

Cedar Hill Independent School District



Collegiate Prep Elementary

2026-2027 Goals/ Performance Objectives/ Strategies

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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 High Priority HB3 Goal

By May 2027, Collegiate Prep Elementary will increase the percentage of Kindergarten, 1st, and 2nd grade scholars performing at or above the 70th percentile on the MAP assessment by at least 10% compared to BOY results.

Evaluation Data Source: Reading MAP Growth Achievement Levels BOY, MOY, and EOY data. (K-2)

Strategy 1

Collegiate Prep Elementary (K-2) ELAR teachers will participate in weekly Professional Learning Community meetings to conduct lesson internalization sessions , strengthen planning, analyze student performance data, review scholar work samples, and share effective instructional strategies to strengthen teaching and delivery of the Amplify Knowledge and Skills curriculum.

Strategy's Expected Result/Impact: Teachers will deliver Amplify Knowledge and Skills lessons with greater fidelity, consistency, and rigor. Instruction will be more intentional, with clear objectives, aligned questioning, and targeted scaffolds. Scholars will demonstrate stronger vocabulary development, comprehension, and foundational literacy skills.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Specialist
Kindergarten Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Administer BOY, MOY, and EOY MAP/NWEA assessments to monitor scholar growth and guide instruction and interventions.

Strategy's Expected Result/Impact: Teachers will use MAP data to guide instruction and interventions, while families remain informed and engaged in supporting scholar growth. As a result, students will demonstrate measurable progress across BOY, MOY, and EOY assessments, increasing the percentage of scholars performing at or above the 60th percentile on the EOY MAP.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Specialist
Classroom Teachers

Funding Sources: 199 / General Fund,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Implement targeted small-group instruction based on students' RIT scores, using MAP instructional tasks and manipulatives to focus on foundational literacy skills identified in the MAP Learning Continuum.

Strategy's Expected Result/Impact: Students will strengthen foundational literacy skills through targeted, RIT-based small-group instruction, leading to increased mastery of grade-level standards, growth on MAP assessments, and improved overall reading proficiency.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Specialist
Classroom Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 High Priority

By May 2027, Collegiate Preparatory Elementary School will improve the percentage of 3rd-grade scholars meeting grade-level standards on the 26-27 STAAR Reading Assessment from 65% to 68%.

92% will achieve Approaches Grade Level
68% will achieve Meets or Above Grade Level
30% will achieve Masters Grade Level

By May 2027, Collegiate Preparatory Elementary School will improve the percentage of 4th-grade scholars meeting grade-level standards or higher on the 26-27 STAAR Reading Assessment from 55% to 65%.

90% will achieve Approaches Grade Level
65% will achieve Meets or Above Grade Level
30% will achieve Masters Grade Level

By May 2027, Collegiate Preparatory Elementary School will improve the percentage of 5th-grade scholars meeting grade-level standards on the 26-27 STAAR Reading Assessment from 82% to 85%.

100% will achieve Approaches Grade Level
85% will achieve Meets or Above Grade Level
50% will achieve Masters Grade Level

Evaluation Data Source: - Previous year (2025 - 2026) STAAR Performance data.

- District Assessment (DCCA) Performance Data
- 3rd-5th Grade STAAR Interim Performance Data (Reading)
- 3rd-5th Grade STAAR Reading Assessment
- NWEA Projected Proficiency Report (BOY, MOY, EOY)

Strategy 1

Conduct weekly instructional walkthroughs using campus ELAR instructional look-fors to monitor and strengthen the rigor of instruction, student engagement and academic discourse, text-dependent questioning, differentiation, and alignment to grade-level TEKS, STAAR expectations, and district curriculum expectations. Provide timely feedback and coaching to teachers based on walkthrough data to identify trends, address instructional gaps, and support continuous improvement.

Strategy's Expected Result/Impact: Weekly instructional walkthroughs will result in increased instructional rigor, stronger student engagement and academic discourse, more consistent use of text-dependent questioning, and improved alignment to grade-level TEKS, STAAR, and district curriculum expectations, leading to increased student achievement in ELAR and progress toward the campus 3rd-5th grade STAAR Reading goals.

