWEA MAP Assessment Windows:

Assessment Term	MAP BOY (2025)	MAP BOY (2025)	MAP BOY (2025)
Window Dates	September 3-4	September 9-11	September 16-18
Content	ELA I and ELA II	Algebra I, II, & Geometry	Biology
Assessment Term	MAP MOY (2026)	MAP MOY (2026)	MAP MOY(2026)
Window Dates	January 21-23	January 27-29	February 3-5
Content	ELA I and ELA II	Algebra I, II, & Geometry	Biology
Assessment Term	MAP EOY (2026)	MAP EOY (2026)	MAP EOY (2026)
Window Dates	May 5-7	May 12-14	May 19-21
Content	ELA I and ELA II	Algebra I, II, & Geometry	Biology

2026 STAAR End-of-Course Exams:

Content	ELA 1	ELA 2	US History	Biology	Algebra 1
Dates	April 7th	April 9th	April 14th	April 16th	April 21st

Student Count (Skyward Source – August 7, 2025):

Grade Level	Freshmen	Sophomores	Juniors	Seniors	
Fall 2025 Enrollment	577	579	582	590	
EOC Content	Algebra I	Biology	ELA I	ELA II	US History
Spring 2025 DNM Count	262	72	311	238	33

Online Software

IXL Application

- IXL for ELA I and ELA II
- IXL for Algebra I

This is an approved software is a subscription-based learning service for grades K-12. It offers personalized learning on over 17,000 topics. It aligns to HB1416 requirements for accelerated learning. All students who have been identified as meeting the HB1416 criteria will be assigned IXL instructional lessons by their respective reading or math teachers. Teacher will monitor progress and provide additional intervention.

Spring Saturday Boot Camp Schedule

Spring Saturday intervention sessions, from 9:00 a.m. to 1:00 p.m. – March 28th and April 4th

Tutors are paid at a rate of $28/hour.

Students with multiple EOC contents will attend two block sessions:

- Session 1 (9:00 – 11:00)
- Session 2 (11:00 – 1:00)

Target Audience

The targeted audience for Saturday intervention program is outlined below:

- Students who are not able to be serviced through Block planning and Cane Time.
- Students who previously failed the STAAR test

Content

Teaching and Learning will provide intervention content to staff members for the dates of the program. The content provided will be the following:

- Scope & Sequence – including identified priority standards based on Ren360, previous STAAR, and Interim data
- Lesson frame/structure to include the following:
    - Rotation/Activities
    - Test taking strategies including online testing
    - Brain breaks throughout focused on grit/growth mindset
- STAAR formatted practice problems

Intervention Support

Schedule

Time	Type of Instruction
First 60 minutes of Block	Tier 1 Instruction
Last 30 minutes of Block	Intervention activities

Audience

The targeted audience for the in-class intervention support is outlined below:

- Students who are enrolled in the EOC content course and need intervention and are not in other identified intervention programs.

Cane Time

Audience

The targeted audience for Cane time intervention program is outlined below:

- Junior and senior students who previously failed the Biology EOC or US History EOC
- Students who are not enrolled in the EOC content course will be pulled during Cane time for intervention
- Students who are enrolled in the EOC content course may receive intervention during Cane time

Remediation Courses

Audience

Eligible student to be placed in remediation scheduling:

- Students who previously failed the STAAR test in middle school
- Students who are not enrolled in the EOC content course and failed STAAR
- Students who passed EOC content course and failed STAAR

Contents	Component	District Responsibility	Campus Responsibility	Resources Needed
ELA, Algebra I, Biology, USH	After School & Saturday HB 4545 Tutorials	*Support with the structure and groups of students to be targeted in this program	Campus will *Determine topics/skills to be taught *Supply materials/resources for the after-school tutorials	Resources to support planning and instruction *Ren 360 Reports *EOC reports identifying results of reporting categories
ELA II-IV, Algebra I, Biology, USH, Geometry	Block Planning (last 30 minutes of class)	Teaching & Learning will: *Develop frameworks for block instruction days *Identify and help provide resources available for intervention	Campus Principal will: *Determine communication plan for using framework/ resources *Develop system to monitor progress & engage teachers in feedback on implementation *Teachers will develop concept instruction and progress monitoring systems on block days * Admin walk-throughs	*Block Plan Framework *Intervention Resources
ELA I-II, Algebra I, Biology, USH ELA I	Tier 1 Instruction Friday STAAR Focus (ELA I)	*Facilitate teacher data analysis protocol for Ren360 data through PLCs to develop intervention action plan *Continue Learning Walk support through PLCs	*Develop system to monitor progress and engage teachers in feedback around action plan implementation *Content review shutdown two weeks before testing. *Dedicated Friday STAAR skill focus beginning 3/3/23 (ELA I) *Admin walk-throughs	*Data Analysis Protocol *FBISD Curriculum *Ren360 Reports/ Resources
Biology, USH	Cane Time (Wed. & Thr. @10:35-10:55)	*Support with the structure and groups of students to be targeted in this program. *Provide help with the structure and transition of students to and from classes	Campus will: *Determine communication plan for teachers for Cane time interventions *Develop system to monitor student transition and ensure they are going to destination	*Resources to be taught *Student passes *Schedule and targeted students sent out to all campus employees

