

Fort Bend Independent School District

Colony Bend Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: B



Table of Contents

Comprehensive Needs Assessment 3

Demographics 3

Student Learning 5

School Processes & Programs 8

Perceptions 11

Priority Problem Statements 12

Comprehensive Needs Assessment Data Documentation 13

Goals 15

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities 15

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. 17

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan. 18

Comprehensive Needs Assessment

Demographics

Demographics Summary

Colony Bend Elementary is located in the heart of Sugar Land, in an established neighborhood. Last year, CBE ended the year with approximately 535 students in PK-5, five FLaSH units, and one BSS unit.

Colony Bend's overall attendance was 95.48% for the 2024-2025 school year.

CBE is a diverse community made up of the following ethnicity breakdown:

Student Group	Count	Percent
American Indian - Alaskan Native	2	0.38%
Asian	159	30.23%
Black - African American	86	16.35%
White	112	21.29%
Two-or-More	42	7.98%
Emergent Bilingual	156	29.44%
Special Education	125	23.76%
Economically Disadvantaged	217	41.25%
GT	22	4.18%
At Risk	229	43.54%

CBE's community is incredibly diverse, both by ethnicity breakdown as well as student needs. We have a large and diverse group of students served by an IEP, ranging from seven self-contained units to students who receive services while attending class in the general education setting.

CBE serves 22 GT students. We are moving from Texas Performance Standards project to Innovation Hour. We have decided to make this shift to better serve the needs of the GT students we have on our campus.

CBE welcomed all five elementary FLaSH units last year and are excited to continue serving these students and families. We will continue hosting one BSS unit along with students receiving speech, dyslexia, inclusion and resource services in grades PK-5.

Demographics Strengths

CBE is a diverse community made up of the following ethnicity breakdown:

35% Asian
14% Black or African American
8% 2 or more races
20% Hispanic/Latino
23% White

CBE is located in an established neighborhood with new families moving in during recent years. Colony Bend embraces the close community atmosphere and works collaboratively with the deep roots of our families while embracing new families into the neighborhood.

Problem Statements Identifying Demographics Needs

Problem Statement 1: CBE has lower enrollment in PK and K.

Root Cause: There are a few popular PK and K alternative schools with strong neighborhood reputations, including a Montessori, a PK-8 Catholic school, and a Christian PK/K school. CBE had a rough year last year and the neighborhood perception has been negatively impacted, leaving more families to opt for a different school home.

Student Learning

Student Learning Summary

Colony Bend ES maintains consistently strong data, with stronger reading data over math year over year, across all data measures.

30% of our EL students showed at least one year of growth from last year's TELPAS language level.

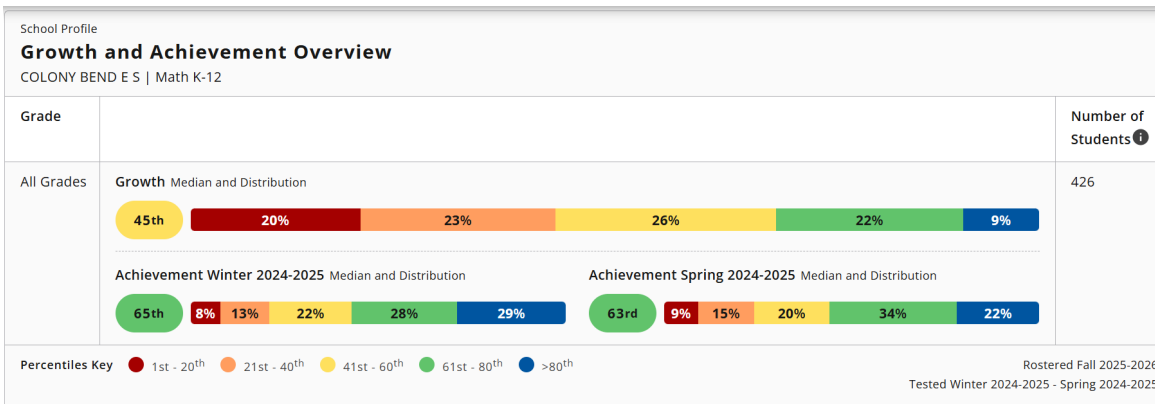
During the first year of administering the MAP, CBE students showed growth slightly below the national norm in the 45th percentile, while achievement was in the 63rd percentile by EOY.