Staff Responsible for Monitoring: - Principal

- Assistant Principal
- Teachers

Problem Statements: Student Learning 3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Administrators and teachers will conduct a comprehensive BOY standards-gap analysis and regularly collect, analyze, and review data from multiple assessment sources—including prior STAAR performance, DCCAs, module assessments, STAAR Interim assessments, and NWEA/ MAP (BOY, MOY, EOY)--to identify priority TEKS, student strengths, learning gaps, and misconceptions. Data will be used to adjust instruction, differentiate learning, plan targeted

reteach and intervention, and monitor scholar progress toward mastery of ELAR standards and campus STAAR Reading goals.

Strategy's Expected Result/Impact: Administrators and teachers will use timely, actionable student data to identify priority TEKS, learning gaps, and misconceptions, resulting in targeted instruction, differentiated support, effective reteach and intervention cycles, and increased student mastery of ELAR standards. Regular data reviews will support continuous progress monitoring and increase the percentage of scholars meeting or exceeding the 2026-2027 STAAR Reading targets.

Staff Responsible for Monitoring: - Principal

- Assistant Principal
- Instructional Specialist
- 3rd -5th Grade ELAR Teachers

Problem Statements: Student Learning 3

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Collegiate Prep Elementary Teachers will Implement targeted before-and after-school tutoring, along with extended-day learning opportunities, aligned to priority TEKS. These supports will be designed to accelerate learning for students performing below grade level and for those not on track to meet or exceed growth expectations on STAAR.

Strategy's Expected Result/Impact: Students who participate in targeted tutoring and extended-day opportunities will demonstrate accelerated growth in priority TEKS, resulting in increased percentages of students performing at or above grade level and meeting or exceeding growth expectations on STAAR.

Staff Responsible for Monitoring: - Principal

- Assistant Principal
- Instructional Specialist
- Teachers

Funding Sources: 199 / General Fund, \$5,000

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Designate dedicated weekly PLC time for teachers to engage in structured, data-driven collaboration focused on unpacking TEKS, internalizing lessons, analyzing student work and assessment data, identifying learning gaps, planning targeted reteach and interventions, and sharing effective instructional practices. PLCs will emphasize rigorous text-based instruction, academic discourse, and writing across content areas to ensure consistent instructional practices and alignment to ELAR standards and STAAR expectations.

Strategy's Expected Result/Impact: Weekly PLCs will result in stronger teacher collaboration, consistent instructional practices, and improved alignment to TEKS and STAAR expectations. Teachers will use student work and assessment data to identify learning gaps and implement targeted reteach, differentiation, and intervention, resulting in increased scholar mastery of ELAR standards and progress toward campus STAAR Reading goals.

Staff Responsible for Monitoring: - Principal

- Assistant Principal
- Instructional Specialist
- 3rd-5th Grade ELAR Teachers

Problem Statements: Student Learning 3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 5

Provide targeted intervention and instructional support for scholars identified through PLC and data-review cycles, prioritizing identified reading standards and learning gaps. Teachers will implement differentiated small-group instruction, targeted reteach, and intervention strategies while monitoring student progress throughout each grading cycle to ensure instructional supports are adjusted based on student needs.

Strategy's Expected Result/Impact: Expected Result:

Scholars will demonstrate measurable growth in identified priority reading standards through targeted intervention, differentiated instruction, and ongoing progress monitoring. Data will show reduced learning gaps, increased mastery of grade-level ELAR standards, and improved performance toward the campus 2026-2027 STAAR Reading goals.

Staff Responsible for Monitoring: - Principal
- Assistant Principal
- Instructional Specialist
- 3rd-5th Grade ELAR Teachers

Problem Statements: Student Learning 3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

4th Grade ELAR experienced a decline in student performance from 65% to 58%, indicating a need to strengthen reading and writing instruction, address learning gaps, and provide targeted interventions to increase student achievement and mastery of grade-level ELAR standards.

A primary root cause of the decline in 4th Grade ELAR performance was the failure to consistently intervene and make timely, data-informed instructional decisions based on analysis writing performance data. This resulted in identified reading and writing skill gaps not being consistently addressed through targeted reteaching, intervention, and progress monitoring.

Goal 2

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

Performance Objective 1

Increase the percentage of Kindergarten through 2nd grade scholars performing at or above the 70th percentile on the EOY MAP assessment.

