Cedar Hill Independent School District

Highlands Elementary School

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

—

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

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SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

Our campus is not engaged in a TEA program

Which, if any, program is your school system interested in to support this strategy?

Texas Instructional Leadership

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Region 10, SustainED Leaders, The Commit Partnership

How many district staff members will be responsible for capacity building with this campus?

6

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Highlands - $108,419
Instructional Specialist, Communities in School Case Worker

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategyAlthough grant funding provides an important resource for implementing this strategy, the district currently leverages Title I and Title II funds to support these efforts and provide targeted support to the campus. These federal funds help sustain the personnel, professional learning, instructional support, and other resources necessary to address identified student and campus needs. IMRA funds are also utilized to purchase and support the instructional resources necessary for implementation.

If the anticipated grant funding is not received, the district will prioritize available Title I and Title II funds to maintain the core components of the strategy, while continuing to use IMRA funds for instructional resources. In the event that federal funding is no longer available, the district will use local district funds to provide targeted support for the campus and sustain the most critical components of the strategy.

The district will prioritize resources based on identified needs, student outcomes, and the components of the strategy most critical to implementation and sustainability. This approach allows the district to continue supporting the campus and executing the strategy while adjusting the scale or scope of implementation based on available resources.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

I have strategically placed teachers in their grade level and content areas based on identified student needs, teacher expertise, and the specific instructional demands of the campus. The teachers with stronger content knowledge and demonstrated instructional expertise are in grade levels and content areas with the greatest identified needs. In some cases, teachers have been reassigned to different grade levels to better align their skills and content expertise with student needs.

This approach ensures that students with the greatest academic needs have access to teachers with the content knowledge and instructional capacity necessary to accelerate learning. The principal will continue to monitor student achievement data, staffing needs, teacher effectiveness, and campus performance to determine whether additional adjustments in staffing or resources are needed.

The principal will also prioritize instructional resources, professional learning, intervention support, and other available resources based on the level of need across the campus. Resources will be intentionally aligned to areas of greatest need rather than distributed solely on an equal basis, ensuring that talent and resources are proportionately allocated to support improved student outcomes.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

500

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

780

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

170

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Monthly	Assesment data will be used to determine reteach opportunities and small group instruction to improve stuent outcomes.
Other	NWEA	District	BOY/MOY/ EOY	NWEA MAP Growth data will be used to drive instructional decisions, monitor student growth, and determine whether our students are on track to meet grade-level expectations.
Other	MCLASS	District	BOY/MOY/ EOY	Used to identify students at risk for reading difficulties, pinpoint foundational literacy skill gaps, and guide targeted small-group instruction and interventions.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

Highlands Elementary will track student growth through MAP assessments, reading screeners, unit assessments, and exit tickets using Edugence and campus data trackers. During weekly PLCs, teachers will review progress, identify gaps, adjust small groups, and plan reteaching and reassessment. Campus leaders will review data monthly and after major assessments to monitor growth and intervention effectiveness. Teachers will share progress with students and families.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

Highlands Elementary will provide targeted small-group instruction, reteaching, and tutoring for students below grade level. Teachers will monitor progress through MTSS and PLCs and adjust support as needed. Special populations will receive required accommodations, specialized services, and language supports while accessing grade-level instruction.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs will meet weekly by grade level and content area, with cross-grade collaboration as needed. Teachers and campus leaders will analyze student data, internalize and rehearse lessons, and plan targeted reteaching and interventions.

How frequently will PLCs occur?

Weekly

Who will facilitate PLCs?

PLCs will be facilitated by the principal and instructional coach, with teacher leaders and district content specialists supporting as needed.

Who is required to attend PLCs?

All K-5 Teachers

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

PLCs follow a structured agenda: review student data and work, identify misconceptions, internalize and rehearse upcoming lessons, and plan reteaching, reassessment, and enrichment. Teachers bring lesson materials, exemplars, and exit ticket data. Each meeting ends with clear action steps, which are reviewed at the next PLC to assess student progress and instructional impact.

Upload PLC agenda (optional):

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Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal	During professional development, teachers analyzed student exit tickets and practiced sorting responses by demonstrated mastery to plan targeted reteaching and small-group instruction aligned to the campus goal of 60% of students reaching Meets Grade Level.	VICTORIA COLLINS	2-5th grade Math and Teachers
Other Campus Admin (Assistant Principals, Instructional Coaches)	Teachers will analyze last year's STAAR short constructed responses (SCRs) and extended constructed responses (ECRs) to identify recurring writing errors and misconceptions also evident in current student work. Teachers will use these findings to strengthen Tier 1 instruction and develop targeted reteaching plans with specific strategies, timelines, and reassessment measures.	Marcia Gomez	2-5th Reading Teachers
Other Campus Admin (Assistant Principals, Instructional Coaches)	Strengthen classroom routines, procedures, transitions, and student expectations	Tina Butler	1st and 2nd Year teachers

