

Cedar Hill Independent School District



Highlands Elementary School

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

Goal 1: The percentage of third graders scoring at Meets+ on STAAR Reading will increase from 38% in August 2025 to 46% by August 2030.

Performance Objective 1 High Priority

By May 2027, Highlands Elementary will increase the percentage of students achieving Meets Grade Level or above on STAAR ELAR/SLAR in 3rd Grade from 22% to 32%, 4th Grade from 32% to 42%, and 5th Grade from 44% to 54%

Evaluation Data Source: District common assessments, STAAR Interim, NWEA MAP Reading, HMH assessments, exit-ticket data, student work, and 2027 STAAR ELAR/SLAR

Strategy 1

Reading teachers will participate in weekly lesson-internalization PLCs focused on:

- Unpacking priority TEKS and identifying the required rigor
- Internalizing HMH ELAR/SLAR lessons
- Developing exemplars and anticipating misconceptions
- Planning aligned check for understanding, and student discourse
- Rehearsing critical lesson components
- Analyzing student work and planning reteach

Strategy's Expected Result/Impact: At least 80% of weekly PLC artifacts will meet campus expectations, and at least 80% of spring walkthroughs will demonstrate the identified Tier 1 reading look-fors.

Staff Responsible for Monitoring: Assistant Principal, Instructional Specialist, Principal, and 3-5 reading teachers

Problem Statements: Student Learning 2

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

September

December

March

June

Strategy 2

3-5 grade students will complete at least one TEKS-aligned constructed-response task every weekly. Teachers will use a common rubric, calibrate scoring during PLCs, provide feedback, and

use student exemplars to guide revision.

Strategy's Expected Result/Impact: By spring 2027, at least 60% of students will score at or above the campus-established proficiency level on common constructed-response tasks.

Staff Responsible for Monitoring: 3-5 reading teachers, Assistant Principal, and Instructional Specialist.

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

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

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Strategy 3

Teachers will analyze performance by TEKS, student group, and STAAR threshold:

Approaches

Meets

Masters

Teachers will provide targeted reteach or enrichment and reassess students within the same instructional cycle.

Strategy's Expected Result/Impact: At least 75% of students receiving targeted reteach will demonstrate improved mastery on reassessment.

Staff Responsible for Monitoring: Assistant Principal, Instructional Specialist, and 3-5 reading teachers.

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

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Strategy 4

Campus leaders will visit each priority reading classroom at least twice weekly and provide one bite-sized coaching action within 24-48 hours.

Strategy's Expected Result/Impact: Reading Tier 1 look-fors will increase to at least 70% by midyear and 80% by spring.

Staff Responsible for Monitoring: Assistant Principal, Instructional Specialist, and 3-5 reading teachers.

Problem Statements: School Processes & Programs 1, 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

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Strategy 5

Provide targeted school-day and after-school tutoring funded through Title funds to improve student mastery of reading TEKS and increase STAAR performance.

Strategy's Expected Result/Impact: Students receiving tutoring will demonstrate increased mastery of priority reading TEKS.

Staff Responsible for Monitoring: Teachers, IS and Campus Admin

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

Funding Sources: Technology, Paper 211 / Title I (Improving Basic Programs), \$7,150

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Students in grades 3-5 demonstrate gaps in grade-level reading comprehension and higher-order literacy skills. Third grade represents the greatest area of need, with 46.6% of students performing at Did Not Meet, while only 22.4% reached Meets and 5.2% reached Masters. Fourth-grade performance also reflects limited mastery, with 40.9% Did Not Meet and only 3% reaching Masters.	Students have inconsistent opportunities to engage with complex grade-level texts and demonstrate deeper comprehension through analysis, inference, written response, evidence-based thinking, and academic discourse.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Tier 1 instruction is inconsistently implemented across classrooms, resulting in uneven curriculum delivery, limited alignment to grade-level TEKS rigor, and insufficient student growth and proficiency.	A significant number of new and novice teachers require additional support with curriculum implementation, and lesson internalization, common instructional look-fors, walkthrough monitoring, coaching, and follow-up have not been implemented with consistent fidelity.
3 Instructional coaching and follow-up are not sufficiently systematic to ensure consistent teacher growth and implementation of campus instructional priorities.	The campus has not consistently utilized a common coaching framework, actionable feedback protocol, documented follow-up cycle, and leadership monitoring system across teachers and grade levels.