Overall MAP/NWEA Goal: (All Grades)

By May 2027, 65-70% of students in grades K-2 will be at or above the 60th Percentile in both Math and Reading.

Individual Grade Goals: Reading:

Kinder Goal: By May 2027 65% of students in Kindergarten will be at or above the 60th percentile.

(Previous Year: 59%)

1st Grade Goal: By May 2027 65% of students in 1st Grade will be at or above the 60th percentile.

(Previous Year: 61%)

2nd Grade Goal: By May 2027, 60% of students in 1st Grade will be at or above the 60th percentile. .

(Previous Year: 50%)

Individual Grade Goals: Math

Kinder: By May 70-73% of students in Kindergarten will be at or above the 60th percentile. (Previous Year: 73%)

1st Grade Goal: By May 2027 70% of students in 1st Grade will be at or above the 60th percentile.

(Previous Year: 65%)

2nd Grade Goal: By May 2027, the campus will increase 2nd End of the Year NWEA/ MAP growth from 50% to 60% in Math (Previous Year: 57%)

Evaluation Data Source: - Math MAP Growth Grades K-2 BOY, MOY, and EOY data

Strategy 1

Conduct weekly instructional walkthroughs using common Tier 1 instructional look-fors to monitor the quality, rigor, and consistency of core instruction. Provide bite-sized, actionable coaching and feedback within 24-48 hours to reinforce effective practices, address instructional gaps, and support continuous improvement in Tier 1 instruction

Strategy's Expected Result/Impact: Weekly instructional walkthroughs and timely coaching will result in increased consistency, rigor, and effectiveness of Tier 1 instruction, with teachers implementing agreed-upon instructional practices more consistently. Bite-sized feedback will support immediate instructional adjustments, stronger student engagement, and improved student learning outcomes.

Staff Responsible for Monitoring: - Principal
- Assistant Principal

Problem Statements: Student Learning 2, 5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Review NWEA, and Bluebonnet Data, and DOL data every 2-3 weeks to identify learning gaps and student instructional needs, adjust instructional groups, provide targeted reteaching and intervention, and monitor scholar progress toward mastery of grade-level standards.

Strategy's Expected Result/Impact: Frequent data reviews will result in early identification of learning gaps, more responsive instructional grouping, and targeted reteaching and intervention. Scholars will demonstrate measurable progress toward mastery of grade-level standards, with data reflecting reduced learning gaps and increased academic achievement.

- Staff Responsible for Monitoring:** - Principal
- Assistant Principal
- instructional Specialist
- Teachers

Problem Statements: Student Learning 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 4th Grade Mathematics experienced a significant decline in student performance compared to the previous school year, indicating a need to strengthen instructional practices, address learning gaps, and provide targeted, data-driven interventions to increase student achievement.	Scholars demonstrate gaps in foundational math skills and problem-solving strategies, which may be attributed to the implementation of a new curriculum that lacked sufficient alignment to STAAR rigor, as well as a need for more targeted small-group interventions, differentiated practice opportunities, and alignment among classroom instruction, progress monitoring, and reteaching practices.
5 On the 5th-grade Science STAAR, 49% of scholars at Collegiate Prep Elementary met grade-level standards, while only 28% achieved the Masters level,	There was limited exposure to grade-level TEKS in prior years. The recent revisions to the Texas Essential Knowledge and Skills (TEKS) for science may have contributed to the observed performance trends on the 5th-grade Science STAAR exam at Collegiate Prep Elementary.

Performance Objective 2 High Priority

By May 2027, Collegiate Prep Elementary School will increase the percentage of 3rd-grade scholars meeting grade-level standards on the 26-27 STAAR Math Assessment from 63% Meets to 65% Meets.

90% will achieve Approaches Grade Level
65% will achieve Meets or Above Grade Level
35% will achieve Masters Grade Level

By May 2027, Collegiate Prep Elementary School will increase the percentage of 4th-grade scholars meeting grade-level standards on the 26-27 STAAR Math Assessment from 35% to 60%.

90% will achieve Approaches Grade Level
60% will achieve Meets or Above Grade Level
30% will achieve Masters Grade Level

By May 2027, Collegiate Prep Elementary School will increase the percentage of 5th-grade scholars meeting grade-level standards on the 26-27 STAAR Math Assessment from 75% to 78%.

