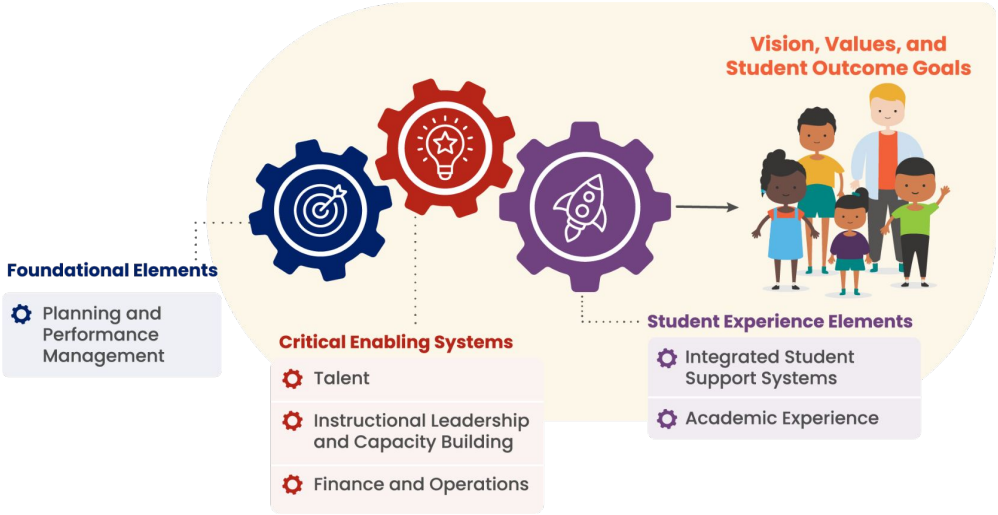


Targeted Improvement Plans

November 16, 2026

School Improvement Campuses

Region 10 School Improvement Professional Learning (2 days)



- Effective Schools Framework
- A-F Accountability System Domains I-III

Targeted Improvement Plans (TIPs)

Highlands Elementary, High Pointe Elementary, Lake Ridge Elementary, and Cedar Hill High School

Targeted Improvement Plan Components



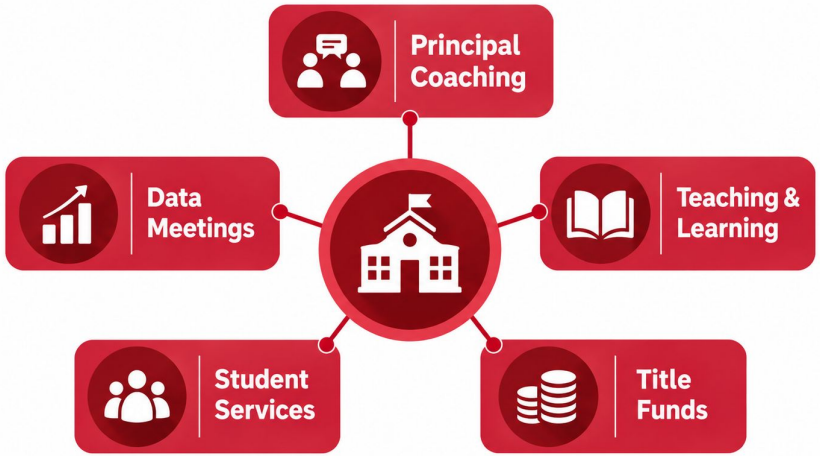
- Needs Assessment/Stakeholder Engagement
- School Improvement Strategy
- Curriculum and Instruction
- Capacity Building → The campus professional development plans
- Milestones → Leading Measures the campus use to track toward progress
- Performance Management
- Student Outcome Goals (Domain I and Domain III)

School Improvement Strategies

- Intensive curriculum and instruction improvements
- Texas Instructional Leadership - observation/feedback, school culture, lesson internalization, data-driven instruction → continuous improvement (if given the opportunity)
- Partners
  - Region 10
  - SustainEd
  - Great Minds
  - The Commit Partnership
- Prep Allotment - Mentoring
- Applying for LASO 5 Grant



District Support for School Improvement



- Chief Academic Officer
  - Observation/feedback/principal coaching
  - Campus Data meetings monthly (Domain I and Student Growth)
- Multi-Tiered Systems of Support - implementation and support in partnership with University of North Texas (elementaries only)
- Executive Director of Special Education Services
- Teaching and Learning Support
  - Executive Director of Teaching and Learning
  - Curriculum coordinators
    - Professional Learning Communities
    - Affinity Groups by grade level and content (tested content/grade levels and grade 2)
  - Instructional specialists teach small groups at least half day
- Title funds