Performance Objective 2 High Priority

By May 2027, Highlands Elementary will increase the percentage of 3rd grade students who score at the 70th percentile or above in reading from 16% to 26%, as measured by EOY NWEA MAP.

Strategy 1

3rd grade students will work toward mastery at least one targeted skill per week on IXL and complete the ongoing benchmarks every month resulting in at least 10 points gained each month as measured by the ongoing benchmarks.

Strategy's Expected Result/Impact: At least 80% of identified students will demonstrate monthly growth on targeted skills, and the percentage of students at or above the 70th percentile will increase from 16% to 26% by EOY.

Staff Responsible for Monitoring: Teachers and Instructional Specialist

Problem Statements: Student Learning 1				
TEA Priorities: Build a foundation of reading and math				
ESF Levers: Lever 5: Instructional Leadership and Capacity Building				
Formative Reviews				
No Progress				
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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students in grades 3-5 demonstrate inconsistent mathematics achievement and limited mastery of grade-level standards. STAAR performance shows Did Not Meet rates of 41% in third grade, 63% in fourth grade, and 45% in fifth grade, while Masters performance ranges from only 2% to 10%.	Students have not consistently developed the conceptual understanding, problem-solving skills, mathematical reasoning, and academic vocabulary necessary to independently apply grade-level mathematics concepts to rigorous and unfamiliar tasks.

Goal 2

Goal 2: The percentage of 3rd-Grade Meets+ on STAAR Math will increase from 36% in August 2025 to 51% in August 2030.

Performance Objective 1

 High Priority

By May 2027, Highlands Elementary will increase the percentage of students achieving Meets Grade Level or above on STAAR Math in 3rd Grade from 35% to 45%, 4th Grade from 28% to 38%, and 5th Grade from 19% to 29%

Strategy 1

3-5 mathematics teachers will participate in weekly lesson-internalization PLCs in which they will:

- Unpack priority TEKS
- Solve and annotate Bluebonnet tasks
- Identify the expected level of rigor
- Develop exemplars and anticipate misconceptions
- Plan representations, discourse and check for understanding
- Rehearse critical lesson components
- Analyze student work

Strategy's Expected Result/Impact: At least 90% of weekly PLC artifacts will meet expectations, and 80% of spring walkthroughs will demonstrate the identified mathematics look-fors.

Staff Responsible for Monitoring: Principal, Instructional Specialist, and 3-5 mathematics teachers

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

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

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Strategy 2

Students will engage daily in TEKS-aligned problem-solving using Read-Draw-Write, visual representations, mathematical discourse, and written justification.

Strategy's Expected Result/Impact: By spring, at least 70% of reviewed student-work samples will demonstrate alignment to the TEKS, an appropriate strategy, and an explanation of reasoning.

Staff Responsible for Monitoring: 3-5 mathematics teachers, Principal, and Instructional specialist.

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

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

September

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Strategy 3

Teachers will analyze performance by TEKS, student group, and STAAR threshold:

Approaches

Meets

Masters

Teachers will provide targeted reteach or enrichment and reassess students within the same instructional cycle.

Strategy's Expected Result/Impact: At least 75% of students receiving targeted reteach will demonstrate improved mastery on reassessment.

Staff Responsible for Monitoring: 3-5 mathematics teachers, Principal, and Instructional specialist.

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

September

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Strategy 4

Campus leaders will visit each priority math classroom at least twice weekly and provide one bite-sized coaching action within 24-48 hours.

