

Goose Creek Consolidated Independent School District

Highlands Elementary

2025-2026 CIP Periodic Update - November 2025



Mission Statement

Highlands Elementary is committed to providing a comprehensive quality education to the whole child in order to empower them to become life long successful citizens.

Vision

All Highlands Elementary Stakeholders will collaborate as a learning community to assure student success by:

Working together interdependently in collaborative teams.

Using data driven decisions to guide instruction.

Demonstrating a personal commitment to the academic success and general well-being of each student.

Focusing on student engagement through effective classroom management and student centered instruction.

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

Goals

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: The English Language Arts: With campus Spring 2025 STAAR averages for RLA underperforming the state in most proficiency levels and grades, the campus goal is to perform at or above the state average in grades 3-5 without regression:

Highlands(State) Performance for the Spring 2025 RLA STAAR:

3rd Approaches 72(78), 3rd Meets 39(52), 3rd Masters 9(22)

4th Approaches 70 (81), 4th Meets 38 (54), 4th Masters 8 (24)

5th Approaches 67 (81) 5th Meets 45 (58), 5th Masters 7 (30)

Highlands Performance Target for Spring 2026 Spring 2026 RLA STAAR:

3rd Approaches 78, 3rd Meets 52, 3rd Masters 22

4th Approaches 81. 4th Meets 54, 4th Masters 24

5th Approaches 81, 5th Meets 58, 5th Masters 30

High Priority

Evaluation Data Sources: STAAR Results, Benchmark Assessments, Module and Unit Assessments, PLC and CFA data, and Universal Screeners

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure High-Quality Tier 1 Instruction: HQIM Implementation--Campus leaders, including TLCs, conduct walks to monitor the implementation of Bluebonnet Learning. Insights from walks inform next steps (ie. PLC guidance, campus PDs, 1:1 meetings, etc.) To support this strategy, Highlands Elementary will: 1. A-Team members conduct a minimum average of 2 classroom walks per instructional day of the week (ie. a 4 day week will yield 8 walks per campus leader). 2. A-Team members consistently uses the observation tool which is provided by TEA for monitoring the implementation of RLA Bluebonnet Learning, a TEA approved High-Quality Instructional Material (HQIM). The observation tool will be translated into a google form, allowing for quick analysis of inputted responses. 3. A-Team members partner with Region 4 RLA Implementation Advisors in September to schedule quarterly campus implementation walks. 4. During weekly A-Team meetings, "Walk Reflections" will be an ongoing agenda item, ensuring dedicated time for campus leaders to reflect on classroom walks and identify trends which will be sorted into "strengths" and "refinements". 5. Areas of Strengths spotlighted in weekly campus newsletter under the header "Bluebonnet Leaders", helping staff members partner with effective counterparts. 6. Within 5 workdays, Area of Refinement addressed during PLCs, TLC coaching cycles, and /or 1:1 conversations. Region 4 RLA Product Advisors to help address lesson internalization needs observed during classroom walks. Strategy's Expected Result/Impact: With the implementation of effective HQIM instruction, STAAR performance goals will be met. Staff Responsible for Monitoring: Campus Administration, TLCs, Teachers	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Strengthen Collaborative PLCs to Drive Instructional Clarity and Student Achievement. To support this strategy, Highlands Elementary will: 1. Prioritize and protect PLCs in the master schedule to guarantee uninterrupted weekly collaborative planning time. 2. Ensure campus leaders and TLCs actively participate in PLCs to guide clarity around lesson internalization, including: * What students will learn * How students will be assessed * How teachers can support all learners in meeting rigor 3. Support PLCs with student work protocols to analyze evidence of learning, identify trends, and plan targeted intervention and enrichment. 4. Monitor and provide feedback on PLC effectiveness during weekly A-Team meetings to ensure alignment with campus goals and instructional priorities. 5. Celebrate effective PLC practices in staff communications to build buy-in and strengthen collaborative culture. Strategy's Expected Result/Impact: As a result, teachers will implement instruction with greater clarity and consistency, leading to improved student mastery of grade-level standards and measurable growth on formative and summative assessments. Staff Responsible for Monitoring: Campus Administration, TLCs & Teachers	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement Effective Tier 2 Instruction: Targeted Small Groups & Amira - The systematic implementation of RLA Targeted Small Groups and Amira will remediate identified skills, preventing academic gaps through individualized instruction. To support this strategy, Highlands elementary will: 1. During September faculty meeting, A-Team clarifies that a skill is ready to be pushed into targeted small groups once 60+ percent of a class demonstrate mastery on the day's learning objective, as identified through implementation of Learning Zones. 2. Teacher pulls Targeted Small Groups at least 4 days a week, using Bluebonnet Learning and Amira for students who did not demonstrate mastery during RLA Tier 1. 3. Teachers to partner with RLA TLCs and/or Amira to support each RLA PLC following the September BOY; emphasis on understanding the BOY data and determining next steps for Targeted Small Group instructional materials. 4. All students complete at least two stories 3x a week through Amira. 5. Teacher maintains records of weekly student check-ins and creates a plan of action for students not demonstrating progress in Amira. Strategy's Expected Result/Impact: As a result, students will demonstrate measurable growth in foundational literacy skills, increased mastery of RLA standards, and improved outcomes on formative and unit assessments. Staff Responsible for Monitoring: Campus Administrators, TLC, Teacher	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Prioritize Federal Identification: Targeted for AA/Hispanic - Implement targeted instructional practices and continuous data-driven monitoring to improve literacy outcomes for AA and Hispanic students through intentional collaboration, professional learning, and equitable access to grade-level content. Highlands Elementary will: 1. Teams will analyze subgroup trends in reading fluency, comprehension, and writing performance. 2. Intervention and enrichment plans will be adjusted based on subgroup performance patterns. 3. Administrative staff will present monthly data trends on AA/Hispanic Monitor Groups during faculty meetings. 4. Grade-level teachers will reflect on subgroup data and develop targeted next steps (e.g., instructional adjustments, grouping changes, or resource use). 5. Once monthly during RLA PLCs, Region 4 Product Advisors will model internalization protocols using Bluebonnet Learning embedded supports. Emphasis will be on scaffolds that allow students to access grade-level text, including vocabulary development, language supports, and culturally relevant texts. Teachers will practice implementation strategies during PLCs and receive feedback from instructional coaches or peers. Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, Highlands Elementary expects to see measurable growth in Reading Language Arts performance among African American and Hispanic students. Through intentional data analysis, targeted instructional practices, and the integration of Bluebonnet Learning supports, these students will demonstrate increased access to and success with grade-level texts. Teachers will show greater proficiency in using data to inform instruction, design interventions, and implement culturally responsive strategies that address the specific needs of the AA and Hispanic subgroups. As a result, the achievement gap between these student groups and the overall campus population will narrow, and the school will make significant progress toward removing its federal identification status for low performance in RLA. Staff Responsible for Monitoring: Campus Administration, TLC, Teachers	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: Mathematics- With campus Spring 2025 STAAR averages for Math underperforming the state in all proficiency levels and grades, the campus goal is to perform at or above the state average in grades 3-5 without regression:

