

Cedar Hill Independent School District

Lake Ridge Elementary School

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

Life-long learners will be provided Read world experiences focused on Educating the whole child while connecting the school and community.

Vision

Lake Ridge Elementary School strives to be a positive, safe learning environment where scholars are actively engaged and empowered to think critically, communicate effectively, and collaborate respectfully. **"The Race for Excellence has No Finish Line."**

Value Statement

At Lake Ridge Elementary, we are dedicated to nurturing a safe, respectful, and inspiring learning environment where every student is encouraged to reach their full potential. We value academic excellence, the celebration of diversity, and the development of strong character. Through collaboration, creativity, and compassion, we empower students to become lifelong learners, responsible citizens, and compassionate leaders. Together, we build a community of kindness, integrity, and perseverance, guiding students toward a bright and successful future.

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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 Kindergarten scholars at or above the 60th percentile in EOY MAP

HB3 Goal

Evaluation Data Sources: Reading MAP Growth Kindergarten BOY, MOY, and EOY data

Strategy 1 Details	Reviews			
Strategy 1: Implement targeted small-group instruction based on students' RIT score, focusing on specific foundational literacy skills identified in the MAP Learning Continuum. Strategy's Expected Result/Impact: Allows teachers to adjust instruction in real time and close learning gaps before they widen, especially in foundational skills. Staff Responsible for Monitoring: Classroom teachers, principal, assistant principal and instructional specialist Title I: 2.51, 2.52, 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 2 Details		Reviews			
Strategy 2: Incorporate ongoing formative assessments aligned with MAP skills (e.g., letter sounds, early phonics, etc.) to check for understanding. Strategy's Expected Result/Impact: Track progress towards specific RIT goals and use results to reteach and spiral skills. Staff Responsible for Monitoring: Classroom teachers, instructional specialist, principal and assistant principal Title I: 2.51, 2.52, 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 - School Processes & Programs 1		Formative			Summative
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No Progress Accomplished Continue/Modify Discontinue					

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Decrease in reading scores on the STAAR assessment for 3rd grade students during the 2024-2025 school year between 3% to 13% in the approaches and meets performance levels. Root Cause: Insufficient development of early literacy skills, particularly in phonics, fluency, and comprehension,
School Processes & Programs
Problem Statement 1: Inconsistent support for students with academic learning gaps (specifically in reading) and those requiring enrichment, resulting in missed opportunities for differentiated instruction. Root Cause: Limited collaboration time for intervention planning and adjustment.

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 2: Increase the percentage of First Grade scholars at or above the 60th percentile in EOY MAP

HB3 Goal

Evaluation Data Sources: Reading MAP Growth Grade 1 BOY, MOY, and EOY data

Strategy 1 Details	Reviews			
Strategy 1: Implement targeted small-group instruction aligned to MAP instructional tasks and manipulatives, based on students' RIT scores and focused on specific foundational literacy skills identified in the MAP Learning Continuum. Strategy's Expected Result/Impact: Directly addresses gaps preventing students from reaching proficiency and builds mastery of foundational skills that translate to long-term success. Staff Responsible for Monitoring: Classroom teachers, principal, assistant principal, and instructional specialist. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 4 - School Processes & Programs 1	Formative			Summative
	Jan	Mar	May	July
Strategy 2 Details	Reviews			
Strategy 2: Set individual MAP growth goals, tracking progress visually, and celebrating achievement. Strategy's Expected Result/Impact: Creates a positive culture of academic achievement and growth mindset. Staff Responsible for Monitoring: Classroom teachers, principal and assistant principal. Title I: 2.51, 2.52, 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 Problem Statements: Student Learning 1, 4 - School Processes & Programs 1	Formative			Summative
	Jan	Mar	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Decrease in reading scores on the STAAR assessment for 3rd grade students during the 2024-2025 school year between 3% to 13% in the approaches and meets performance levels. Root Cause: Insufficient development of early literacy skills, particularly in phonics, fluency, and comprehension,
Problem Statement 4: Economically disadvantaged students performed lower than their non-economically disadvantaged peers in both math and reading on the 2024-2025 STAAR assessments. Root Cause: Inconsistent instructional strategies that supports differentiation to meet the diverse academic and social-emotional needs of these students.
School Processes & Programs
Problem Statement 1: Inconsistent support for students with academic learning gaps (specifically in reading) and those requiring enrichment, resulting in missed opportunities for differentiated instruction. Root Cause: Limited collaboration time for intervention planning and adjustment.

