

Cedar Hill Independent School District

Highlands Elementary School

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

The mission of Highlands Elementary School is to provide quality education by educating every child, every day, whatever it takes. The vision is to have every child reading on or above grade level by third grade. Additionally, Highlands is home to the CHISD Elementary Bilingual Program. Scholars who are native Spanish speakers learning English receive bilingual services, and scholars who live in the Highlands attendance zone receive Spanish enrichment through campus-wide activities.

Vision

Excellence for every student and staff member.

Value Statement

At Highlands Elementary, we are committed to fostering an inclusive and supportive environment where every student and staff member can thrive. We value the pursuit of excellence in all aspects of learning and personal development. Through collaboration, dedication, and innovation, we ensure that each child receives the individualized attention and opportunities needed to reach their full potential. We strive to create a culture of continuous growth, where every day is an opportunity to educate, inspire, and empower, ensuring that all students are prepared for success now and in the future.

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Goal 4: The percentage of 8th graders achieving Meets+ on Science STAAR will grow from 34% in August 2025 to 48% in 2030 12

Goals

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

Performance Objective 1: Increase the percentage of Meets and Above on STAAR Reading from 42% to 52%: 3rd Grade from 38% to 48%, 4th Grade from 34% to 44%, and 5th Grade from 47% to 57%.

Evaluation Data Sources: BOY, MOY & EOY MAP Assessment.
DCCA 1 and 2
STAAR Interim
Spring 2026 STAAR tests

Strategy 1 Details	Reviews			
Strategy 1: Highlands will provide a structured, tiered approach to reading instruction that includes intervention and enrichment opportunities for all students in every grade. Strategy's Expected Result/Impact: Teachers and Administrators will gather data on scholar strengths and areas of opportunity to enhance instructional planning and intervention support alignment to needs. Learning gaps will decrease and student achievement will improve. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialist Teachers Title I: 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Jan	Mar	May	July

Strategy 2 Details	Reviews			
Strategy 2: ELAR teachers and the instructional specialist will engage in weekly Professional Learning Community meetings to analyze student data trends, review work samples, and collaboratively learn and share instructional strategies across classrooms and content areas. Strategy's Expected Result/Impact: Increase teacher capacity through job-embedded professional learning and increase STAAR 2026 performance. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialists Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Jan	Mar	May	July
Strategy 3 Details	Reviews			
Strategy 3: Teachers will monitor and adjust instruction based on data analysis and strategic plans for intervention/enrichment. Strategy's Expected Result/Impact: Teachers - Analyze data to inform instruction to increase student performance. Students - Monitor performance to set academic goals to improve performance. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialists Title I: 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Jan	Mar	May	July

Strategy 4 Details	Reviews			
Strategy 4: Provide targeted before- and after-school tutoring and extended-day opportunities focused on priority TEKS to accelerate learning for students performing below grade level and those not on track to meet growth on STAAR. Strategy's Expected Result/Impact: Reduction in the percentage of students scoring "Did Not Meet" on STAAR Reading. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialists Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Compensation for Extended Day Intervention - 199- General Fund - \$6,000	Formative			Summative
	Jan	Mar	May	July

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Highlands Elementary students scored at 68% approaches, 42% meets, and 16% masters for 3rd-5th grade STAAR ELAR. Root Cause: Students need more practice with extended constructed responses. Instructional delivery and alignment across the content was inconsistent. Students struggled with demonstration of learning aligned to the TEKS.

Goal 2: Goal 2: The percentage of third graders at Meets+ on STAAR Math will increase from 36% in August 2025 to 51% in August 2030

Performance Objective 1: Increase the percentage of Meets and Above on STAAR Math from 40% to 50%: 3rd Grade from 38% to 48%, 4th Grade from 38% to 48%, and 5th Grade from 38% to 48%.

