

Cedar Hill Independent School District

Highlands Elementary School

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated

Distinction Designation
Academic Achievement in Science



Board Approval Date: February 18, 2025

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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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The needs assessment for Highlands Elementary for the 2023-2024 school year highlights several areas requiring improvement and attention to enhance student success and foster stronger parent-school relationships.

1. **Parent Engagement and Communication:** According to the Youth Truth survey, parents expressed a desire to be more informed about important school decisions. This indicates a need for improved communication strategies to ensure parents feel included and knowledgeable about the direction of the school. There is also a need for consistent communication with parents regarding students' attendance, academic progress, and expectations, especially for students who are struggling or failing.
2. **Behavioral Support and Monitoring:** Behavioral gaps and the support needed for interventions were not consistently documented or monitored in 2023-2024. This gap signals the need for better tracking systems and a more structured approach to behavioral interventions to support student development and minimize disruptions to learning.
3. **Discipline Referrals:** While 100% of discipline referrals were addressed, it is essential to explore proactive strategies to reduce the number of referrals and address the root causes of behavioral issues, ensuring that interventions are both timely and effective.
4. **Academic Performance in Math and Science:** On the STAAR Math assessment, only 31% of 3rd-5th grade scholars met the standards, highlighting a significant need for targeted support in math instruction. In Science, only 6% of 5th-grade scholars performed at the meets' level, indicating a gap in understanding and application of scientific concepts. Similarly, just 6% of 5th-grade scholars reached the master's level in Reading, suggesting further opportunities to strengthen literacy education.
5. **Attendance Concerns:** African American students had the highest rates of absenteeism, indicating a need for targeted outreach to families to emphasize the importance of regular school attendance and develop strategies to reduce absences.
6. **Teacher Professional Development:** There is a need for proper training to equip staff with the skills to build strong relationships with students, which can enhance engagement, reduce behavioral issues, and improve academic outcomes.

In response to these needs, the school must prioritize enhanced communication with parents, provide additional professional development for teachers, strengthen behavioral support systems, and focus on improving student performance in math, science, and reading. By addressing these areas, Highlands Elementary can create a more supportive, communicative, and academically rigorous environment for all students.

Demographics

Demographics Summary

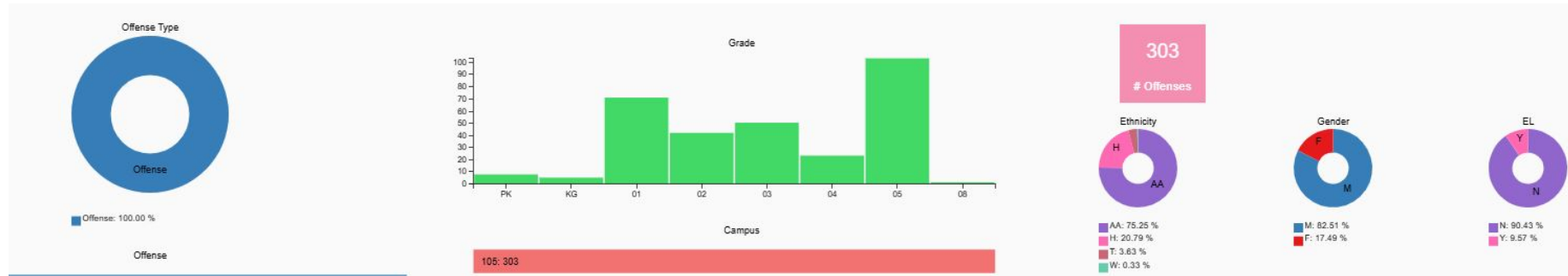
Highlands Elementary School is a vibrant and inclusive learning community that serves approximately 440 scholars, ranging from PreK-4 to grade 5. The school is supported by a dedicated staff of 39, including classroom teachers, instructional aides, and support staff, all working together to meet the diverse academic, social, and emotional needs of our students. As of the 2023-2024 school year, 54% of our classroom teachers are fully certified, and 100% of our paraprofessionals are certified. We also welcome the enthusiasm and fresh perspectives of our first-year teachers, who make up 14% of our teaching staff.