Highlands (State) Performance for Spring 2025 Math STAAR:
3rd Approaches 60(70), 3rd Meets 30 (45), 3rd Masters 10 (19)
4th Approaches 49(68), 4th Meets 29 (46), 4th Masters 14 (24)
5th Approaches 56 (73), 5th Meets 28 (46), 5th Masters 11 (22)

Highlands Performance Target for Math Spring 2026:
3rd Approaches 70, 3rd Meets 45, 3rd Masters 19
4th Approaches 68, 4th Meets 46, 4th Masters 24
5th Approaches 73, 5th Meets 46, 5th Masters 22

Evaluation Data Sources: STAAR Results, Benchmark Assessments, PLC and CFA data, and Universal Screeners

Strategy 1 Details	Formative Reviews		
Strategy 1: Strengthen students' conceptual understanding by ensuring consistent use of multiple representations in math instruction. To support this strategy, Highlands Elementary will: 1. Professional Learning Communities: Offer ongoing training sessions, peer to peer observations and coaching to support teachers moving students from concrete to abstract thinking using Bluebonnet aligned tools. 2. Targeted Walkthroughs: Use a representational "look for tool" that will be created as we are planning throughout the year. 3. Showcase Lessons and Exemplars: Model lessons and collect student work samples that reflect effective instructional practices. 4. Collaborative Reflection: During PLCs, teachers will analyze student work artifacts to reflect on the effectiveness of implementation partnered with goals of making adjustments where necessary. Strategy's Expected Result/Impact: With the implementation of effective PLC's, STAAR performance levels will be met. Staff Responsible for Monitoring: Campus Administrators, TLCs, Teachers	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure High-Quality Tier 1 Instruction: HQIM Implementation - Campus leaders, including TLCs, conduct walks to monitor the implementation of Bluebonnet Learning. Insights from walks inform next steps (i.e. PLC guidance, campus PDs, 1:1 meetings, etc.). To support this strategy, Highlands Elementary will: 1. A-Team members conduct a minimum average of 2 classroom walks per instructional day of the week (i.e. a 4-day week will yield 8 walks per campus leader). 2. A-Team members consistently use the observation tool provided by TEA for monitoring the implementation of Math Bluebonnet Learning, a TEA approved High-Quality Instructional Material (HQIM). The observation tool will be translated into a Google form, allowing for quick analysis of inputted responses. 3. During weekly A-Team meetings, "Walk Reflections" will be an ongoing agenda item, ensuring dedicated time for campus leaders to reflect on classroom walks and identify trends which will be sorted into Strengths and Refinement areas. "Areas of Strengths" spotlighted in weekly campus newsletter under the header "Bluebonnet Leaders", helping staff members partner with effective counterparts. 4. Within 5 workdays, "Areas of Refinement" addressed during PLCs, TLC coaching cycles, and/or 1:1 conversations. Region 4 Math Product Advisors to help address lesson internalization needs observed during classroom walks. 5. Safeguard the integrity of the daily math instructional block by protecting time and minimizing interruptions, ensuring teachers can fully implement the district pacing guide with fidelity. Strategy's Expected Result/Impact: With daily math blocks safeguarded and instructional time protected, teachers will implement the district pacing guide with fidelity, leading to improved alignment, lesson internalization, and student outcomes on formative and unit assessments. Staff Responsible for Monitoring: Campus Administration, TLC	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Strengthen Collaborative PLCs to Drive Instructional Clarity and Student Achievement. To support this strategy, Highlands Elementary will: 1. Prioritize and protect PLCs in the master schedule to guarantee uninterrupted weekly collaborative planning time. 2. Ensure campus leaders and TLCs actively participate in PLCs to guide clarity around lesson internalization, including: * What students will learn *How students will be assessed *How teachers can support all learners in meeting rigor 3. Support PLCs with student work protocols to analyze evidence of learning, identify trends, and plan targeted intervention and enrichment. 4. Monitor and provide feedback on PLC effectiveness during weekly A-Team meetings to ensure alignment with campus goals and instructional priorities. 