TELPAS growth

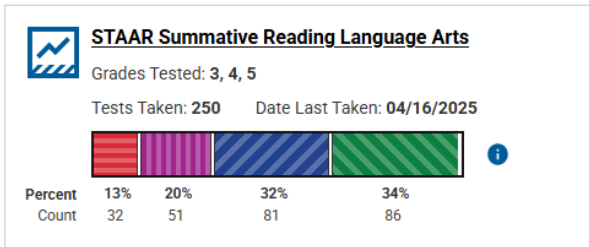
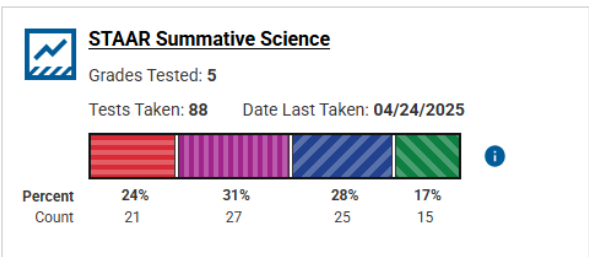
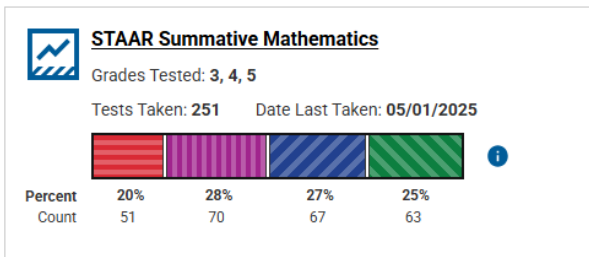
2024-2025						
		Beginning	Intermediate	Advanced	Advanced High	Totals
2023-2024	Beginning	2347	2225	787	129	5488
	Intermediate	1423	4972	4389	1140	11924
	Advanced	447	2355	4994	3315	11111
	Advanced High	94	444	1791	3140	5469
	Totals	4311	9996	11961	7724	33992

	#	%
Progressed 1 Level	8009	23.56
Progressed 2 or More Levels	1898	5.58

NWEA MAP



STAAR



Student Learning Strengths

Colony Bend is committed to meeting the academic and social success of all students through systematic instruction across all content areas while continuing to nourish the community that makes Colony Bend unique.

Colony Bend will continue to utilize Flight time, our 45-minute intervention time, to tailor instruction to the needs of all students by providing intervention for struggling students, enrichment opportunities for our excelling students, and continued practice to strengthen skills for our achieving students.

Teachers work with their teams as well as with the leadership and specialist teams to ensure that all students are receiving on grade level instruction as well as tailored intervention to meet their specific needs. From these meetings, PLC meetings, and input from specialists, students are selected to receive tier 3 intervention in Math or Reading.

Colony Bend students maintained or gained across all STAAR assessments and showed a 7 point gain in 5th grade Science scores.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Although Colony Bend students achieve above the national and state averages, growth is stagnant on state assessments and slightly below the national average on MAP, a nationally normed assessment.

Root Cause: Instruction is not always to the rigor and complexity of each individual student's needs, resulting in students not always achieving the targeted growth.

School Processes & Programs

School Processes & Programs Summary

Colony Bend Elementary implements all instructional programs required by the district and follows the district's curriculum. Teams meet weekly for lesson planning, intervention, and data review. Teams meet in PLC to review and recent data to progress monitor student growth. CBE commits to nurturing the whole student through a balanced focus on academic and social emotional learning.

Professional Practices

Teams hold weekly Professional Learning Community (PLC) meetings to ensure fidelity in instructional delivery as well as to create plans for intervention. The time provided in the master schedule facilitates the opportunity for teachers to collaborate with specialists, interventionists, SPED teachers, and administrators.

Organizational and Administrative Leadership

Colony Bend Elementary's leadership team regularly collaborate on student data, instructional practices, and assessments through PLCs. Instruction across the campus is aligned to the district curriculum, differentiated to meet student needs, and rooted in evidence-based practices. The Student Support Team (SST) meets regularly to review progress-monitoring data for students receiving Tier 2 and Tier 3 interventions. The team that meets for these meetings make decisions about next steps and plan targeted supports are in place for specific students. The leadership structure includes one team leader per grade level (PreK–5), as well as representatives for SPED, and specialists. The campus administrative team consists of one principal, one assistant principal, a Campus Compliance Coordinator, and the counselor.