The student population is 1% White, 27% African American, 69% Hispanic, .5% Asian, and 2% Two or More Races. Additionally, the campus serves 80% economically disadvantaged students, 9.1% special education students, 29.5% Bilingual students, 17.57% Limited English Proficient students, and 1.58% ESL students. Highlands is proud to offer the only bilingual program in our district, providing unique opportunities for students to thrive in a multilingual environment.

At Highlands Elementary, we are committed to fostering a culture of excellence, where every scholar is supported and encouraged to reach their full potential in a nurturing and inclusive setting.

Scholars	American Indian/Alaskan Native	1/443=.2%
	Asian	3/443= 1%
	Black/African-American	145/443=33%
	Hispanic-Latino	283/443=64%
	White	3/443=1%
	Two-or-More	8/443=2%
	Economically Disadvantaged	353/443= 80%
	Gifted and Talented	15/443=3%
	Limited English Proficient (LEP)	201/443=45%
	Section 504	7/443=2%
	Special Education	23/443=5%
Teachers	Fully Staffed in Core Tested Content	12/12=100%
	Certified	4/12= 33% 12/28=43%
	Non-Certified	8/12= 67% 14/28=57%
	First Year in Classroom	3/12=25% 4/28= 14%
	2+ Years on Current Campus	4/12=33% 14/26=54%

Discipline



Demographics Strengths

Highlands Elementary School demonstrates a strong foundation of continuity and engagement, with 54% of staff returning for another year, fostering a stable and experienced teaching environment. Additionally, the school saw a notable improvement in student attendance, with a 1.49% increase in the average daily attendance rate from the previous two years.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In the 2023-2024 school year, the overall average student attendance rate was 91.26%.

Root Cause: Low student engagement.

Problem Statement 2: In the 2023- 2024 school year, 50% of discipline referrals originated from 3rd and 5th grades.

Root Cause: New teaching staff lack the training and tools to reduce off task behavior.

Problem Statement 3: 4th and 5th grade students expressed experiencing a lack of a sense of belonging within the school community. This absence of belonging negatively impacts their emotional well-being and academic performance.

Root Cause: Lack of opportunities for students to be involved and collaborate with staff and other students.

Student Learning

Student Learning Summary

	# DNM	# APP	# MEETS	# MASTER	Total		% DNM	% APP	% MEETS	% MASTERS	Domain 1
Math 3	30	20	12	10	72		41.7%	58.3%	30.6%	13.9%	34.3
Math 4	37	22	12	11	82		45.1%	54.9%	28.0%	13.4%	32.1
Math 5	26	25	20	13	84		31.0%	69.0%	39.3%	15.5%	41.3
Overall Math	93	67	44	34	238		39.1%	60.9%	32.8%	14.3%	36.0

	# DNM	# APP	# MEETS	# MASTER	Total		% DNM	% APP	% MEETS	% MASTERS	Domain 1
ELAR 3	31	19	12	3	72		41.70%	58.30%	30.60%	13.90%	34.3
ELAR 4	22	28	20	10	82		45.10%	54.90%	28.00%	13.40%	32.1
ELAR 5	22	27	12	4	84		31.00%	69.00%	39.30%	15.50%	41.3
Overall ELAR	75	74	44	17	210		36.00%	64.00%	29.00%	8.00%	33.81

Student Learning Strengths

In the 2023-2024 school year, Highlands Elementary saw significant progress in student achievement, particularly in STAAR Reading assessments. Fourth-grade scholars demonstrated notable growth, with the percentage of students meeting standards increasing from 24% to 38%, and the percentage approaching standards rising from 55% to 72%. Additionally, across grades 3-5, students performed better on STAAR Reading compared to STAAR Math, highlighting a strong foundation in literacy. Fourth-grade scholars also led in performance at the master's level in reading, with 12% of students achieving this distinction, compared to 5% in 3rd grade and 6% in 5th grade. These results reflect the dedication of both students and educators in advancing academic success and preparing students for future growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In 2023-2024 23% earned Meets and 5% earned Masters on the 2024 Reading STAAR

Root Cause: Lack of reading foundational skill gaps, inconsistent intervention, and implementation of best practices.