5. Celebrate effective PLC practices in staff communications to build buy-in and strengthen collaborative culture. Strategy's Expected Result/Impact: As a result, teachers will implement instruction with greater clarity and consistency, leading to improved student mastery of grade-level standards and measurable growth on formative and summative assessments. Staff Responsible for Monitoring: Campus Administration, TLC	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Implement Effective Tier 2 Instruction: Targeted Small Groups & Zearn - The systematic implementation of Math Targeted Small Groups and Zearn will remediate identified skills, preventing academic gaps through individualized instruction. To support this strategy, Highlands Elementary will: 1. During September faculty meeting, A-Team clarifies that a skill is ready to be pushed into targeted small groups once 60+ percent of a class demonstrate mastery on the day's learning objective, as identified through implementation of Learning Zones. 2. Teacher pulls Targeted Small Groups at least 4 days a week, using Bluebonnet Learning and Zearn for students who did not demonstrate mastery during Math Tier 1. 3. Teachers to partner with Math TLCs and/or Zearn to support each Math PLC following the September BOY; emphasis on understanding the BOY data and determining next steps for Targeted Small Group instructional materials. 4.. Teacher maintains records of weekly student check-ins and creates a plan of action for students not demonstrating progress in Zearn. Strategy's Expected Result/Impact: As a result, students will demonstrate measurable growth in math , increased mastery of math standards, and improved outcomes on formative and unit assessments. Staff Responsible for Monitoring: Campus Administrators, TLC, Teacher	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Prioritize Federal Identification: Targeted for AA/Hispanic Implement targeted instructional practices and continuous data-driven monitoring to improve math outcomes for African American and Hispanic students through intentional collaboration, professional learning, and equitable access to grade-level content. Highlands Elementary will: Teams will analyze subgroup trends in math fluency, problem-solving, and conceptual understanding using formative assessments, district benchmarks, and classroom data. Intervention and enrichment plans will be adjusted based on subgroup performance patterns, ensuring instruction is responsive to students' identified needs and supports accelerated growth. Administrative staff will present monthly data trends on AA/Hispanic Monitor Groups during faculty meetings to highlight progress and areas needing additional focus. Grade-level teachers will reflect on subgroup data and develop targeted next steps such as instructional adjustments, flexible grouping, and the integration of visual models or manipulatives to support conceptual understanding. Once monthly during Math PLCs, Region 4 Product Advisors will model internalization protocols using high-quality instructional materials and embedded supports that help students access grade-level problem-solving tasks. Emphasis will be placed on scaffolds that promote mathematical reasoning, academic vocabulary development, and real-world applications. Teachers will practice implementation strategies during PLCs and receive feedback from instructional coaches or peers to ensure consistency and effectiveness. Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, Highlands Elementary expects to see measurable growth in Mathematics achievement among African American and Hispanic students. Through intentional data analysis, targeted small-group instruction, and the use of high-quality math materials, these students will demonstrate stronger number sense, problem-solving skills, and conceptual understanding. Teachers will effectively use ongoing assessment data to guide instruction, adjust interventions, and implement culturally responsive strategies that make mathematical concepts accessible and meaningful. As a result, African American and Hispanic students will show increased proficiency on campus, district, and state assessments, narrowing the achievement gap and advancing the campus toward removing its federal identification for low performance in Mathematics. Staff Responsible for Monitoring: Campus Administration, TLC, Teachers	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: Science- With campus Spring 2025 STAAR averages for Science underperforming the state in all proficiency levels and grades, the campus goal is to perform at or above the state average in grades 3-5 without regression:

Highlands (State) Performance for Spring 2025 Science STAAR:
5th Approaches 63 (64), 5th Meets 26 (29), 5th Masters 8 (12)

Highlands Performance Target for Science Spring 2026:
5th Approaches 68, 5th Meets 29, 5th Masters 15

Evaluation Data Sources: STAAR Results, Benchmark Assessments, PLC , CFA data, and Universal Screeners