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 3: Increase the percentage of Second Grade scholars at or above the 60th percentile in EOY MAP

HB3 Goal

Evaluation Data Sources: Reading MAP Growth Grade 2 BOY, MOY, and EOY data

Strategy 1 Details	Reviews			
Strategy 1: Deliver targeted small-group instruction during intervention block based on students' RIT bands, with a focus on foundational skills in phonics and reading comprehension aligned to the MAP Learning Continuum. Ensure that both small-group lessons and independent practice are intentionally aligned to specific RIT band skills to maximize student growth. Strategy's Expected Result/Impact: Improves student mastery of targeted skills. Staff Responsible for Monitoring: Classroom teachers, principal, assistant principal, and instructional specialist. Title I: 2.51, 2.52, 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, 4 - School Processes & Programs 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Incorporate daily spiral review of previously taught MAP-aligned skills to build long-term retention and confidence. Strategy's Expected Result/Impact: Reinforces critical skills and promotes transfer to new tasks. Staff Responsible for Monitoring: Classroom teachers, instructional specialist, assistant principal, and principal. Title I: 2.51, 2.52, 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, 4 - School Processes & Programs 1	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Set individual MAP growth goals, tracking progress visually, and celebrating achievement. Strategy's Expected Result/Impact: Creates a positive culture of academic achievement and growth mindset. Staff Responsible for Monitoring: Classroom teachers, assistant principal, instructional specialist, and principal. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 4 - School Processes & Programs 1	Formative			Summative
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Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Decrease in reading scores on the STAAR assessment for 3rd grade students during the 2024-2025 school year between 3% to 13% in the approaches and meets performance levels. Root Cause: Insufficient development of early literacy skills, particularly in phonics, fluency, and comprehension,
Problem Statement 4: Economically disadvantaged students performed lower than their non-economically disadvantaged peers in both math and reading on the 2024-2025 STAAR assessments. Root Cause: Inconsistent instructional strategies that supports differentiation to meet the diverse academic and social-emotional needs of these students.
School Processes & Programs
Problem Statement 1: Inconsistent support for students with academic learning gaps (specifically in reading) and those requiring enrichment, resulting in missed opportunities for differentiated instruction. Root Cause: Limited collaboration time for intervention planning and adjustment.

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 4: Increase the percent of third through fifth grade students at Meets+ on STAAR Reading from 45% in August 2025 to 55% in August 2026.

HB3 Goal

Evaluation Data Sources: DCCAs, MAP, Interim, and STAAR 2026

Strategy 1 Details	Reviews			
Strategy 1: Provide students with daily independent reading time campus-wide. Strategy's Expected Result/Impact: Increases motivation and engagement, which supports sustained literacy growth. Staff Responsible for Monitoring: Classroom teachers, instructional specialist, assistant principal, and principal. Title I: 2.51, 2.52, 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, 2, 4 - School Processes & Programs 1	Formative			Summative
	Jan	Mar	May	July
Strategy 2 Details	Reviews			
Strategy 2: Third grade teachers will facilitate small-group instruction with scaffolding during Tier 1 that is aligned to STAAR readiness and supporting standards, with a focus on inferencing, summarizing, and vocabulary development. Strategy's Expected Result/Impact: Targets individual learning gaps and accelerates reading growth in foundational and comprehension skills. Staff Responsible for Monitoring: Classroom teachers, instructional specialist, assistant principal, and principal. Title I: 2.51, 2.52, 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, 2, 4 - School Processes & Programs 1	Formative			Summative
	Jan	Mar	May	July

Strategy 3 Details		Reviews			
Strategy 3: Third-fifth grade students will regularly respond to STAAR-aligned reading questions in writing, using sentence stems and text evidence to justify their thinking. Strategy's Expected Result/Impact: Reinforces comprehension and TEKS mastery through writing. Staff Responsible for Monitoring: Classroom teachers, instructional specialist, assistant principal, and principal. Title I: 2.51, 2.52, 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, 2, 4		Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: Implement scaffolding and differentiation strategies during Tier 1 instruction and intervention time to address gaps in learning. Strategy's Expected Result/Impact: Students will engage meaningfully with the curriculum and demonstrate improved understanding and mastery of the TEKS. Staff Responsible for Monitoring: Classroom teachers, assistant principal, and principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 4		Formative			Summative
		Jan	Mar	May	July