Organizational and Administrative

Colony Bend Elementary will strengthen instructional systems and staff support to improve student outcomes, focusing on student growth. Administrators will communicate expectations and provide ongoing feedback through PLCs, meetings, emails, newsletters, T-TESS observations, and walk-throughs. To support effective planning, a district-aligned lesson plan and daily schedule will be created.

Regular Student Support Team meetings will be held to review data for at-risk students, determine appropriate Tier 2 and Tier 3 interventions, and establish next steps. The master schedule will embed PLC and intervention time to maximize teacher planning and minimize instructional disruptions. During these times, outclass teachers will provide targeted instruction to students based on classroom teacher plans.

In addition, the school counselor will provide lessons and activities focused on mental health, No Place for Hate initiatives, and health and wellness. These systems and supports will lead to improved instructional alignment, more effective interventions, increased teacher collaboration, and enhanced academic and social-emotional outcomes for all students.

Professional Development

Colony Bend Elementary will recruit, support, and retain highly qualified educators through targeted hiring efforts, including FBISD professional referrals. All first-year teachers will participate in the Teachers Advancing Professional Practice (TAPP) mentoring program to receive structured guidance and support. All new to CBE teachers will be paired with a

buddy to help integrate their expertise with the CBE systems.

Professional learning will be aligned to campus goals and identified staff needs based on walkthroughs, learning walks, and PLC discussions. Campus staff will collaboratively plan and lead professional development sessions, sharing leadership with teachers.

Targeted support will be provided for new and first-year teachers in classroom management, instructional models, district curriculum, and strategies for special populations. Each grade-level team will include at least one staff member trained in Leveled Literacy Intervention (LLI) and Number Worlds to deliver targeted interventions in partnership with specialists.

Expected Outcome: A collaborative, well-supported teaching staff with the skills and resources to deliver high-quality, aligned instruction that improves student learning outcomes.

Colony Bend Elementary will provide daily intervention and enrichment through a scheduled 45-minute block. Students will participate in small-group instruction targeting specific skills in reading and math, tutorials for HB1416 to address learning gaps identified by STAAR and MAP data, project-based learning, and science instruction.

The Pre-Kindergarten program will continue to build on its success, with Circle assessment data showing students making at least one year's progress and demonstrating ongoing growth. Campus professional development will offer teams targeted learning opportunities and instructional strategies delivered by the leadership team, district personnel, and teachers, focusing on the school's priority of student growth.

Colony Bend will maintain strong community partnerships with other FBISD schools as well as the active PTO that organizes events and engagement activities. Students will have access to a variety of after-school clubs sponsored by extended learning programs and staff members.

Expected Outcome: Increased academic growth, strengthened student engagement, and enhanced community partnerships that support student achievement and well-being.

School Processes & Programs Strengths

Colony Bend Elementary demonstrates strong instructional systems that prioritize alignment to curriculum. Clear planning structures, including district-aligned lesson plan templates, protected PLC time, ensure instructional consistency and collaboration across grade levels. Teachers are well-supported through targeted professional learning aligned to campus goals, mentoring for first-year educators, and access to trained staff in specialized intervention programs.

CBE maintains a strong focus on targeted student support, with daily intervention and enrichment blocks, small-group instruction, and monthly Student Support Team meetings to monitor progress, close learning gaps, and provide individualized Tier 2 and Tier 3 interventions. Early learning programs, particularly Pre-K, show measurable success with Circle data reflecting at least one year's progress for students and continued growth throughout the year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students show inconsistent growth in reading and math, as compared to same level peers.

Root Cause: Teachers may see that acceptable or above level achievement and not sufficiently push students to the next level to show growth.

Perceptions

Perceptions Summary

Parent perceptions

CBE scored in the high range for emotional engagement in the areas of teacher/student relationships, peer support of learning, family support of learning, and disaffection.

CBE scored in the high range for cognitive engagement in the areas of intrinsic motivation and future goals and aspirations.

72% of parents rate CBE as good or excellent.

73% of the parents feel that their child is being prepared to do well in the next grade or after.

96% of students feel that their teachers care about them.

88% of parents and 90% of staff feels the campus fosters a caring environment.

Discipline

Discipline incidents remained very low for the campus.

Perceptions Strengths

Colony Bend still enjoys an overall positive perception with parents, staff, and students. All stakeholders feel that teachers treat parents and students with respect and are invested in the wellbeing, security, and achievement of all students. Additionally, all community groups are pleased with the school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: CBE still has an overall positive reputation within the school community, but has taken a hit within the wider community.