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase student achievement in Science by strengthening instructional practices through the consistent use of hands-on lab investigations, collaborative planning, and targeted district support. 1. Teachers will plan collaboratively on a weekly basis with their grade-level team to analyze TEKS, review data, and plan engaging lab-based Science lessons aligned to the curriculum. 2. Lab investigations will be incorporated at least twice per month to promote student engagement, critical thinking, and mastery of scientific concepts. 3. The campus will partner with the District Science Specialist to provide instructional coaching, model lessons, and feedback to enhance lab facilitation and Science content delivery. 4. Teachers will utilize data from common assessments to adjust instruction and identify students for targeted interventions or enrichment. 5. Administrators will conduct classroom walkthroughs to monitor implementation of lab investigations, planning alignment, and student engagement. Strategy's Expected Result/Impact: By the end of the school year, at least 80% of students will meet or exceed grade-level expectations on district and state Science assessments through the implementation of rigorous, inquiry-based instruction and structured team collaboration. Staff Responsible for Monitoring: Campus Administrators, TLCs, Teachers	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will develop and maintain individual student data binders to track progress in key areas including NWEA MAP, attendance, Curriculum Unit Assessments (CUAs), and STAAR Interim results. During collaborative planning and goal-setting conferences, teachers will use MAP Growth reports to guide conversations around student performance and growth goals. In addition, teachers will embed student incentive systems to celebrate and motivate students who meet or exceed their academic goals. Strategy's Expected Result/Impact: Implementation of teacher/ student data binders will have a positive impact on student performance. Staff Responsible for Monitoring: Campus Administrators, TLCs, Teachers	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Integrate writing into science instruction in grades 3-5 by incorporating Short Constructed Responses (SCRs) and unit-based exit tickets, with teachers modeling the process during the first nine weeks. To support Strategy 2: * Teachers will implement the use of interactive notebooks - vocabulary, note-taking, foldables, etc. * Teachers will implement claims, evidence, and reasoning (CER) - K-5 * Teachers will model writing expectations throughout the year. * Teachers will teach and administer Short Constructed Responses (SCR's) Exit Tickets for Gr 3-5. Strategy's Expected Result/Impact: Students in grades 3-5 will strengthen their ability to explain scientific thinking in writing, demonstrate deeper comprehension of content, and improve performance on constructed response tasks across subjects, including STAAR. Staff Responsible for Monitoring: Campus Administrators, TLC and Teacher	Formative		
	Nov	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: The campus will facilitate a partnership between home, school, and community by providing on-going communication and opportunities for involvement that educates and informs students, teachers, and parents.

Evaluation Data Sources: Sign-In Sheets, EOY Report, Minutes, EOY survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Foster communication between home and school by utilizing all avenues to include: phone calls, notes to parents, newsletters, calendar of events, emails, conferences, web page, Parent Square. Strategy's Expected Result/Impact: Increase parent and community Involvement Increase student achievement Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide at least two family academic events for all students and their families for the subjects of mathematics, ELA/reading, science, social studies and college awareness. Strategy's Expected Result/Impact: Increase parent and community involvement Increase student achievement Staff Responsible for Monitoring: Campus Administrators CSSS	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement the WATCH D.O.G.S program to encourage the support of positive male role models. Strategy's Expected Result/Impact: Increase parent and community involvement Increase student achievement Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Foster an active Parent Teacher Organization with a focus on recruiting active parent and teacher members. Strategy's Expected Result/Impact: Increase parent and community involvement Increase student achievement. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Collaborate with Highlands Rotary Club to develop a plan for motivating student success and increase student achievement. Strategy's Expected Result/Impact: Increase parent and community involvement Increase student achievement Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Partner with other community support groups to provide curricular & extracurricular activities such as the sharing Christmas tree lighting, better advertisement of summer backpack buddies, and other community events. Strategy's Expected Result/Impact: Increase parent and community involvement Increase student achievement Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: The campus will maintain high expectations, processes, and operations for a safe and structured school environment to improve academics, promote positive student behavior, high attendance percentages, and elevate morale for all students and staff.

Evaluation Data Sources: PIEMS report, List of students recognized, Staff Attendance Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor average daily attendance and provide attendance awards and incentives for both students and staff. Strategy's Expected Result/Impact: Increase attendance to meet the State's accountability rating Staff Responsible for Monitoring: Campus Administrators Attendance Clerk	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure that the PBIS team meets monthly to evaluate progress and to make data-based decisions about improving student behavior using the PBIS process. Strategy's Expected Result/Impact: Decrease discipline referrals Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide a guidance program that promotes higher education and career awareness. Strategy's Expected Result/Impact: Promote and increase college readiness and Index 4 of the State's accountability rating Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide a sense of community/belonging utilizing rewards and incentives to promote positive student behavior within House system. Strategy's Expected Result/Impact: Decrease discipline referrals Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide incentives and organize activities for staff that encourage teamwork and boost morale. Strategy's Expected Result/Impact: Increase Faculty and Staff morale measured by EOY staff survey Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

Performance Objective 1: The campus will recruit, develop, and retain highly effective personnel by implementing strategic hiring practices, providing ongoing professional development, and fostering a supportive and collaborative work environment.

Evaluation Data Sources: Staff Development Records, STAAR Index 4, PIEMS Report, EOY tests, certifications, agendas, sign-in sheets, Staff Development, Report Certificates, T-TESS, Candidates Certifications, Retention Data, contracts

Strategy 1 Details	Formative Reviews		
Strategy 1: Through our established interview committee, hire highly qualified candidates that best match the needs of the student population. Strategy's Expected Result/Impact: Increase Teacher Capacity and student achievement Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: New teachers will be assigned a mentor and provided opportunities to meet to discuss progress and provide feedback. Strategy's Expected Result/Impact: Increase Teacher Capacity and student achievement Staff Responsible for Monitoring: Assistant Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Encourage each grade level to have 50 % of teachers at each grade level to become ESL or GT certified. Strategy's Expected Result/Impact: Increase Student Achievement Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers and administrators will attend district and campus professional development that addresses effective instructional strategies to increase student achievement, especially in the areas of reading, effective differentiation techniques, increasing rigor and training pertaining to specific student populations such as: EB, special education and ED. Strategy's Expected Result/Impact: Increase Student Achievement Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Continue to build strong Professional Learning Communities (PLCs) that analyze student achievement data, plan effective instruction utilizing Bluebonnet curriculum in the areas of reading and math; and interventions that focus on increasing the rigor in all classrooms at Highlands. Strategy's Expected Result/Impact: Increase STAAR results and EOY Benchmarks Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 1: The campus will align all campus activities to support the district Strategic Plan to maintain a 25 % or more operating reserve budget and maintain a AAA or higher rating.