Strategy's Expected Result/Impact: Mathematics Tier 1 look-fors will increase to at least 70% by midyear and 80% by spring.

Staff Responsible for Monitoring: Principal and Assistant Principal

Problem Statements: Student Learning 1 - School Processes & Programs 3

TEA Priorities: Improve low-performing schools

Formative Reviews

No Progress

September

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March

June

Strategy 5

Provide targeted school-day and after-school tutoring funded through Title funds to improve student mastery of math TEKS and increase STAAR performance.

Strategy's Expected Result/Impact: Students receiving tutoring will demonstrate increased mastery of priority mathematics TEKS.

Staff Responsible for Monitoring: Teachers, IS, Campus Admin

Problem Statements: Student Learning 1

Funding Sources: 211 / Title I (Improving Basic Programs), \$7,150

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students in grades 3-5 demonstrate inconsistent mathematics achievement and limited mastery of grade-level standards. STAAR performance shows Did Not Meet rates of 41% in third grade, 63% in fourth grade, and 45% in fifth grade, while Masters performance ranges from only 2% to 10%.	Students have not consistently developed the conceptual understanding, problem-solving skills, mathematical reasoning, and academic vocabulary necessary to independently apply grade-level mathematics concepts to rigorous and unfamiliar tasks.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Tier 1 instruction is inconsistently implemented across classrooms, resulting in uneven curriculum delivery, limited alignment to grade-level TEKS rigor, and insufficient student growth and proficiency.	A significant number of new and novice teachers require additional support with curriculum implementation, and lesson internalization, common instructional look-fors, walkthrough monitoring, coaching, and follow-up have not been implemented with consistent fidelity.
3	Instructional coaching and follow-up are not sufficiently systematic to ensure consistent teacher growth and implementation of campus instructional priorities.	The campus has not consistently utilized a common coaching framework, actionable feedback protocol, documented follow-up cycle, and leadership monitoring system across teachers and grade levels.

Performance Objective 2 High Priority

By May 2027, Highlands Elementary will increase the percentage of 3rd grade students who score at the 70th percentile or above in math from 20% to 30%, as measured by EOY NWEA MAP.

Evaluation Data Source: NWEA MAP Mathematics, Bluebonnet assessments, district assessments, STAAR Interim

Strategy 1

Teachers will administer a standards-aligned DOL or exit ticket and record the percentage of students demonstrating mastery. Results will be used to plan next-day adjustment, small groups, or reteach.

Strategy's Expected Result/Impact: At least 80% of mathematics classrooms will maintain current exit ticket records, and campus wide exit ticket mastery will reach at least 70% by spring.

Staff Responsible for Monitoring: Mathematics teachers, Instructional Specialist, Assistant Principal, and Principal.

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

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Students in grades 3-5 demonstrate inconsistent mathematics achievement and limited mastery of grade-level standards. STAAR performance shows Did Not Meet rates of 41% in third grade, 63% in fourth grade, and 45% in fifth grade, while Masters performance ranges from only 2% to 10%.	Students have not consistently developed the conceptual understanding, problem-solving skills, mathematical reasoning, and academic vocabulary necessary to independently apply grade-level mathematics concepts to rigorous and unfamiliar tasks.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Tier 1 instruction is inconsistently implemented across classrooms, resulting in uneven curriculum delivery, limited alignment to grade-level TEKS rigor, and insufficient student growth and proficiency.	A significant number of new and novice teachers require additional support with curriculum implementation, and lesson internalization, common instructional look-fors, walkthrough monitoring, coaching, and follow-up have not been implemented with consistent fidelity.

Goal 3

Goal 3: The percentage of students graduating CCMR-ready, as measured by state accountability metrics, will increase from 80% in August 2025 to 90% in August 2030.

Performance Objective 1 High Priority

By May 2027, Highlands Elementary will increase the percentage of 5th grade students performing at or above the 70th percentile on NWEA MAP Reading and Mathematics SAT measure by at least 10 percentage points from BOY to EOY.