Evaluation Data Sources: BOY, MOY & EOY MAP Assessment.
DCCA 1, 2, and 3.
STAAR Interim
Spring 2026 STAAR tests

Strategy 1 Details	Reviews			
Strategy 1: Highlands will provide a structured, tiered approach to reading instruction that includes intervention and enrichment opportunities for all students in every grade. Strategy's Expected Result/Impact: Teachers and Administrators will gather data on scholar strengths and areas of opportunity to enhance instructional planning and intervention support alignment to needs. Learning gaps will decrease and student achievement will improve. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialist Teachers Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Student Learning 1	Formative			Summative
	Jan	Mar	May	July

Strategy 2 Details	Reviews			
Strategy 2: teachers and the instructional specialist will engage in weekly Professional Learning Community meetings to analyze student data trends, review work samples, and collaboratively learn and share instructional strategies across classrooms and content areas. Strategy's Expected Result/Impact: Increase teacher capacity through job-embedded professional learning and increase STAAR 2026 performance. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialists Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Highlands students will participate in data analysis, goal setting, and individual progress monitoring following each assessment. Strategy's Expected Result/Impact: Students will participate in data analysis, goal setting, and individual progress monitoring following each assessment. Staff Responsible for Monitoring: Principal Assistant Principals Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: Provide targeted before- and after-school tutoring and extended-day opportunities focused on priority TEKS to accelerate learning for students performing below grade level and those not on track to meet growth on STAAR Strategy's Expected Result/Impact: Reduction in the percentage of students scoring "Did Not Meet" on STAAR Math. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialists Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Compensation for teaching staff. - 199- General Fund - \$5,000	Formative			Summative
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No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Highlands Elementary students scored at 67% approaches, 40% meets, and 15% masters for 3-5 STAAR math. Root Cause: Instructional delivery and alignment across the content was inconsistent.

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

Performance Objective 1: An increase in performance standards as measured by NWEA MAP assessments from BOY, MOY, and EOY from the 45th percentile to 55th percentile in math and from the 34th percentile to the 44th percentile in reading.

Evaluation Data Sources: 5th Grade Reading and Math SAT performance in NWEA MAP.

Strategy 1 Details	Reviews			
Strategy 1: All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. Strategy's Expected Result/Impact: Increase SAT scores. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialists TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Provide enrichment and extension activities to challenge high-performing students to develop deeper academic skills to exceed grade level expectations. Strategy's Expected Result/Impact: Students will develop confidence in their ability to succeed on standardized tests, improve their approach to problem-solving, and become more effective test-takers. Staff Responsible for Monitoring: Principal, Instructional Specialist, Assistant Principal and Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Highlands Elementary students scored at 67% approaches, 40% meets, and 15% masters for 3-5 STAAR math. Root Cause: Instructional delivery and alignment across the content was inconsistent. Problem Statement 2: Highlands Elementary students scored at 68% approaches, 42% meets, and 16% masters for 3rd-5th grade STAAR ELAR. Root Cause: Students need more practice with extended constructed responses. Instructional delivery and alignment across the content was inconsistent. Students struggled with demonstration of learning aligned to the TEKS.

Goal 4: The percentage of 8th graders achieving Meets+ on Science STAAR will grow from 34% in August 2025 to 48% in 2030

Performance Objective 1: Increase the percentage of Meets and Above on 5th grade STAAR Science from 12% to 22%.

Evaluation Data Sources: STAAR Science 2026

Strategy 1 Details	Reviews			
Strategy 1: Highlands will provide a structured, tiered approach to reading instruction that includes intervention and enrichment opportunities for all students in every grade. Strategy's Expected Result/Impact: Teachers and Administrators will gather data on scholar strengths and areas of opportunity to enhance instructional planning and intervention support alignment to needs. Learning gaps will decrease and student achievement will improve. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialist Teachers Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Science teachers and the instructional specialist will engage in weekly Professional Learning Community meetings to analyze student data trends, review work samples, and collaboratively learn and share instructional strategies across classrooms and content areas. Strategy's Expected Result/Impact: Increase teacher capacity through job-embedded professional learning and increase STAAR 2026 performance. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialist Teachers Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 3: Teachers will monitor and adjust instruction based on data analysis and strategic plans for intervention/enrichment. Strategy's Expected Result/Impact: Teachers - Analyze data to inform instruction to increase student performance. Students - Monitor performance to set academic goals to improve performance. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialists Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: Provide targeted before- and after-school tutoring and extended-day opportunities focused on priority TEKS to accelerate learning for students performing below grade level and those not on track to meet growth on STAAR. Strategy's Expected Result/Impact: Reduction in the percentage of students scoring "Did Not Meet" on STAAR Science. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialists Title I: 2.51, 2.53 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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