Plano Independent School District

Hightower Elementary

2026-2027 Campus Improvement Plan

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Mission Statement

The Hightower community will develop self-directed lifelong learners who achieve their personal best in a diverse world.

Motto

Targeting Excellence

Vision

Our vision is to prepare self-sufficient and productive individuals who contribute to the global community.

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Comprehensive Needs Assessment

Demographics

Summary

Over the last three years our economically disadvantaged student population has gone from 15% to 30%. We have closed gaps on our African American student population, however, we will continue to close the achievement gap on our economically disadvantaged population.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	On the Spring Math MAP assessment, 65% of economically disadvantaged students met the benchmark standard compared to an 86% campus average. On the Reading Map assessment, 81% of economically disadvantaged students met the benchmark standard compared to an average of 89.5% campus average.	Without systematic early academic acceleration and targeted, differentiated support aligned to individual learning needs, economically disadvantaged students experience gaps in foundational math and reading skills and miss critical grade-level benchmarks, ultimately restricting their access to advanced coursework and hindering growth toward CCMR readiness.

★ = Priority

Student Learning

Summary

We have solid momentum in moving students into the **Meets** category across Math, Reading, and Science (particularly within African American and Hispanic/Latino student populations). The main leverage points moving forward are driving higher **growth percentages** in Math/Reading and strengthening target areas in **Science** and **TELPAS (Writing/Listening)**.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	During the 25-26 school year, 67% of Emergent Bilingual students failed to make yearly progress on the TELPAS. 56% did not make growth on listening, 63% did not make growth on speaking, 65% did not make growth on reading and 83% did not make growth on Writing.	Current systems for providing language support to multilingual learners need to be strengthened to ensure equitable access to targeted interventions, collaborative planning, and instructional resources across the campus.

★ = Priority

Perceptions

Summary

Faculty and staff perceive our school as a positive environment with 96% combined agreeing and strongly agreeing in all categories. As a leadership team, we need to improve in the area of teachers having formal roles in the decision-making process regarding school initiatives.

For staff culture we will implement a campus-wide staff morale initiative designed to strengthen collaboration, recognize contributions, and foster a positive workplace culture.

Of the data we received from the parent survey, with 6% feedback, we noticed a trend in the need to provide more input to parents and the decision making process on our campus.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	During the 2025-2026 school year, Hightower Elementary had an average daily attendance of 95.1% for the school year, below the district expectation of 96%.	Student attendance decreases significantly during the winter and spring semesters due to a combination of seasonal illnesses and family-scheduled extended vacations, leading to instructional gaps and chronic absenteeism.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	On the Spring Math MAP assessment, 65% of economically disadvantaged students met the benchmark standard compared to an 86% campus average. On the Reading Map assessment, 81% of economically disadvantaged students met the benchmark standard compared to an average of 89.5% campus average.	Without systematic early academic acceleration and targeted, differentiated support aligned to individual learning needs, economically disadvantaged students experience gaps in foundational math and reading skills and miss critical grade-level benchmarks, ultimately restricting their access to advanced coursework and hindering growth toward CCMR readiness.
2 ★	During the 25-26 school year, 67% of Emergent Bilingual students failed to make yearly progress on the TELPAS. 56% did not make growth on listening, 63% did not make growth on speaking, 65% did not make growth on reading and 83% did not make growth on Writing.	Current systems for providing language support to multilingual learners need to be strengthened to ensure equitable access to targeted interventions, collaborative planning, and instructional resources across the campus.
3 ★	Survey data indicates a strong opportunity to enhance student voice in campus governance. We are committed to partnering with our student body to directly address the perspectives of the 30% who feel disconnected from the decision-making process.	Students have limited structured opportunities to provide input, participate in decision-making processes, and see how their feedback influences campus initiatives.

★ = Priority

Priorities

Priority 1

1.1 Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

Goal 1

By the end of the 2026-2027 school year, gaps for the Hightower Economically Disadvantaged students will close by 5% or more from the baseline data in Reading based on STAAR and NWEA MAP.

Performance Target: Increase the percentage of Economically Disadvantaged students meeting or exceeding standard on STAAR Reading from 57% to 62%.

Expected Result: Improve instructional and interventional teacher effectiveness in identifying, planning, designing, and delivering quality Tier 1 with productive instructional strategies, so that the student's group population performance in NWEA MAP, STAAR will increase. The overarching goal is to increase overall student academic growth achievement.

Strategy 1

Classroom teachers will intentionally incorporate Tier 1 instruction and intervention practices in Math and Reading to increase the Economically Disadvantaged students' academic understanding and comprehension

Staff Responsible for Monitoring: Collaboration Team meetings
Grade-Level Teams
Campus Administrators
Guiding Coalitions Teams

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Strategy 2

Implement required accelerated instruction with targeted small-group support and progress monitoring to accelerate student growth for HB1416 students.

Staff Responsible for Monitoring: Grade-Level Teams
Campus Administrators
Guiding Coalitions Teams

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	On the Spring Math MAP assessment, 65% of economically disadvantaged students met the benchmark standard compared to an 86% campus average. On the Reading Map assessment, 81% of economically disadvantaged students met the benchmark standard compared to an average of 89.5% campus average.	Without systematic early academic acceleration and targeted, differentiated support aligned to individual learning needs, economically disadvantaged students experience gaps in foundational math and reading skills and miss critical grade-level benchmarks, ultimately restricting their access to advanced coursework and hindering growth toward CCMR readiness.