Evaluation Data Source: NWEA MAP Reading and Mathematics, district assessments, STAAR Interim, STAAR performance levels

Strategy 1

Following each major assessment, students will review their results, establish measurable growth goals, identify a specific action, and monitor progress with their teacher.

Strategy's Expected Result/Impact: 80% of students in Grades 3-5 will maintain an updated academic goal and progress record following BOY, MOY, district, interim, and EOY assessments.

Staff Responsible for Monitoring: Classroom teachers, Counselor, Instructional specialist, and campus administrators.

Problem Statements: Student Learning 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Teachers will plan opportunities for students to explain, justify, debate, revise, and communicate their thinking using grade-appropriate academic language.

Strategy's Expected Result/Impact: At least 80% of spring walkthroughs will demonstrate purposeful student discourse and evidence that students, rather than the teacher, are doing the majority of the cognitive work.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Instructional Specialist

Problem Statements: Student Learning 2

TEA Priorities: Improve low-performing schools

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students in grades 3-5 demonstrate inconsistent mathematics achievement and limited mastery of grade-level standards. STAAR performance shows Did Not Meet rates of 41% in third grade, 63% in fourth grade, and 45% in fifth grade, while Masters performance ranges from only 2% to 10%.

Students have not consistently developed the conceptual understanding, problem-solving skills, mathematical reasoning, and academic vocabulary necessary to independently apply grade-level mathematics concepts to rigorous and unfamiliar tasks.

2

Students in grades 3-5 demonstrate gaps in grade-level reading comprehension and higher-order literacy skills. Third grade represents the greatest area of need, with 46.6% of students performing at Did Not Meet, while only 22.4% reached Meets and 5.2% reached Masters. Fourth-grade performance also reflects limited mastery, with 40.9% Did Not Meet and only 3% reaching Masters.

Students have inconsistent opportunities to engage with complex grade-level texts and demonstrate deeper comprehension through analysis, inference, written response, evidence-based thinking, and academic discourse.

Goal 4

Goal 4: The percentage of eighth graders achieving Meets + on Science STAAR will grow from 34% in August 2025 to 48% in 2030.

Performance Objective 1

By May 2027, Highlands Elementary will increase the percentage of fifth-grade students achieving Meets Grade Level or above on STAAR Science from 17% to 27%.

Evaluation Data Source: District science assessments, STAAR Interim, NWEA MAP Science, Exit Tickets, student work, and 2027 STAAR Science.

Strategy 1

Science teachers will participate in weekly lesson internalization focused on priority TEKS. Planning will include task rigor, exemplars, misconceptions, vocabulary, check for understandings, exit tickets, and opportunities for students to explain scientific reasoning.

Strategy's Expected Result/Impact: At least 70% of weekly planning artifacts will meet expectations, and 70% of spring walkthroughs will demonstrate aligned science Tier 1 look-fors.

Staff Responsible for Monitoring: Science teachers, Instructional specialist, and Principal.

Problem Statements: Student Learning 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Fifth-grade students demonstrate significant gaps in science achievement, with 58% performing at Did Not Meet and only 17% reaching Meets or above, indicating limited mastery of grade-level science concepts and application of scientific reasoning.

Students have not consistently developed the content knowledge, academic vocabulary, conceptual connections, and application skills necessary to analyze scientific information and successfully respond to rigorous, TEKS-aligned tasks.

Performance Objective 2 High Priority

By May 2027, Highlands Elementary will increase the percentage of 5th grade students who score at the 72nd percentile or above in science from 5% to 30%, as measured by EOY NWEA MAP.

Strategy 1

Science teachers and campus leaders will analyze performance by TEKS, reporting category, item type, student group, and STAAR threshold. Students will receive targeted reteach or enrichment followed by reassessment.