Problem Statement 2 (Prioritized): In 2023-2024, 31% of scholars in 3rd-5th grade performed at the level of the meet on the Math STAAR

Root Cause: Insufficient alignment between curriculum and assessment expectations.

Problem Statement 3: According to the 2023 4th grade preliminary Math STAAR data, at Highlands Elementary, 12% of African American scholars and 42% of Hispanic students earned meets on the 2023 4th math STAAR at Highlands Elementary.

Root Cause: Gaps in foundational math skills, particularly in areas such as computation and problem-solving.

School Processes & Programs

School Processes & Programs Summary

Teachers are recruited to join the Highlands team through recruiting job fairs, HR postings, Social media as well as word of mouth. Teachers new to the profession are given a mentor who meets with them a minimum of once every six-weeks to answer questions and provide guidance. All teachers work in teams as well as content-specific professional learning communities which allows staff members to support each other throughout the year. During the 2023-24 school year, increasing attendance was a priority and there was growth from the prior year. We will continue to work towards our 97% student attendance goal.

School Processes & Programs Strengths

In 2023-2024 based on the campus data, 100% of discipline referrals were addressed and student attendance increased.

Professional Learning Community meetings are more intentional and are based on student data and classroom observations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In 2023-2024 scholars' student remediation was not consistent across the campus.

Root Cause: Teaching staff were not trained in how to review data and provide targeted interventions.

Problem Statement 2: In 2023-2024 scholars' behavioral gaps and intervention support were not documented or monitored.

Root Cause: Teaching staff were not adequately trained in how to properly document student progress and behavior, nor were they equipped with effective management strategies.

Perceptions

Perceptions Summary

At Highlands Elementary, we deeply value the history, culture, diversity, and traditions that make our community unique. We are committed to fostering an environment where every student's background is celebrated and respected. According to the Youth Truth Survey, our parents have expressed a strong desire to be actively involved in their children's education and the decision-making process. We embrace this feedback, knowing that collaboration with families enriches our school's culture and strengthens our collective ability to support every child's growth and success. Together, we create a learning environment that is inclusive, responsive, and driven by shared values.

Perceptions Strengths

Highlands Elementary is proud to have a vibrant and engaged community that is dedicated to supporting our students, teachers, and school culture. The establishment of our PTA has been a cornerstone in strengthening the partnership between families and the school. This initiative has created more opportunities for parents and guardians to actively participate in school events, contribute to decision-making processes, and support our educational goals. Through these efforts, we have built a collaborative environment where families, staff, and students work together to foster a culture of excellence, inclusivity, and support for all. We are excited to continue growing these opportunities and ensuring that every voice is heard in shaping the future of our school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on Youth truth data, our Hispanic parents feel connected to the campus, however, African American parents report feeling less connected.

Root Cause: High teacher turnover for general education students disrupts the development of strong teacher-student and parent relationships.

Problem Statement 2: Low staff morale and campus culture

Root Cause: New administration and a lack of strong interpersonal relationships among staff members and workload

Priority Problem Statements

Problem Statement 1: In 2023-2024 scholars' student remediation was not consistent across the campus.

Root Cause 1: Teaching staff were not trained in how to review data and provide targeted interventions.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: In the 2023-2024 school year, the overall average student attendance rate was 91.26%.

Root Cause 2: Low student engagement.