Curriculum and Instruction Improvements

- Hattie Elite 8
- Blended Learning Model
- Small Group Materials for K-5
  - MClass
  - Math Catalyst
- Instructional minutes including small group time vs isolated Longhorn Time at all levels
- Lesson internalization frameworks for elementary
- Secondary Math instructional materials that are more aligned to STAAR → K-12 ELAR adoption 2027
- Increase rigor in 6-12 core content to better prepare students for post-secondary readiness (college or career)



Cedar Hill High School

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former) ✦	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years* A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	1	**0**	**-**	**-**	**-**	**-**	**0**	**1**	**2**	**0**	**-**	**1**
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	3	3	2	-	-	-	3	3	3	3	0	0
2025	3	3	0	-	-	-	0	0	3	3	0	0
2026	0	0	0	-	-	-	1	0	3	3	1	0
Academic Achievement Status: Mathematics												
2024	0	1	0	-	-	-	0	0	1	3	0	0
2025	1	2	0	-	-	-	2	1	0	0	-	2
2026	0	0	-	-	-	-	0	0	1	1	-	0
Graduation (Federal Graduation Rate)												
2024	3	0	2	-	-	-	0	2	1	0		
2025	3	1	0	-	-	-	3	3	2	2		
2026	3	3	2	-	-	-	3	3	3	0		
School Quality (College, Career, and Military Readiness Performance)												
2024	3	3	3	-	-	-	3	3	3	3	-	3
2025	4	3	3	-	-	-	4	3	4	3	-	3
2026	4	4	3	-	-	-	4	4	4	3	-	4
Progress in Achieving English Language Proficiency (EB Current)												
2024									0			
2025									0			
2026									0			

High Pointe Fine Arts Academy

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former) ✦	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years* A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	1	**0**	**-**	**-**	**-**	**-**	**-**	**3**	**-**	**0**	**-**	**2**
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	0	3	-	-	-	-	-	0	-	0	-	0
2025	2	3	-	-	-	-	-	1	-	2	-	2
2026	0	3	-	-	-	-	-	0	-	0	-	0
Academic Achievement Status: Mathematics												
2024	1	2	-	-	-	-	-	1	-	0	-	0
2025	1	3	-	-	-	-	-	0	-	1	-	1
2026	0	3	-	-	-	-	-	0	-	2	-	0
Academic Growth Status: RLA												
2024	0	3	-	-	-	-	-	0	-	0	-	1
2025	3	3	-	-	-	-	-	2	-	0	-	3
2026	0	0	-	-	-	-	-	0	-	-	-	0
Academic Growth Status: Mathematics												
2024	3	2	-	-	-	-	-	2	-	0	-	2
2025	3	1	-	-	-	-	-	0	-	0	-	1
2026	0	0	-	-	-	-	-	0	-	-	-	0
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	0	0	0	-	-	-	3	0	0	0	-	0
2025	2	3	3	-	-	-	0	1	-	1	-	1
2026	0	3	-	-	-	-	0	0	-	2	0	0

Highlands Elementary

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former) ✦	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years* A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	1	**0**	**-**	**-**	**-**	**-**	**-**	**0**	**0**	**4**	**-**	**0**
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	0	0	-	-	-	-	-	0	3	0	-	0
2025	2	3	-	-	-	-	-	3	3	0	-	3
2026	0	0	-	-	-	-	-	0	0	0	-	0
Academic Achievement Status: Mathematics												
2024	2	0	-	-	-	-	-	0	0	0	-	0
2025	1	3	-	-	-	-	-	3	3	1	-	2
2026	0	0	-	-	-	-	-	0	0	0	-	0
Academic Growth Status: RLA												
2024	0	3	-	-	-	-	-	0	3	0	-	0
2025	2	3	-	-	-	-	-	3	3	0	-	3
2026	0	0	-	-	-	-	-	0	0	0	-	0
Academic Growth Status: Mathematics												
2024	0	0	-	-	-	-	-	0	0	0	-	0
2025	2	3	-	-	-	-	-	3	3	2	-	3
2026	0	0	-	-	-	-	-	0	0	0	-	0
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	0	0	-	-	-	-	1	0	3	0	-	0
2025	1	3	-	-	-	-	1	3	3	0	-	2
2026	0	0	-	-	-	-	-	0	0	0	0	0