96% will achieve Approaches Grade Level
75% will achieve Meets Grade Level
35% will achieve Masters Grade Level

Evaluation Data Source: - Previous year STAAR Performance data. (3rd-5th Grade)

- District Assessment (DCCA) Performance Data (3rd-5th Grade)
- STAAR Interim Performance Data (Math) (3rd-5th Grade)
- STAAR (3rd-5th Grade) Math STAAR Test
- NWEA Projected Proficiency Report (BOY, MOY, EOY)

Strategy 1

Conduct weekly instructional walkthroughs using common Tier 1 instructional look-fors to monitor the quality, rigor, and consistency of core instruction. Provide bite-sized, actionable coaching and feedback within 24-48 hours to reinforce effective practices, address instructional gaps, and support continuous improvement in Tier 1 instruction.

Strategy's Expected Result/Impact: Weekly instructional walkthroughs and timely coaching will result in increased consistency, rigor, and effectiveness of Tier 1 instruction, with teachers implementing agreed-upon instructional practices more consistently. Bite-sized feedback will support immediate instructional adjustments, stronger student engagement, and improved student learning outcomes.

Staff Responsible for Monitoring: - Principal

- Assistant Principal
- Instructional Specialist
- Math Teachers

Problem Statements: Student Learning 2, 5

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Moderate Progress

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Strategy 2

Lead weekly Bluebonnet Mathematics PLCs focused on lesson internalization, TEKS alignment, vertical alignment of mathematical skills and concepts across grade levels, analysis of student misconceptions and errors, and planning standards-based reteach, intervention, and enrichment. PLCs will strengthen teacher understanding and implementation of the Bluebonnet curriculum while ensuring instruction builds coherently from grade to grade and remains aligned to grade-level standards and STAAR expectations.

Strategy's Expected Result/Impact: Weekly Bluebonnet Mathematics PLCs will result in stronger curriculum implementation, increased TEKS alignment, and improved vertical alignment of mathematical concepts across grade levels. Teachers will demonstrate greater consistency in lesson internalization, identify and address student misconceptions through error analysis, and use data to plan targeted reteach, intervention, and enrichment, resulting in increased student mastery of grade-level mathematics standards and improved STAAR performance.

Staff Responsible for Monitoring: - Principal

- Assistant Principal
- Instructional Specialist
- Math Teachers

Problem Statements: Student Learning 2, 5

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

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Strategy 3

Weekly mathematics intervention groups will result in measurable growth in prerequisite skills and mastery of priority TEKS, with scholars demonstrating improved problem-solving and mathematical reasoning. Progress-monitoring data will show reduced learning gaps and increased student achievement, supporting progress toward campus mathematics goals.

Strategy's Expected Result/Impact:

Students will demonstrate improved math computation, problem-solving, and conceptual understanding. Targeted interventions will close learning gaps, increase student confidence in math, and lead to higher achievement on classroom, district, and state assessments.

Staff Responsible for Monitoring: - Principal

- Assistant Principal
- Instructional Specialist
- Math Teachers

Problem Statements: Student Learning 2, 5

Funding Sources: 199 / General Fund, \$4,000

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Some Progress

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Strategy 4

Scholars will follow established IXL fidelity measures by consistently engaging in assigned skill practice, completing targeted skills with appropriate effort, monitoring their progress, and completing required monthly benchmarks. Teachers will monitor implementation and provide support to ensure consistent use of IXL as an intervention and instructional support.

Strategy's Expected Result/Impact: Scholars will demonstrate consistent progress in targeted mathematics skills by achieving IXL Excellence status on at least one targeted skill each week and completing monthly IXL diagnostic benchmarks. Scholars will demonstrate an average gain of at least 10 points each month, as measured by ongoing IXL benchmark data.

Staff Responsible for Monitoring: - Principal
- Assistant Principal
- Instructional Specialist
- Math Teachers

Problem Statements: Student Learning 2, 5

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

4th Grade Mathematics experienced a significant decline in student performance compared to the previous school year, indicating a need to strengthen instructional practices, address learning gaps, and provide targeted, data-driven interventions to increase student achievement.