Problem Statement 2 Areas: Demographics

Problem Statement 3: In 2023-2024 23% earned Meets and 5% earned Masters on the 2024 Reading STAAR

Root Cause 3: Lack of reading foundational skill gaps, inconsistent intervention, and implementation of best practices.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In 2023-2024, 31% of scholars in 3rd-5th grade performed at the level of the meet on the Math STAAR

Root Cause 4: Insufficient alignment between curriculum and assessment expectations.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain

Student Data: Assessments

- State and federally required assessment information
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- 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

- Study of best practices
- Other additional data







Goals

Goal 1: Increase the percentage of scholars graduating College, Career & Military Ready from 80% to 82%

Performance Objective 1: Increase students at Masters on Math and Reading test.

High Priority

Evaluation Data Sources: 2025 Math and Reading STAAR and NWEA Math and NWEA Reading

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide tiered supports to students based on their readiness levels in reading and math. Strategy's Expected Result/Impact: Increased percentage of students performing on grade level in reading and math. Staff Responsible for Monitoring: Principal, Assistant Principal and Teachers ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative			Summative
	Feb	Apr	June	Aug
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: In 2023-2024 23% earned Meets and 5% earned Masters on the 2024 Reading STAAR Root Cause: Lack of reading foundational skill gaps, inconsistent intervention, and implementation of best practices.
Problem Statement 2: In 2023-2024, 31% of scholars in 3rd-5th grade performed at the level of the meet on the Math STAAR Root Cause: Insufficient alignment between curriculum and assessment expectations.

Goal 1: Increase the percentage of scholars graduating College, Career & Military Ready from 80% to 82%

Performance Objective 2: Increase the percentage of 5th grade students on track to meet SAT standards.

Evaluation Data Sources: NWEA Reading and NWEA Math

Strategy 1 Details	Reviews			
Strategy 1: 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, Assistant Principal and Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative			Summative
	Feb	Apr	June	Aug
	N/A	N/A		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:





Student Learning
Problem Statement 1: In 2023-2024 23% earned Meets and 5% earned Masters on the 2024 Reading STAAR Root Cause: Lack of reading foundational skill gaps, inconsistent intervention, and implementation of best practices.
Problem Statement 2: In 2023-2024, 31% of scholars in 3rd-5th grade performed at the level of the meet on the Math STAAR Root Cause: Insufficient alignment between curriculum and assessment expectations.









Goal 2: Increase 3rd grade Reading STAAR from 23% to 35% (Meets or Above) by June 2025.
 Increase 4th grade Reading STAAR from 38% to 48% (Meets or Above) by June 2025.
 Increase 5th grade Reading STAAR from 25% to 35% (Meets or Above) by June 2025.

Performance Objective 1: Increase 3rd-5th Reading STAAR from 29% to 35% (Meets or Above) by June 2025.

High Priority

Evaluation Data Sources: STAAR Reading, DCCA, NWEA Reading

Strategy 1 Details	Reviews			
Strategy 1: Response to Intervention and Extension Strategy's Expected Result/Impact: Learning gaps will decrease by prescribing targeted lessons for scholars according to performance level. Resources include: Lowman's, Forte Ferrier, Sirius, Edmentum: Exact Path and Study Island. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Feb	Apr	June	Aug
				
Strategy 2 Details	Reviews			
Strategy 2: Observation debrief conversations feature follow-up on prior goals or action steps, clear models, and opportunities to practice. Strategy's Expected Result/Impact: Improved Teacher Effectiveness, Consistent High-Quality Instruction, Increased Student Achievement Staff Responsible for Monitoring: Principal and Assistant Principal ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Feb	Apr	June	Aug
				

Strategy 3 Details	Reviews			
Strategy 3: Student and Teacher data analysis and goal setting. 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 Specialist, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Feb	Apr	June	Aug
				