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Training will be differentiated based on experience, classroom observations, and student data. Inexperienced teachers and leaders will receive structured onboarding, mentoring, models, and guided practice. Teachers needing additional support will receive targeted coaching cycles with specific goals, lesson rehearsal, observation, timely feedback, and follow-up monitoring. Leaders will receive coaching in data analysis, instructional feedback, and accountability systems. Progress will be reviewed regularly, and support will be adjusted based on demonstrated improvement in practice and student outcomes.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Implementation will be evaluated using a campus classroom walkthrough tool aligned to T-TESS, lesson internalization rubrics, and Sibme recordings and coaching feedback. Look-fors will include clear learning targets and success criteria, accurate modeling, student engagement and discourse, checks for understanding, appropriate accommodations, and targeted small-group instruction and reteaching.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Biweekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Teachers and administrators will receive targeted training and coaching on implementing IEPs and Section 504 plans, providing classroom and testing accommodations, supporting students with dyslexia, and using language supports for emergent bilingual students. Special education staff, the counselor, and instructional specialists will provide modeling, collaborative planning, and guidance on differentiated instruction and intervention. Administrators will also receive support in monitoring service delivery and implementation. PLCs, walkthroughs, and student data reviews will guide follow-up coaching and adjustments to support.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

By May 2027, increase the percentage of 2nd grade students at or above the 60th percentile in reading from 43% to 53%, as measured by NWEA.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

2nd Grade Teachers, Istructional, Specialist, Campus Admin

Evidence of Completion – What artifact, data, or observable action will verify completion?

Student data will improve, more consistent Tier 1 instruction, Lesson internalization plans, walkthrough data

Support Needed – What training, coaching, resources, or tools are required?

Amplify specific training, PD and support focused on lesson internalization and delivery

Milestone 2

Description – What specific action or deliverable will be completed?

By May 2027, increase the percentage of 4th Grade students meeting grade level in math from 29% to 50%, as measured by STAAR.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

4th Grade Teacher, Istructional, Specialist, Campus Admin

Evidence of Completion – What artifact, data, or observable action will verify completion?

Student data will improve, more consistent Tier 1 instruction, Lesson internalization plans, walkthrough data

Support Needed – What training, coaching, resources, or tools are required?

HMH specific training, PD and support focused on lesson internalization and delivery, Classroom management

Milestone 3

Description – What specific action or deliverable will be completed?

By May 2027, increase the percentage of 4th grade students meeting grade level in math from 17% to 37%, as measured by STAAR.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

4th Grade Teachers, Istructional, Specialist, Campus Admin

Evidence of Completion – What artifact, data, or observable action will verify completion?

Student data will improve, more consistent Tier 1 instruction, Lesson internalization plans, walkthrough data

Support Needed – What training, coaching, resources, or tools are required?

Bluebonnet specific training, PD and support focused on lesson internalization and delivery, Classroom management

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

District and campus leaders will monitor implementation through regular classroom walkthroughs, PLC observations, coaching records, and reviews of lesson plans, accommodations, and student data. Campus leaders will provide timely feedback, track action steps, and verify follow-through during coaching meetings. District leaders will review progress through campus visits and data meetings. Evidence of improved instructional practices, consistent student supports, and student growth will guide adjustments to training and coaching.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

The principal will lead milestone reviews with support from the assistant principal, instructional coach, and campus leadership team. District leadership and content specialists will review progress during campus visits and data meetings. Staff responsible for each action step will provide evidence of implementation and student outcomes to determine whether milestones are met and what adjustments are needed.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress data will be collected through walkthrough tools, PLC agendas and artifacts, coaching logs, training attendance records, and reviews of lesson plans and accommodation implementation. Student assessment results, exit tickets, and intervention progress monitoring will provide evidence of impact. Staff responsible for each milestone will submit dated evidence to a shared tracker for regular review by campus and district leaders.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Milestone progress data will be shared with district leadership through a shared progress tracker, campus data presentations, and regular progress review meetings. Campus staff and the leadership team will receive updates during PLCs and staff meetings, including milestone status, evidence of impact, and next steps. Families and other stakeholders will receive appropriate summaries through newsletters and campus meetings while maintaining student and staff confidentiality.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	69
Meets Grade Level	41
Masters Grade Level	19

Not applicable: RLA STAAR goals (SY 26-27)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	65
Meets Grade Level	40
Masters Grade Level	18

Not applicable: Math STAAR goals (SY 26-27)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	65
Meets Grade Level	40
Masters Grade Level	19

Not applicable: overall STAAR goals (SY 26-27)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

18

Not applicable: Academic Achievement goal (SY 26-27)

No

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

3

Not applicable: ELP Component goal (SY 26-27)

No

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

22

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

7

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

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Upload additional documents (optional):

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