Evaluation Data Sources: Campus budget reviews, operating expenditures per student, instructional expenditures per student, staffing reports and compliance documentation.

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures. Strategy's Expected Result/Impact: All budgets will be reviewed, allocated and expended by district financial procedures and requirements. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will monitor staffing position inventory to ensure accurate data for personnel budgeting. Strategy's Expected Result/Impact: Staff positions will be accurately assigned and position budgets will be accurately expended. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will align the Campus Improvement Plan to the district stewardship goals. Strategy's Expected Result/Impact: The CIP will align 100% with district strategic plan financial stewardship goals. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 2: The campus will meet all state and federal program elements, funding, and compliance requirements.

Evaluation Data Sources: Campus documents related to State Accountability, State Allotment Reports, TEA Random Validations, TEA Federal Fiscal Monitoring, TEA Program Monitoring, etc.

Strategy 1 Details	Formative Reviews		
Strategy 1: Gifted and Talented (GT) State Program - Provide supplemental support for identified students to increase student success in all instructional areas. Strategy's Expected Result/Impact: 5% increase in student achievement scores across all STAAR progress measures. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$500	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Special Education State Program - Provide supplemental support for identified students to increase student success in all instructional areas. Strategy's Expected Result/Impact: Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$600	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Bilingual/ESL State Program - Provide supplemental support for identified students to increase student success in all instructional areas. Strategy's Expected Result/Impact: 5% increase in student achievement scores across all STAAR progress measures. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$650	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: State Compensatory Education (SCE) State Program - Through PLC meetings, collaborate about instructional practices, student artifacts, data results following formative and summative assessments, and make informed decisions to guide all tiered instruction as well as the implementation of accelerated instruction intervention plans that address at-risk student academic improvement. Strategy's Expected Result/Impact: Intervention plans developed and implemented with fidelity Progress Monitoring completed to determine student growth Improvement in student performance Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs for At-Risk Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000, Costs for Accelerated Instruction -Tutoring - Coordination of Local and State Funds - SCE Funds - \$8,000	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Title I, Part A Federal Program - The campus will provide "opportunities for all children to meet state standards" by providing assistance and remediation to students who are unsuccessful in the classroom. Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.4 requirements All students will make at least one year's growth Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Title I, Part A Federal Program - The campus will provide students with "increased learning time and well-rounded education" opportunities. Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.5 requirements Documentation of activities aligned to Well Rounded Education Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Title I, Part A Federal Program - The campus will analyze student assessment data, develop targeted activities, and implement targeted activities to "address the needs of all students, particularly at-risk". Strategy's Expected Result/Impact: Meet Title I Part A Element 2.6 requirements 10% increase in student academic success Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
Strategy 8: Title I, Part A Federal Program - Provide Campus Teaching and Learning Instructional Specialists to provide coaching support to identified classrooms to meet the needs of all students and increase academic improvement. Strategy's Expected Result/Impact: TLC Coaching Documentation Reviewed for Effectiveness 10% increase in student achievement scores Close achievement gaps Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs for Teaching and Learning Coaches - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$140,000	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Title I, Part A Federal Program - The Campus Student Support Team will routinely meet to determine and provide support for students, parents, and/or other related organizations in order to address student academic, attendance, and/or behavior needs. Strategy's Expected Result/Impact: Meet Title I Part A Element 5.1 requirements Improved academic, attendance, and/or behavior outcomes Increase in Student Achievement by 10% overall Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$65,000, Harris County CYS Social Worker Contracted Services - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$20,000	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
Strategy 10: Title I, Part A Federal Program - The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format. Strategy's Expected Result/Impact: Meet Title I Part A Element 4.1 requirements Review, Revise, and Determine annually Distribute to all parents yearly electronically or by hard-copy Provide to all parents in English or Spanish Increase in Parent and Family Engagement participation Policy and Compact posted on the website Policy and Compact distributed to all parents Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June

Strategy 11 Details	Formative Reviews		
Strategy 11: Title I, Part A Federal Program - The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members. Strategy's Expected Result/Impact: Meet Title I Part A Element 4.2 requirements Increase parent engagement from prior year Provide sessions in English and Spanish Offer sessions during the day, in the evening, and/or on Saturdays Increase parent and community involvement Increase student achievement Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Materials for parent training sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$600, Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$4,000	Formative		
	Nov	Feb	June
Strategy 12 Details	Formative Reviews		
Strategy 12: Title I, Part A Federal Program - The campus will conduct the comprehensive needs assessment through an ongoing basis to address necessary revisions to the campus improvement plan that will focus the campus on increasing the academic performance of all students Strategy's Expected Result/Impact: Meet Title I, Part A Element 1.1 Requirements CNA Documentation indicated in the CIP Documentation with meeting agendas, sign-in sheets, and minutes All students will make at least one year's growth in Reading and Math Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
Strategy 13 Details	Formative Reviews		
Strategy 13: Title I, Part A Federal Program - The campus will develop the campus improvement plan with appropriate stakeholders using the results of the comprehensive needs assessment to ensure that the plan considers the needs for improving all structures that support student learning which will ultimately increase academic achievement. Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.1 requirements Documentation results indicated in the CIP Documentation with meeting agendas, sign-in sheets, and minutes submitted. Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June