Scholars demonstrate gaps in foundational math skills and problem-solving strategies, which may be attributed to the implementation of a new curriculum that lacked sufficient alignment to STAAR rigor, as well as a need for more targeted small-group interventions, differentiated practice opportunities, and alignment among classroom instruction, progress monitoring, and reteaching practices.

5

On the 5th-grade Science STAAR, 49% of scholars at Collegiate Prep Elementary met grade-level standards, while only 28% achieved the Masters level,

There was limited exposure to grade-level TEKS in prior years. The recent revisions to the Texas Essential Knowledge and Skills (TEKS) for science may have contributed to the observed performance trends on the 5th-grade Science STAAR exam at Collegiate Prep Elementary.

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

By May 2027, Collegiate Prep Elementary will increase the percentage of 5th-grade scholars meeting or exceeding the NWEA MAP Growth 70th percentile benchmark in Reading and Mathematics by implementing targeted, data-driven instruction, progress monitoring, and intervention throughout the school year.

Evaluation Data Source: - NWEA MAP Projected Proficiency Summary Report (BOY, MOY, EOY)
- NWEA BOY, MOY, and EOY Reports

Strategy 1

Provide targeted professional learning to strengthen teachers' ability to interpret NWEA MAP Assessment growth and projected proficiency data and apply findings to instructional planning, differentiation, intervention, and student goal-setting.

Strategy's Expected Result/Impact: Increase the percentage of 5th-grade scholars performing at or above the 70th percentile on NWEA MAP Growth from the beginning-of-year baseline to the established end-of-year target.

Monitor progress at BOY, MOY, and EOY assessment windows.

Use NWEA data during PLCs to identify learning gaps, group scholars for targeted intervention, and adjust instruction.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Specialist
Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Goal 4

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 High Priority

By May 2027, Collegiate Preparatory Elementary School will improve the percentage of 5th-grade scholars meeting grade-level standards on the STAAR Science Assessment from 37% to 60%.

90% will achieve Approaches Grade Level
60% will achieve Meets or Above Grade Level
30% will achieve Masters Grade Level

Evaluation Data Source: - Previous year STAAR Performance data. (5th Grade)
- 2026 STAAR Interim Performance Data (Math) (3rd-5th Grade)
- 2026 STAAR (5th Grade) Science STAAR Test
- NWEA Projected Proficiency Report (BOY, MOY, EOY)

Strategy 1

Implement weekly hands-on science lab experiences that strengthen conceptual understanding, foster inquiry-based learning, and connect grade-level content to authentic, real-world applications.

Strategy's Expected Result/Impact: Through weekly hands-on Science labs, 5th-grade scholars will build stronger conceptual understanding of TEKS, develop inquiry and problem-solving skills, and apply scientific concepts to real-world situations. This will increase engagement and support higher achievement on classroom assessments, district checkpoints, and the Grade 5 STAAR Science assessment.

Staff Responsible for Monitoring: - Principal
- Assistant Principal
- Instructional Specialist
- Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Teachers will utilize PLCs to analyze student data, refine instructional planning, and develop

targeted interventions, while incorporating daily spiral review of Science TEKS to strengthen retention, address learning gaps, and increase STAAR readiness.

Strategy's Expected Result/Impact: As a result of PLC-driven data analysis, targeted interventions, and daily spiral review of Science TEKS, the percentage of 5th-grade students meeting grade-level expectations on the STAAR Science assessment will increase by at least 10% compared to the previous year.

Staff Responsible for Monitoring: - Principal
- Assistant Principal
- Instructional Specialist
- Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Strengthen Tier I Science instruction through consistent implementation of HQIM, standards-aligned planning, and frequent checks for understanding. Teachers will use daily student evidence, common assessment data, and collaborative data meetings to identify learning gaps, adjust instruction, and provide targeted reteach and intervention. Instruction will prioritize scientific vocabulary, academic discourse, hands-on learning, and opportunities for scholars to apply concepts, analyze data, and demonstrate understanding through STAAR-aligned tasks.

Strategy's Expected Result/Impact: Scholars will demonstrate increased mastery of grade-level Science standards through consistent, rigorous Tier I instruction and STAAR-aligned learning experiences. Data will show reduced learning gaps, improved scientific vocabulary and academic discourse, stronger application of science concepts, and increased performance on common assessments and STAAR-aligned tasks.