Strategy 5 Details	Reviews			
Strategy 5: Teachers will engage in PLCs and scheduled half-day planning days for teachers to rehearse key portions of lessons (e.g., comprehension, fluency, and writing etc.) and receive real-time feedback from peers and instructional leaders to strengthen instructional delivery and questioning techniques. Strategy's Expected Result/Impact: Students will receive more coherent, engaging, and rigorous instruction, which will directly support improved student outcomes and growth, particularly in areas requiring higher-order thinking skills. Staff Responsible for Monitoring: Classroom teachers, instructional specialist, assistant principal, and principal Title I: 2.51, 2.52, 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 2, 3, 4 - School Processes & Programs 1 Funding Sources: Substitutes for half day planning - 199- General Fund - \$1,700	Formative			Summative
	Jan	Mar	May	July
Strategy 6 Details	Reviews			
Strategy 6: Third through fifth grade students will engage in tutoring outside the school day. Strategy's Expected Result/Impact: Students will receive personalized instruction aligned to their academic needs, which leads to increased mastery of TEKS. Staff Responsible for Monitoring: Classroom teachers, instructional specialist, assistant principal, and principal Title I: 2.51, 2.52, 2.53 Problem Statements: Student Learning 2, 4 - School Processes & Programs 1 Funding Sources: Funds to pay tutors - 211 - ESEA: Title I, Part A - \$1,500	Formative			Summative
	Jan	Mar	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Decrease in reading scores on the STAAR assessment for 3rd grade students during the 2024-2025 school year between 3% to 13% in the approaches and meets performance levels. Root Cause: Insufficient development of early literacy skills, particularly in phonics, fluency, and comprehension,

Student Learning

Problem Statement 2: Decrease in reading scores on the STAAR assessment for 4th grade students during the 2024-2025 school year between 3% to 8% in the approaches and meets performance levels. **Root Cause:** Inconsistent differentiated instructional strategies and scaffolding to address persistent gaps in students' foundational reading, comprehension, and writing skills.

Problem Statement 3: Decrease in math scores on STAAR assessment for 4th grade students during the 2024-2025 school year between 4%-8% in approaches to masters performance levels. **Root Cause:** Inconsistent instructional strategies to sufficiently scaffold or differentiate to close significant gaps in students' foundational and problem-solving skills.

Problem Statement 4: Economically disadvantaged students performed lower than their non-economically disadvantaged peers in both math and reading on the 2024-2025 STAAR assessments. **Root Cause:** Inconsistent instructional strategies that supports differentiation to meet the diverse academic and social-emotional needs of these students.

School Processes & Programs

Problem Statement 1: Inconsistent support for students with academic learning gaps (specifically in reading) and those requiring enrichment, resulting in missed opportunities for differentiated instruction. **Root Cause:** Limited collaboration time for intervention planning and adjustment.

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: Percent of First Grade scholars at or above the 60th percentile in EOY MAP

Evaluation Data Sources: Math MAP Growth Grade 1 BOY, MOY, and EOY data

Strategy 1 Details	Reviews			
Strategy 1: Implement targeted small-group instruction (LHT) aligned to MAP instructional tasks based on students' RIT scores and focused on specific foundational math skills identified in the MAP Learning Continuum. Strategy's Expected Result/Impact: Directly addresses gaps preventing students from reaching proficiency and builds mastery of foundational math skills that translate to long-term success. Staff Responsible for Monitoring: Classroom teachers, instructional specialist, assistant principal, and principal. Title I: 2.51, 2.52, 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 3, 4	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Set individual MAP growth goals, tracking progress visually, and celebrating achievement. Strategy's Expected Result/Impact: Creates a positive culture of academic achievement and growth mindset. Staff Responsible for Monitoring: Classroom teachers, instructional specialist, assistant principal, and principal. Title I: 2.51, 2.52, 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 Problem Statements: Student Learning 3, 4	Formative			Summative
	Jan	Mar	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Decrease in math scores on STAAR assessment for 4th grade students during the 2024-2025 school year between 4%-8% in approaches to masters performance levels. Root Cause: Inconsistent instructional strategies to sufficiently scaffold or differentiate to close significant gaps in students' foundational and problem-solving skills. Problem Statement 4: Economically disadvantaged students performed lower than their non-economically disadvantaged peers in both math and reading on the 2024-2025 STAAR assessments. Root Cause: Inconsistent instructional strategies that supports differentiation to meet the diverse academic and social-emotional needs of these students.