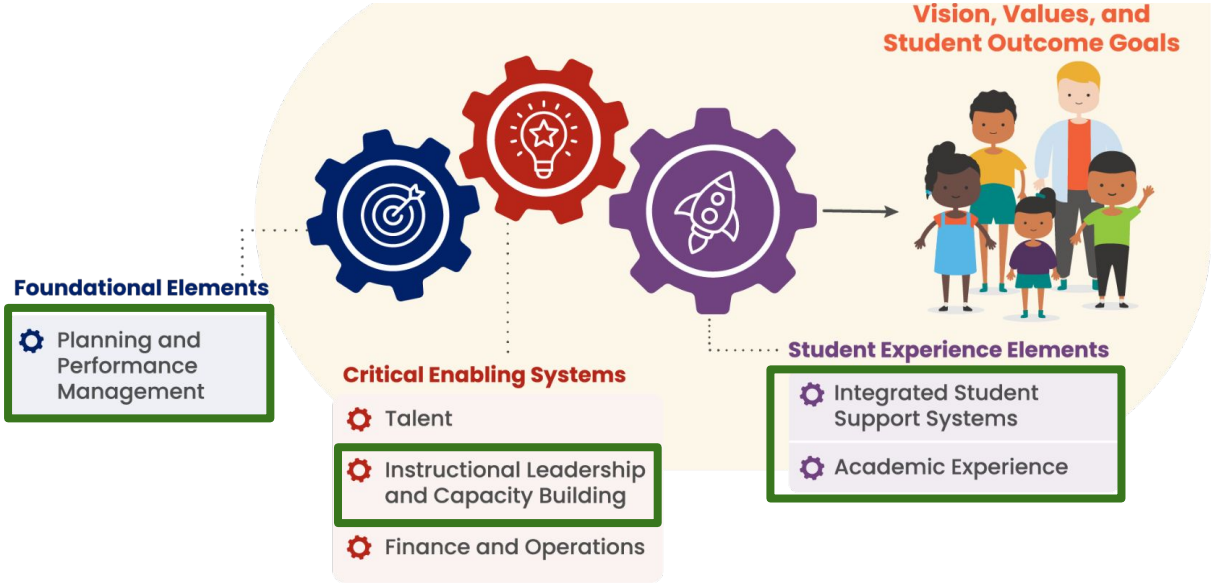
Lakeridge Elementary

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former) ✦	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years* A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	0	**1**	**-**	**-**	**-**	**-**	**0**	**2**	**-**	**0**	**-**	**0**
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	3	3	-	-	-	-	2	3	-	3	-	3
2025	3	0	-	-	-	-	2	3	-	3	-	3
2026	0	0	0	-	-	-	0	0	-	0	-	0
Academic Achievement Status: Mathematics												
2024	0	0	-	-	-	-	0	0	-	3	-	0
2025	2	2	-	-	-	-	2	1	-	3	-	2
2026	0	0	0	-	-	-	0	0	-	0	-	0
Academic Growth Status: RLA												
2024	3	0	-	-	-	-	0	3	-	0	-	0
2025	3	0	-	-	-	-	-	3	-	3	-	3
2026	0	0	-	-	-	-	-	0	-	3	-	0
Academic Growth Status: Mathematics												
2024	0	1	-	-	-	-	0	0	-	0	-	0
2025	3	3	-	-	-	-	-	2	-	3	-	3
2026	0	0	-	-	-	-	-	0	-	0	-	0
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	0	0	3	-	-	-	0	0	3	3	0	0
2025	3	2	0	-	0	-	2	0	3	3	-	2
2026	0	0	0	-	0	-	0	0	0	0	-	0
Progress in Achieving English Language Proficiency (EB Current)												

Effective Schools Framework

Visit



Each campus were left with actions steps.

Targeted Improvement Plans (TIPs)

Plans

- CHHS Targeted Improvement Plan
- High Pointe Targeted Improvement Plan
- Highlands Targeted Improvement Plan
- Lake Ridge Targeted Improvement Plan

** Each plan provides the campus targets for STAAR for Domain I and Domain III.

Community Form

- Community Form (in English/Spanish)

Public Comments/Feedback/Questions