Strategy 14 Details	Formative Reviews		
Strategy 14: Title I, Part A Federal Program -The campus will complete formative reviews of the campus improvement plan in November, February, and June and the summative review in June through campus committees. Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.2 requirements Documentation with meeting agendas, sign-in sheets, and minutes will be submitted. Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
Strategy 15 Details	Formative Reviews		
Strategy 15: Title I, Part A Federal Program - The campus will "annually evaluate the schoolwide plan". Strategy's Expected Result/Impact: Meet Title I Part A Element 3.1 requirements Documentation indicated in the CIP Documentation with meeting agendas, sign-in sheets, and minutes Adjust schoolwide plan as determined by the review Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
Strategy 16 Details	Formative Reviews		
Strategy 16: The campus will conduct the required yearly program evaluations for all campus state allotment program funding as well as all federal program funding to identify campus needs and develop activities to include in the campus improvement plan that will focus the campus on increasing the academic performance of all students. Strategy's Expected Result/Impact: Documentation with meeting agendas, sign-in sheets, and minutes Program Evaluation Documentation indicated in the CIP Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 3: The campus will meet the requirements required for Federal Accountability in the format designated through the TEA TIP (Targeted Improvement Plan) Process.

Evaluation Data Sources: Screener Data reports, Campus Assessment Data reports, and State Assessment and Accountability reports

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will develop, implement, monitor, and adjust the school improvement strategies through the TEA TIP (Targeted Improvement Plan) Process that will eliminate the campus "school improvement" identification status due to the "unacceptable" year count. Strategy's Expected Result/Impact: Meet Federal Accountability requirements Eliminate identification as a "School Improvement" Campus due to the State "unacceptable" year count. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	8	Costs for Teaching and Learning Coaches	Title I Part A Funds	\$140,000.00
5	2	9	Campus Student Success Specialist to support student success components	Title I, Part A Funds	\$65,000.00
5	2	9	Harris County CYS Social Worker Contracted Services	Title I, Part A Funds	\$20,000.00
5	2	11	Materials for parent training sessions	Title I Part A Funds	\$600.00
5	2	11	Campus Student Success Specialist to support parent academic training sessions	Title I, Part A Funds	\$4,000.00
Sub-Total					\$229,600.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Supplemental instructional materials	GT Funds	\$500.00
5	2	2	Supplemental instructional materials	Special Education Funds	\$600.00
5	2	3	Supplemental instructional materials	Bilingual/ESL Funds	\$650.00
5	2	4	Costs for Accelerated Instruction -Tutoring	SCE Funds	\$8,000.00
5	2	4	Costs for At-Risk Intervention Teacher	SCE Funds	\$70,000.00
Sub-Total					\$79,750.00

Highlands Elementary Targeted Improvement Plan (TIP)

Please select campus you are reporting Student Outcome Goals for.	Please enter the campus(es) CDCN number in the field below.	Please enter your full name.	Please enter your email.	Enter the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.
Highlands EL	101911108	James Husband	james.husband@gccisd.net	55%
Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.
49%	50	67	100	50
Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.	Which, if any, grants has your school system been awarded to support this strategy?	Please name any organizations you are currently working with to build capacity and support strategy implementation.	Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?	
Intensive Curriculum & Instruction Improvements	Strong Foundations Implementation (Laso 3)	ESC		
Please select the adopted curriculum	Is this the curriculum that will be implemented for the duration of the plan?	How many instructional minutes per week are required/recommended for implementation of this curriculum?	How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?	When will the district adopt the new curriculum?
Bluebonnet Learning Math Grades K-5, Bluebonnet Learning K-5 Reading Language Arts	Yes. (Note: Hopper Primary is a paired campus with Highlands Elem. and will be utilizing the Bluebonnet curriculum for Kinder in Math and RLA so the same strategies will be in place. For PK they use the Fueling Brains curriculum to assist with Executive Functioning.)	K-2 RLA-190 mins/day 3-4 RLA- 170 mins/day 5 RLA- 150 mins/day K-4 Math- 100 mins/day 5 Math- 110 mins/day	K-2 RLA-190 mins/day 3-4 RLA- 170 mins/day 5 RLA- 150 mins/day K-4 Math- 100 mins/day 5 Math- 110 mins/day	N/A

Highlands Elementary Targeted Improvement Plan (TIP)

Grade Level Minutes information:				How many instructional days are included in the 2025-2026 calendar?
(K-2) ELA 190 includes: 120 Whole Group (Bluebonnet Learning Foundational Skills and RLA) 60 Targeted Small Group (mCLASS) 10 Transitions embedded with ELA Math 100 includes: 60 Whole Group (Bluebonnet Learning Math) 30 Targeted Small Group 5 Math Routine (10 for Kinder) 5 Transitions embedded with Math (10 for Kinder) Social Studies/Science 55 includes: 3 days a week Science (suggest M, T, TH) 2 days a week Social Studies (suggest W, F)	(3rd) ELA 170 includes: 120 Whole Group (Bluebonnet Learning RLA) 50 Targeted Small Group (Bluebonnet Learning Foundational Skills & mCLASS) Math/Science/Social Studies 170 includes: 60 HQIM (Bluebonnet Learning Math) 30 Targeted Small Group 5 Math Routine 5 Transitions embedded with Math 25 Social Studies 45 Science	(4th) ELA/Social Studies 175 includes: 90 Whole Group (Bluebonnet Learning RLA) 50 Targeted Small Group (TBD) 25 Social Studies 10 Transitions embedded with ELA Math/Science 170 includes: 60 Whole Group (Bluebonnet Learning Math) 30 Targeted Small Group 10 Math Routine 10 Transitions embedded with Math 60 Science	(5th) ELA/Social Studies 175 includes: 90 Whole Group (Bluebonnet Learning RLA) 50 Targeted Small Group (TBD) 25 Social Studies 10 Transitions embedded with ELA Math/Science 170 includes: 60 Whole Group (Bluebonnet Learning Math) 30 Targeted Small Group 10 Math Routine 10 Transitions embedded with Math 60 Science	170