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 2: Increase the percentage of Second Grade scholars at or above the 60th percentile in EOY MAP

HB3 Goal

Evaluation Data Sources: Math MAP Growth Grade 2 BOY, MOY, and EOY data

Strategy 1 Details	Reviews			
Strategy 1: Implement targeted small-group instruction aligned to MAP instructional tasks and manipulatives, based on students' RIT scores and focused on specific foundational math skills identified in the MAP Learning Continuum. Strategy's Expected Result/Impact: Directly addresses gaps preventing students from reaching proficiency and builds mastery of foundational math skills that translate to long-term success. Staff Responsible for Monitoring: Classroom teachers, instructional specialist, assistant principal, and principal. Title I: 2.51, 2.52, 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 3, 4	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Set individual MAP growth goals, tracking progress visually, and celebrating achievement. Strategy's Expected Result/Impact: Creates a positive culture of academic achievement and growth mindset. Staff Responsible for Monitoring: Classroom teachers, instructional specialist, assistant principal, and principal. Title I: 2.51, 2.52, 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 Problem Statements: Student Learning 2, 4	Formative			Summative
	Jan	Mar	May	July



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Decrease in reading scores on the STAAR assessment for 4th grade students during the 2024-2025 school year between 3% to 8% in the approaches and meets performance levels. **Root Cause:** Inconsistent differentiated instructional strategies and scaffolding to address persistent gaps in students' foundational reading, comprehension, and writing skills.

Problem Statement 3: Decrease in math scores on STAAR assessment for 4th grade students during the 2024-2025 school year between 4%-8% in approaches to masters performance levels. **Root Cause:** Inconsistent instructional strategies to sufficiently scaffold or differentiate to close significant gaps in students' foundational and problem-solving skills.

Problem Statement 4: Economically disadvantaged students performed lower than their non-economically disadvantaged peers in both math and reading on the 2024-2025 STAAR assessments. **Root Cause:** Inconsistent instructional strategies that supports differentiation to meet the diverse academic and social-emotional needs of these students.

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 3: Increase the percentage of third through fifth grade students at Meets+ on STAAR Math from 37% in August 2025 to 47% in August 2026.

HB3 Goal
Evaluation Data Sources: Interim, MAP, and STAAR 2026

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	May	July
Strategy 1: Third through fifth grade teachers implement will implement weekly practice of STAAR-formatted math problems emphasizing multi-step problem solving, reasoning, and justifying answers using the read, draw, write strategy. Strategy's Expected Result/Impact: Builds familiarity with STAAR question types and cognitive demand. In addition to enhances critical thinking and reasoning skills under assessment conditions. Staff Responsible for Monitoring: Classroom teachers, instructional specialist, assistant principal and principal. Title I: 2.51, 2.52, 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 4				

Strategy 2 Details		Reviews			
Strategy 2: Third through fifth grade teachers will integrate math journaling as a weekly practice where students reflect on problem-solving strategies, procedural strategies, explain their thinking in writing, and analyze sample errors or misconceptions. Strategy's Expected Result/Impact: Develops mathematical reasoning and metacognition--key for STAAR Meets and Masters. Staff Responsible for Monitoring: Classroom teachers, instructional specialist, assistant principal and principal. Title I: 2.51, 2.52, 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 Problem Statements: Student Learning 3, 4		Formative			Summative
		Jan	Mar	May	July
Strategy 3 Details		Reviews			
Strategy 3: Implement scaffolding and differentiation strategies during Tier 1 instruction and intervention time to address gaps in learning. Strategy's Expected Result/Impact: Students will engage meaningfully with the curriculum and demonstrate improved understanding and mastery of the TEKS. Staff Responsible for Monitoring: Classroom teachers, instructional specialist, assistant principal, and principal Title I: 2.51, 2.52, 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 3 - School Processes & Programs 1		Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: Teachers will engage in PLCs and scheduled half-day planning days for teachers to rehearse key portions of lessons (e.g., concept development, fluency, etc.) and receive real-time feedback from peers and instructional leaders to strengthen instructional delivery and questioning techniques. Strategy's Expected Result/Impact: Students will receive more coherent, engaging, and rigorous instruction, which will directly support improved student outcomes and growth, particularly in areas requiring higher-order thinking and problem solving. Staff Responsible for Monitoring: Instructional specialist, assistant principal, and principal Title I: 2.51, 2.52, 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 Funding Sources: Substitutes for Half Day Planning - 199- General Fund - \$1,700		Formative			Summative
		Jan	Mar	May	July
Strategy 5 Details		Reviews			
Strategy 5: Third through fifth grade students will engage in small group tutoring outside the school day. Strategy's Expected Result/Impact: Students will receive personalized instruction aligned to their academic needs, which leads to increased mastery of TEKS. Staff Responsible for Monitoring: Classroom teachers, instructional specialist, assistant principal, and principal Title I: 2.51, 2.52, 2.53 - 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 Problem Statements: Student Learning 4 Funding Sources: Funds to pay tutors - 211 - ESEA: Title I, Part A - \$1,500		Formative			Summative
		Jan	Mar	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 3: Decrease in math scores on STAAR assessment for 4th grade students during the 2024-2025 school year between 4%-8% in approaches to masters performance levels. **Root Cause:** Inconsistent instructional strategies to sufficiently scaffold or differentiate to close significant gaps in students' foundational and problem-solving skills.