			*Prepare student passes to interventions	
ELA Math Science	Remediation Course	*Curriculum defined courses for purposes of remediation	Campus will: *Identify eligible students based on EOC scores and potential for success *Remove students from the course if passed December EOC & if schedule allows	Course Scheduling *Algebraic Reasoning (MA556) College Math (MA332) *Reading 1-3 (ER113, ER123, ER133) *No Credit Science (NC245)

Possible Content supports:

ELA :

- **IXL**
- **iLit**
- **District adopted curriculum**
- **No Red Ink**
- **All-in-Learning**
- **Schoology**
- **Texasassessment.gov**
- **TEA Released STAAR EOC tests**

Algebra 1 :

- **IXL**
- **Closing the Distance**
- **Hands on Standards: Math mini-lessons**
- **TEA Released STAAR EOC tests**

Biology :

- **EduSmart**
- **Region 4: STAAR review to go**
- **Gizmos**
- **TEA Released STAAR EOC tests**
- **Teacher designed study packets**

US History :

- **Active Classroom**
- **Schoology STAAR review folder in district adopted curriculum**
- **Texasassessment.gov**
- **TEA Released STAAR EOC tests**
- **Lead4Ward resources**
- **Teacher designed study guide**

LOCATION	LOC_DESCR	DEPT_DESCR	POSN_DESCR	HEADCOUNT	LAST_NAME_SRCH	FIRST_NAME_SRCH	FTE	PROGRAM_CODE	DEPTID_CF	EMPL_STA	REPORTS_TO_DESCR
008 HIGHTOWER	L V HIGHTOV	L. V. HIGHTO	TEACHER HS MATH	1	TAYLOR	REGINALD	1	24	008	A	PRINCIPAL HS
008 HIGHTOWER	L V HIGHTOV	L. V. HIGHTO	TEACHER HS ELA	1	SHAIKH	FEHMIDA	1	24	008	A	PRINCIPAL HS
008 HIGHTOWER	L V HIGHTOV	L. V. HIGHTO	TEACHER HS MATH	1	BARRETT	CRAIG	1	24	008	A	PRINCIPAL HS
008 HIGHTOWER	L V HIGHTOV	L. V. HIGHTO	TEACHER HS MATH	1	BREAUX	EDWINA	1	24	008	A	PRINCIPAL HS
008 HIGHTOWER	L V HIGHTOV	L. V. HIGHTO	TEACHER HS ELA	1	CROCKETT	GOLDIE	1	24	008	A	PRINCIPAL HS
008 HIGHTOWER	L V HIGHTOV	L. V. HIGHTO	TEACHER HS MATH	1	JOSEPH	TODD	1	24	008	A	PRINCIPAL HS
008 HIGHTOWER	L V HIGHTOV	L. V. HIGHTO	TEACHER HS ELA	1	JAMES	MELISSA	1	24	008	A	PRINCIPAL HS
008 HIGHTOWER	L V HIGHTOV	L. V. HIGHTO	COOR CAMPUS ASSESSMENT	0.5	CELESTINE	KIMBERLY	1	24	008	A	PRINCIPAL HS
008 HIGHTOWER	L V HIGHTOV	L. V. HIGHTO	TEACHER HS ELA	1	MORRIS	MARION	1	24	008	A	PRINCIPAL HS
008 HIGHTOWER	L V HIGHTOV	L. V. HIGHTO	TEACHER HS MATH	1	WADE	JENNIFER	1	24	008	A	PRINCIPAL HS
008 HIGHTOWER	L V HIGHTOV	L. V. HIGHTO	TEACHER HS ELA	1	AHMED	SAHAR	1	24	008	A	PRINCIPAL HS