Highlands Elementary Targeted Improvement Plan (TIP)

Please describe the assessment plan for the impacted campus(es)			Will the campus(es) implement a PLC structure?	How will PLCs be organized (by grade level, content area, etc.)?
Math: we will use the mid- and end-of-module assessments provided with Bluebonnet Learning.	Reading: We will use both the mid- and end-of-unit assessments for K-5 and the BoY, MoY, and EoY assessments provided with Bluebonnet Learning.	All assessments will be administered via our local LMS to allow streamlined data analysis following each assessment.	Yes	Each grade level and content area has their own PLC
How frequently will PLCs occur?	Who will facilitate PLCs?	Who is required to attend PLCs?	Please describe the PLC protocol to be used	
1-2 times per week	Instructional Leadership Team	Teachers/Instructional Leadership TEAM	Lesson internalization PLCs: Understand the lesson purpose and objectives, Understand the sequence and pacing of activities, Activity deep dive, Resource Organization Student Work Analysis PLCs: Task review, Determine Success Criteria, Analyze and Sort Student Work, Discussion, Action Steps	

Highlands Elementary Targeted Improvement Plan (TIP)

Please describe your planned training/PD sessions (and who delivers and attends) for: -Principal manager -Principal -Other campus admin (assistant principals, instructional coaches) -Teachers			How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?	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?
District Leadership (Principals and Aps) receive professional development twice a month in the form of a Principal Operational meeting and a Principal PLC meeting. These meetings are structured in such a way that they are then turned around to the Campus AP's as well as the Campus Instructional Coaches.	Also during district PLC days training is offered by the district personnel to develop the district leaders. The principal coach also receives professional development monthly from Region IV as part of the ESF Grant. This PD is geared to equipping the principal supervisor to lead the principals more effectively.	1:1 Coaching (Principal Supervisors) * 9 sessions * each session held virtually/F2F scheduled from July 2025 through June 2026 * Principal Supervisor Training – A refresher session designed to strengthen coaching practices for principal supervisors, with a specific focus on supporting the effective implementation of action steps by campus leaders.	Inexperienced Staff (<2 years): Training for this group will focus on foundational skills, including classroom management, instructional planning, and implementation of the campus instructional framework. Staff will receive scaffolded support through mentoring, modeling of best practices, guided observations, and hands-on workshops. Ongoing coaching and formative feedback will ensure that these staff members build confidence and competence while gradually increasing instructional autonomy.	TTESS Walkthrough tool, BlueBonnet Checklist, Observation and Feedback Walks with Rubric

Highlands Elementary Targeted Improvement Plan (TIP)

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	What capacity building supports related to supporting students in special populations will teachers and administrators receive?	Please share the key milestones for this strategy through August 2026 for TIP, and key milestones through August 2027 for TAP. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.			
The number of observation from an instructional leader or coach and receive feedback varies on what Tier (red, yellow, green) the teacher is on. A red tiered teacher will receive some sort of observation daily, yellow 2-3 times a week, and green weekly. The tiering teacher tracking document will be updated each 9 weeks to reflect growth of the teacher.	Our district program personnel from SpEd and the Multilingual department will also attend initial strong foundations implementation trainings and join learning walks to determine how best to support teachers and will provide specific coaching once per grading period. In addition our district content specialists (SPED and EB) support the campuses to ensure high yield instructional strategies are being implemented and are effective. Progress monitoring is being done by the use of Summit K-12 for our EB students and implementation and effectiveness are being monitored monthly. Usage and progress reports are run and the usage of a Summit K-12 Calendar lets campuses know when Progress Monitoring assessments are done and the data is evaluated.	7/16: Region IV TIL Student Culture and Routines Day 1 7/29: Region IV TIL Student Culture and Routines Day 2 8/27: Region IV TIL Observ/ Feedback 9/4: Region IV TIL Support Visit 10/2: Region IV TIL Support Visit By mid-fall semester (Oct. 15): all teachers are within 5 days of the BL pacing guide, teacher surveys indicate high confidence in the RBIS, and teachers not reading a script/instruction consistently aligned to the RBIS 9/8: Region IV Materials and Internalization and Alignment 10/3: BOY Screener (K-5 RLA Amira, K-5 Math NWEA, 5th Science District created) ends 10/31 10/10: BOY Screener data to campuses to review with campus ILT 10/21: BOY Screener data reviewed at principal PLC (principal, principal supervisor,	11/5:REgion IV TIL Support Visit 11/18/26: Principal PLC to review data up to this point (CUA, Blue Bonnet Modules, etc.) with principal, principal supervisor, DCSI, and Assistant Sup of C&I 12/2/2026: 3-5 RLA Benchmark (TFAR), 3-5 Math (TFAR), 5 Science (TFAR) 12/9/26: Benchmark data to principals to review with campus ILT 12/16/26: Benchmark data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I) 1/7/26: MOY Screener (K-5 RLA Amira, K-5 Math NWEA, 5th Science District created) ends 1/23 1/14: Region IV TIL Support visit by 1/26: mid-year IA step back 1/28: Region IV TIL Support visit 1/29: Region IV TIL Observation and Feedback Day 1 1/30/26: MOY Screener data to	2/5: Region IV TIL Observation and Feedback Day 2 2/10/26: MOY Screener data reviewed at principal 2/19/26: 3-5 RLA Benchmark (STAAR Interim), 3-5 Math (STAAR Interim), 5 Science (STAAR Interim) 2/26: Region IV TIL Implementation Support Visit 2/27/26: Benchmark data to principals to review with campus ILT 3/3/26: Benchmark data reviewed at principal PLC 4/1/:Region IV TIL Support Visit 4/20: EOY Screener (K-5 RLA Amira, K-5 Math NWEA, 5th Science District created) ends 5/8 5/15/26: EOY Screener data to campuses to review with campus ILT 5/19/26: EOY Screener data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I) 5/28:Region IV Final TIL Support Visit	