Problem Statement 4: Economically disadvantaged students performed lower than their non-economically disadvantaged peers in both math and reading on the 2024-2025 STAAR assessments. **Root Cause:** Inconsistent instructional strategies that supports differentiation to meet the diverse academic and social-emotional needs of these students.

School Processes & Programs

Problem Statement 1: Inconsistent support for students with academic learning gaps (specifically in reading) and those requiring enrichment, resulting in missed opportunities for differentiated instruction. **Root Cause:** Limited collaboration time for intervention planning and adjustment.

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: Increase the number of 5th grade scholars who score at the 50th percentile or above on NWEA/MAP BOY, MOY, and EOY data in both math and reading.

HB3 Goal
Evaluation Data Sources: NWEA/MAP BOY, MOY, and EOY data

Strategy 1 Details	Reviews			
Strategy 1: Provide enrichment and extension activities to challenge students to develop deeper academic skills (e.g. problem solving, critical thinking, etc.), to meet and exceed grade level standards during longhorn time. 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 taskers. Staff Responsible for Monitoring: Classroom teachers, instructional specialist, assistant principal and principal Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 1	Formative			Summative
	Jan	Mar	May	July
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Decrease in reading scores on the STAAR assessment for 3rd grade students during the 2024-2025 school year between 3% to 13% in the approaches and meets performance levels. Root Cause: Insufficient development of early literacy skills, particularly in phonics, fluency, and comprehension,
Problem Statement 2: Decrease in reading scores on the STAAR assessment for 4th grade students during the 2024-2025 school year between 3% to 8% in the approaches and meets performance levels. Root Cause: Inconsistent differentiated instructional strategies and scaffolding to address persistent gaps in students' foundational reading, comprehension, and writing skills.
Problem Statement 3: Decrease in math scores on STAAR assessment for 4th grade students during the 2024-2025 school year between 4%-8% in approaches to masters performance levels. Root Cause: Inconsistent instructional strategies to sufficiently scaffold or differentiate to close significant gaps in students' foundational and problem-solving skills.

Student Learning
Problem Statement 4: Economically disadvantaged students performed lower than their non-economically disadvantaged peers in both math and reading on the 2024-2025 STAAR assessments. Root Cause: Inconsistent instructional strategies that supports differentiation to meet the diverse academic and social-emotional needs of these students.
School Processes & Programs
Problem Statement 1: Inconsistent support for students with academic learning gaps (specifically in reading) and those requiring enrichment, resulting in missed opportunities for differentiated instruction. Root Cause: Limited collaboration time for intervention planning and adjustment.

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 5th Grade scholars at or above the 60th percentile in EOY MAP

Evaluation Data Sources: Students at or above the 60th percentile on BOY, MOY, and EOY NWEA/MAP

Strategy 1 Details	Reviews			
Strategy 1: Implement targeted small-group instruction aligned to MAP instructional tasks and manipulatives, based on students' RIT scores and focused on specific science skills identified in the MAP Learning Continuum. Strategy's Expected Result/Impact: Directly addresses gaps preventing students from reaching proficiency and builds mastery of science skills that translate to long-term success. Staff Responsible for Monitoring: Classroom teachers, instructional specialist, assistant principal, and principal. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 5	Formative			Summative
	Jan	Mar	May	July
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 5: On the 2025 science STAAR, 25% of 5th grade students performed at the meets level. Root Cause: Inconsistent application of scientific concepts through inquiry, experimentation, and real-world connections.

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 2: Increase the percentage of fifth graders at Meets+ on STAAR Science from 25% in August 2025 to 35% in August 2026.

Evaluation Data Sources: DCCAs, Interim, NWEA MOY/EOY and, STAAR 2026

Strategy 1 Details	Reviews			
Strategy 1: Prioritize hands-on labs that directly align with high-impact TEKS, paired with explicit academic vocabulary instruction and real world connections. Strategy's Expected Result/Impact: Strengthens vocabulary acquisition and encourages student engagement and higher-order thinking through inquiry and collaboration. Staff Responsible for Monitoring: Classroom teacher, instructional specialist, assistant principal and principal Title I: 2.51, 2.52, 2.53 Problem Statements: Student Learning 5	Formative			Summative
	Jan	Mar	May	July
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: On the 2025 science STAAR, 25% of 5th grade students performed at the meets level. Root Cause: Inconsistent application of scientific concepts through inquiry, experimentation, and real-world connections.