Staff Responsible for Monitoring: - Principal
- Assistant Principal
- Instructional Specialist
- Teachers

Problem Statements: Student Learning 5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

5

On the 5th-grade Science STAAR, 49% of scholars at Collegiate Prep Elementary met grade-level standards, while only 28% achieved the Masters level,

There was limited exposure to grade-level TEKS in prior years. The recent revisions to the Texas Essential Knowledge and Skills (TEKS) for science may have contributed to the observed performance trends on the 5th-grade Science STAAR exam at Collegiate Prep Elementary.

Goal 5

The percentage of students reporting positive social-emotional well-being and active school engagement will increase by 15 percentage points from BOY to EOY in the Student Perception Surveys

Performance Objective 1 High Priority

By May 2027, Collegiate Preparatory Elementary School will reduce the number of behavioral incidents and office referrals from a baseline of 159 to 127 or fewer, representing a 20% reduction, through the implementation of proactive behavior supports, consistent campus-wide expectations, positive reinforcement, restorative practices, and data-driven interventions.

Performance Target:

Baseline: 159 behavioral incidents/referrals

Goal: 127 or fewer behavioral incidents/referrals

Expected Reduction: 20% or greater

Evaluation Data Source: Referral and Discipline Data

Strategy 1

Implement Consistent Campus-Wide Behavior Expectations

Explicitly teach, model, practice, and reinforce behavioral expectations across classrooms, common areas, transitions, and arrival/dismissal.

Implement and reinforce consistent campus-wide behavior expectations through explicit teaching, modeling, and regular reminders of schoolwide R.I.S.E. expectations. Staff will use common language and consistent responses to promote positive behavior across classrooms and common areas.

Strategy's Expected Result/Impact: The implementation of proactive behavior supports, consistent campus-wide expectations, positive reinforcement, restorative practices, and data-driven interventions will result in fewer behavioral incidents and office referrals, reducing referrals from 159 to 127 or fewer by May 2027, representing a 20% or greater reduction.

Staff Responsible for Monitoring: - Principal

- Assistant Principal

- Counselor

Problem Statements: Demographics 2 - Perceptions 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

Strategy 2

Strengthen positive behavior supports by consistently recognizing and reinforcing scholars who demonstrate appropriate behaviors aligned to campus expectations. Staff will use proactive praise, incentives, and recognition systems to increase positive behaviors and reduce recurring behavioral concerns.

Strategy's Expected Result/Impact: Scholars will demonstrate an increase in positive, expected behaviors, contributing to a reduction in behavioral incidents and progress toward the goal of 127 or fewer referrals.

Staff Responsible for Monitoring: - Principal

- Assistant Principal
- Counselor

Problem Statements: Perceptions 2

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

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Strategy 3

Review behavioral incident and office referral data regularly to identify trends, recurring behaviors, locations, times, and student needs. Use data to develop targeted interventions, adjust supports, and monitor the effectiveness of campus behavior systems.

Strategy's Expected Result/Impact: Regular analysis of behavior data will result in earlier identification of behavioral trends and targeted interventions, leading to a measurable reduction in office referrals and behavioral incidents.

Staff Responsible for Monitoring: - Principal

- Assistant Principal
- Counselor

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No Progress

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 During the 2025 - 2026 school year at Collegiate Prep Elementary, student attendance has been a challenge, with a total of 4,266 attendance-related occurrences, including 909, unexcused absences, 1,333 excused absences, and 2,024 tardies.	The 4,266 attendance-related occurrences at Collegiate Prep Elementary during the 2025-2026 school year can be attributed to several contributing factors, including transportation and family scheduling challenges, seasonal illness. The majority of tardies were associated with families who reside outside of the district and travel longer distances to transport their scholars to school each morning.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 A low percentage of students report that their peers consistently demonstrate appropriate behavior in class. This indicates a need to strengthen classroom behavior expectations, student accountability, and consistent implementation of behavior systems. Improving classroom behavior will support a positive learning environment and increase student engagement and academic success.	Limited student accountability for following classroom expectations and managing behavior contributes to inconsistent student conduct across learning environments.