Goal 2

By the end of the 2026-2027 school year, gaps for the Hightower Economically Disadvantaged students will close by 5% or more from the baseline data in Math based on STAAR and NWEA MAP.

Performance Target: Increase the percentage of Economically Disadvantaged students meeting or exceeding standard on STAAR Math from 54% to 60%.

Expected Result: Improve instructional and interventional teacher effectiveness in identifying, planning, designing, and delivering quality Tier 1 with productive instructional strategies, so that the student's group population performance in NWEA MAP, STAAR will increase. The overarching goal is to increase overall student academic growth achievement.

Strategy 1

classroom teachers will intentionally incorporate Tier 1 instruction and intervention practices in Math and Reading to increase the Economically Disadvantaged students' academic understanding.

Staff Responsible for Monitoring: Collaboration Team meetings
Grade-Level Teams
Campus Administrators
Guiding Coalitions Teams

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Strategy 2

Implement required accelerated instruction with targeted small-group support and progress monitoring to accelerate student growth for HB1416 students.

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	On the Spring Math MAP assessment, 65% of economically disadvantaged students met the benchmark standard compared to an 86% campus average. On the Reading Map assessment, 81% of economically disadvantaged students met the benchmark standard compared to an average of 89.5% campus average.	Without systematic early academic acceleration and targeted, differentiated support aligned to individual learning needs, economically disadvantaged students experience gaps in foundational math and reading skills and miss critical grade-level benchmarks, ultimately restricting their access to advanced coursework and hindering growth toward CCMR readiness.

Priority 2

2.3 - Increase access and opportunities for students to achieve CCMR readiness status

Goal 1

By the end of the 2026-2027 school year, we will increase the percentage of Emergent Bilingual who progress at least one proficiency level on TELPAS through targeted language instruction, interventions, and progress monitoring.

Performance Target: Increase the percentage of Emergent Bilingual students who progress at least one proficiency level on TELPAS from 24% to 30% by the end of the 2026-2027 school year through targeted language instruction, differentiated interventions, and consistent progress monitoring.

Expected Result: Improve instructional and interventional teacher effectiveness in identifying, planning, designing, and delivering quality Tier 1 with productive instructional strategies, so that the student's group population performance in NWEA MAP, STAAR will increase. The overarching goal is to increase overall student academic growth achievement.

Strategy 1

Implement targeted, data-driven language instruction and interventions to improve TELPAS growth across all language domains.

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	During the 25-26 school year, 67% of Emergent Bilingual students failed to make yearly progress on the TELPAS. 56% did not make growth on listening, 63% did not make growth on speaking, 65% did not make growth on reading and 83% did not make growth on Writing.	Current systems for providing language support to multilingual learners need to be strengthened to ensure equitable access to targeted interventions, collaborative planning, and instructional resources across the campus.

Priority 3

4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Goal 1

By the end of the 2026-2027 school year, Hightower ES will reduce the number of behavior incidents that occur in the common areas of the building as measured by Review360 referral data totals.

Performance Target: Decrease Review 360 incident referrals that occur in common areas of the campus from 46% to 36% of all referral data in the 2026-2027 school year.

Expected Result: Fully implement a school-wide positive behavior incentive system that incorporates district-wide expectations and policies. All campus practices and procedures will ensure a safe, collaborative learning environment for our students, staff, and community.

Strategy 1

Hightower ES, enrolled in Cohort #4 (year #3) of the Plano ISD PBIS
program, will implement consistent expectations and procedures for Hightower Common Areas with staff and students to increase engagement and reinforce positive behavior. Implementation and effectiveness will be monitored through teacher and student HRS (High Reliability Schools) surveys as well as Review 360 behavior reports.
Guiding Coalition Ideas to improve consistency in Common Areas:
1.) On-going reteaching practices
2.) Visual cues
3.) Common language among staff and students
4.) Consistent rewards and consequences

Problem Statements: Demographics 1 - School Processes & Programs 2

Formative Reviews

November	February	June

Strategy 2

Explicitly Teach and Model Code of Civility Behaviors

Problem Statements: Demographics 1 - School Processes & Programs 2

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Goal 1 Problem Statements Identifying Demographics

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Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Survey data indicates a strong opportunity to enhance student voice in campus governance. We are committed to partnering with our student body to directly address the perspectives of the 30% who feel disconnected from the decision-making process.	Students have limited structured opportunities to provide input, participate in decision-making processes, and see how their feedback influences campus initiatives.

Priority 4

4.3 Create a culture of belonging for all members of the Plano ISD community.

Goal 1

Increase overall student attendance by the end of the 2026-2027 school year by establishing tiered student support systems, enhancing family communication, and implementing proactive attendance monitoring.

Performance Target: Increase overall student attendance from 95.1% to 96.0% or higher by the end of the 2026-2027 school year.

Expected Result: Increase student attendance from 95.1% to 96.0% or higher by the end of the 2026-2027 school year by implementing tiered student support systems, strengthening family communication and engagement, and establishing proactive attendance monitoring and intervention practices.

Strategy 1

Implement reinforcement for the highest attendance every week and every 9 weeks.

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2

Formative Reviews

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Goal 1 Problem Statements Identifying Demographics

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Goal 1 Problem Statements Identifying Student Learning

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Goal 1 Problem Statements Identifying School Processes & Programs

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