Root Cause: CBE is coming off a bumpy year last year with a myriad of mid-year changes to staff. While trying to attract new families, we are fighting some negative news stories.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR 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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

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

Performance Objective 1: By May 2026, Colony Bend will improve instructional effectiveness in literacy, as demonstrated by at least a 3% increase in K-5 end-of-year NWEA MAP Growth Reading and Math achievement scores

Evaluation Data Sources: NWEA achievement scores for Reading and Math, School Profile Report

Strategy 1 Details		Reviews			
Strategy 1: PLC meetings to review 3rd-5th grade student performance and identify priorities for targeted literacy and math instruction will occur at least once every nine weeks, ensuring all students receive the necessary accelerated instruction, including both interventions and enrichment, to address their individual needs. Strategy's Expected Result/Impact: Teachers will enhance literacy and math instruction by focusing on priority TEKS, integrating activities aligned with the appropriate instructional strategies, and ensuring all students make progress in their targeted areas for intervention or enrichment. Staff Responsible for Monitoring: Administration Literacy Intervention Teacher Math Specialist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June
		 Accomplished			
No Progress Accomplished Continue/Modify Discontinue					

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

Performance Objective 2: By May 2026, the percentage of 3rd - 5th grade students that score Meets grade level or above on the STAAR Math Assessments will increase from 52% to 57% by May 2026.

Evaluation Data Sources: STAAR 2025
STAAR Interim Spring 2026
3rd-5th NWEA MAP Growth Report
3rd-5th Math Unit Assessments

Strategy 1 Details	Reviews			
Strategy 1: PLC meetings to review 3rd-5th grade student performance and identify priorities for targeted math instruction will occur at least once every nine weeks, ensuring all students receive the necessary accelerated instruction, including both interventions and enrichment, to address their individual needs. Strategy's Expected Result/Impact: Teachers will enhance math instruction by focusing on priority TEKS, integrating activities aligned with the appropriate Depth of Knowledge (DOK) levels, and ensuring all students make progress in their targeted areas for intervention or enrichment. Staff Responsible for Monitoring: Administration Math Specialist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Accomplished			
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By May 2026, 75% of staff will report that their perception of CBE is good or excellent, up from 68% last year as measured by the district's Culture-Climate and Student Engagement Survey.

Evaluation Data Sources: FBISD's Culture-Climate and Student Engagement Survey

Strategy 1 Details	Reviews			
Strategy 1: Regularly elicit and address feedback via team leaders regarding what is working and where additional support can be added. Strategy's Expected Result/Impact: CBE will foster a positive and collaborative	Formative			Summative
	Oct	Dec	Feb	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: CBE will increase or maintain frequent communication with staff and community via parent newsletters every other week, posts to newly created social media accounts, weekly staff newsletter, visible calendars, and daily posted reminders. Strategy's Expected Result/Impact: CBE will strengthen trust with stakeholders by increasing transparency through frequent communication. Staff Responsible for Monitoring: Admin Team Leaders TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: By May 2026, Colony Bend Elementary will demonstrate fiscal responsibility by ensuring 100% of all instructional resources purchased are within the campus budget allotment and aligned to campus priorities to improve student outcomes and meet instructional needs.

Evaluation Data Sources: Weekly budget reports

Strategy 1 Details		Reviews			
Strategy 1: The principal will meet weekly with the EA to review budget allocations and spending. These meetings will ensure that all expenditures align with the district's strategic plan and campus goals, with adjustments made as needed to address evolving priorities. Strategy's Expected Result/Impact: Funds used appropriately for operating purposes Staff Responsible for Monitoring: Principal Executive Assistant TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments		Formative			Summative
		Oct	Dec	Feb	June
		 Considerable			
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 2: By May 2026, the administrative team will ensure 100% efficient staffing in all teacher and instructional paraprofessional positions.

Evaluation Data Sources: FBISD Staffing Guidelines
FBISD Campus Projections
Monthly morale activities

Strategy 1 Details	Reviews			
Strategy 1: The administrative team will implement proactive strategies for recruitment and retention, incorporating ongoing staff support and morale-building activities, to promptly fill all teacher and instructional paraprofessional positions and maintain stable staffing year-round. Strategy's Expected Result/Impact: This will lead to consistent, high-quality instruction and support for students, reduced staff turnover, and a positive, stable learning environment throughout the year. Staff Responsible for Monitoring: Administration, Executive Assistant TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	Considerable			
No Progress Accomplished Continue/Modify Discontinue				