Highlands Elementary Targeted Improvement Plan (TIP)

Please describe how district and campus leaders will monitor the successful implementation of this plan.	Please describe how district and campus leaders will monitor the successful implementation of this plan.	Who will be responsible for reviewing progress towards the milestones described in the previous section?	How frequently will progress toward milestones be reviewed?	
District and campus leaders will ensure the successful implementation of this plan through systematic monitoring and accountability structures. Monitoring will occur through scheduled data analysis meetings, formal walkthroughs, and progress checks aligned to district and state performance indicators.	District leaders will review campus reports, conduct joint monitoring visits, and facilitate leadership meetings to ensure fidelity to the plan. Adjustments will be made based on evidence from formative assessments, performance trends, and stakeholder feedback. This multi-level monitoring system will provide consistent oversight, promote alignment across campuses, and ensure that both district and campus leaders are accountable for achieving the identified goals.	Campus Principal, Principal Supervisor, DCSI	Campus Principal, Principal Supervisor, DCSI	

Highlands Elementary Targeted Improvement Plan (TIP)

How will milestone progress data be collected?	How will milestone progress data be collected?	How will milestone progress data be shared with district leadership and other relevant stakeholders?	How will milestone progress data be shared with district leadership and other relevant stakeholders?	
Data will be collected through multiple sources to ensure accuracy and alignment with the plan's objectives. Student Achievement Data: Collected from state assessments, district benchmarks, progress monitoring tools, and classroom-based assessments entered into the district's data management system. Instructional Practice Evidence: Gathered through scheduled classroom walkthroughs, formal observations, and implementation checklists completed by campus administrators.	Professional Development Participation: Tracked through sign-in sheets Progress Monitoring Reports: Compiled by campus leaders using attendance records, intervention logs, and curriculum pacing guides. Stakeholder Feedback: Collected through staff surveys, parent/community input forms, and focus groups when applicable. All data will be centralized in the district's reporting system, reviewed during scheduled leadership meetings, and used to guide continuous improvement efforts.	Milestone progress data will be shared with district leadership and relevant stakeholders through structured and transparent communication processes. Campus principals will submit scheduled progress reports aligned to established milestones, which will be reviewed during district-led leadership meetings to analyze data trends, address challenges, and plan next steps. Within the campus, progress will be communicated to staff during faculty meetings and professional learning communities (PLCs) to ensure teachers receive timely updates and can make necessary instructional adjustments.	At the district and community level, summarized updates will be presented in board reports, newsletters, and campus communications to promote accountability and transparency. Parents and families will also be informed of milestone progress through parent-teacher conferences, school websites, and family engagement events. This comprehensive approach ensures that all stakeholders remain informed and engaged in supporting the successful implementation of the plan. The campus principal, principal supervisor, DCSI, and Deputy Superintendent of Curriculum and instruction will review the data once a month during the Principal PLC to ensure that the campus is on track to meet their goals set.	

Highlands Elementary Targeted Improvement Plan (TIP)

Please share the required costs to implement plan and source of funds			What is your funding source for this work?	
Region IV Total TIL Support	Use of Product Advisors from Region IV to assist with Planning and Implementation of Bluebonnet Curriculum along with PLC support	Partnering with Region IV for TIL to provide training to Campus ILT and Principal supervisors in high yield instructional strategies to increase student outcomes and teacher efficiency.	Strong Foundations Grant	
(Optional) Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents.				
Strengthening Professional Development (5.1) by implementing targeted PD aligned with content-specific instructional best practices.	Enhancing Observation and Feedback Cycles (5.2) by establishing systematic observation schedules for instructional leaders and implementing structured debrief protocols to provide actionable feedback to teachers.	Artifacts to collect: Leadership team agendas and minutes, observation and feedback schedules with follow-up actions, PLC agendas and completed data analysis protocols. Also classroom walkthrough checklist and student progress tracking artifacts.	District implemented a Master Schedule district wide to help facilitate PD. With each campus on the same schedule we are able to provide district pd on implementation, internalization, etc. so that the same narrative is being given to all teams. This also allows us to streamline our implementation walks and attend campus PLCs.	