Strategy's Expected Result/Impact: District-assessment Meets+ performance will increase from 17% to 27%

Staff Responsible for Monitoring: Principal, Instructional Specialist, and science teachers

Problem Statements: Student Learning 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Fifth-grade students demonstrate significant gaps in science achievement, with 58% performing at Did Not Meet and only 17% reaching Meets or above, indicating limited mastery of grade-level science concepts and application of scientific reasoning.

Students have not consistently developed the content knowledge, academic vocabulary, conceptual connections, and application skills necessary to analyze scientific information and successfully respond to rigorous, TEKS-aligned tasks.

Goal 5

The percentage of students reporting positive social-emotional well-being and active school engagement will increase by 15 percentage points from BOY to EOY in the Student Perception Surveys

Performance Objective 1

By May 2027, the percentage of Highlands Elementary students reporting positive social-emotional well-being and active school engagement will increase by 15 percentage points from the BOY baseline, as measured by the Student Perception Survey. Each monitored student group will demonstrate improvement from BOY to EOY

Evaluation Data Source: BOY, MOY, and EOY Student Perception Surveys; quarterly pulse surveys; attendance; discipline referrals; classroom removals; counseling referrals

Strategy 1

The campus will use the PBIS House system to strengthen belonging, positive relationships, collaboration, school pride, and recognition. Students will participate in House meetings, rallies, service projects, competitions, mentoring, and celebrations connected to the House character traits

Strategy's Expected Result/Impact: At least 90% of students will participate in one or more House activities each quarter, and positive responses to belonging and school-pride survey items will increase from BOY to EOY.

Staff Responsible for Monitoring: Counselor, House leaders, teachers, Assistant Principal

Problem Statements: Demographics 2 - Perceptions 3

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 2

The campus will consistently recognize students for academic growth, attendance, positive behavior, leadership, effort, kindness, and demonstration of House traits. Recognition will include classroom celebrations, announcements, House points, certificates, family communication, and campus events.

Strategy's Expected Result/Impact: Every classroom will recognize students at least weekly, and campus wide recognition will occur monthly. Recognition data will be reviewed to ensure representation across student groups.

Staff Responsible for Monitoring: Assistant Principal, Counselor, teachers, House leaders, and Principal.

Problem Statements: Perceptions 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

No Progress

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Discipline data indicate Disproportionality among student groups, with male students accounting for 79% of discipline offenses and African American males accounting for 69% of referrals.

Campus-wide expectations for proactive classroom management, behavior supports, restorative practices, and responses to student behavior are not implemented consistently across classrooms.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Students report a limited sense of belonging and connection to the school community. Only 35% of students responded positively to the Belonging theme, despite an increase from the previous survey administration.

Campus and classroom practices for intentionally developing student voice, relationships, recognition, and peer connections are not implemented consistently across classrooms and grade levels.

Performance Objective 2 **High Priority**

By May 2027, increase the average daily attendance average from 94.6% to 96%, as measured by ADA marking period report.

Evaluation Data Source: ADA Report

Strategy 1

Implement proactive truancy prevention measures as measured by daily and weekly average daily attendance data.

Strategy's Expected Result/Impact: Improve ADA and student outcomes

Staff Responsible for Monitoring: Assistant principal and Attendance Clerk

Problem Statements: Perceptions 3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 2

Implement an ongoing, campus-wide attendance recognition system that celebrates students, classrooms, and families for improved and consistent attendance, strengthening a positive culture around being present and maximizing opportunities for student learning as measured by daily and weekly average daily attendance data.

Strategy's Expected Result/Impact: Improve ADA and student outcomes

Staff Responsible for Monitoring: Assistant principal and Attendance Clerk

Problem Statements: Perceptions 3

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Students report a limited sense of belonging and connection to the school community. Only 35% of students responded positively to the Belonging theme, despite an increase from the previous survey administration.

Campus and classroom practices for intentionally developing student voice, relationships, recognition, and peer connections are not implemented consistently across classrooms and grade levels.