Strategy 4 Details	Reviews			
Strategy 4: Students will engage in writing across all content areas. Strategy's Expected Result/Impact: Improve writing skills for all students. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Teachers ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Feb	Apr	June	Aug
	N/A	N/A		
Strategy 5 Details	Reviews			
Strategy 5: Teachers will focus on Tier 1 instruction using high quality instructional materials such as HMH, Lowman's and Sirius within their daily lessons. Strategy's Expected Result/Impact: Increase 3rd-5th Reading STAAR from 23% to 35% (Meets or Above) by June 2025. Staff Responsible for Monitoring: Principal, Assistant Principal ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Feb	Apr	June	Aug
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning





Problem Statement 1: In 2023-2024 23% earned Meets and 5% earned Masters on the 2024 Reading STAAR **Root Cause:** Lack of reading foundational skill gaps, inconsistent intervention, and implementation of best practices.

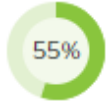

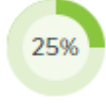





Goal 3: Increase the percentage of 3rd grade scholars scoring in the meets level on the STAAR Math from 30% to 43% by June 2025.
 Increase the percentage of 4th grade scholars scoring in the meets level on the STAAR Math from 37% to 47% by June 2025.
 Increase the percentage of 5th grade scholars scoring in the meets level on the STAAR Math from 27% to 37% by June 2025.

Performance Objective 1: Increase the percentage of scholars scoring in the meets level on the STAAR Math from 30% to 42% by 2025.

High Priority

Evaluation Data Sources: 2025 STAAR Math, DCCA, NWEA Math

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use the Read Write Draw strategy and use visual representations to demonstrate understanding. Strategy's Expected Result/Impact: Increase the percent of student scoring in the meets level on STAAR Math Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: - 199- General Fund - \$500	Formative			Summative
	Feb	Apr	June	Aug
				
Strategy 2 Details	Reviews			
Strategy 2: Campus instructional leaders lead observation debrief conversations as soon as possible (within 48 hours) of observation and focus on the implementation of a high-leverage goal or action step. Strategy's Expected Result/Impact: Increase instructional capacity of teaching staff and student achievement. Staff Responsible for Monitoring: Principal, Assistant Principal ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Feb	Apr	June	Aug
				

Strategy 3 Details	Reviews			
Strategy 3: Response to Intervention and Extension Strategy's Expected Result/Impact: Learning gaps will decrease by prescribing targeted lessons for scholars according to performance level. Resources include: Lowman's, Forte Ferrier, Sirius, Edmentum: Exact Path and Study Island. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Instructional Specialist ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Feb	Apr	June	Aug
				
Strategy 4 Details	Reviews			
Strategy 4: Student and Teacher data analysis and goal setting. 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 Specialist, Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Feb	Apr	June	Aug
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:







Student Learning
Problem Statement 2: In 2023-2024, 31% of scholars in 3rd-5th grade performed at the level of the meet on the Math STAAR Root Cause: Insufficient alignment between curriculum and assessment expectations.
School Processes & Programs
Problem Statement 1: In 2023-2024 scholars' student remediation was not consistent across the campus. Root Cause: Teaching staff were not trained in how to review data and provide targeted interventions.

Goal 4: Increase the percentage of scholars participating in extra-curricular or co-curricular activities, maintenance at 90%.

Performance Objective 1: Increase student involvement in extra-curricular activities

High Priority

Evaluation Data Sources: Number of scholars participating in campus clubs

Strategy 1 Details	Reviews			
Strategy 1: Promote clubs at various campus events: flyers, performances, newsletters, etc. Strategy's Expected Result/Impact: Increase in student participation in after school clubs. ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: - 199- General Fund - \$500	Formative			Summative
	Feb	Apr	June	Aug
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: In the 2023-2024 school year, the overall average student attendance rate was 91.26%. Root Cause: Low student engagement.

Campus Funding Summary

199- General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$500.00
4	1	1			\$500.00
Sub-Total					\$1,000.00