

Cedar Hill Independent School District



High Pointe Elementary School

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

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

Performance Objective 1 High Priority HB3 Goal

By the end of the 2026-27 school year, increase the percentage of students achieving Meets Grade Level or above from 33% to 43% in 3rd, 27% to 43% in 4th, and 29% to 43% in 5th ELAR STAAR Assessment

Evaluation Data Source: 2025- 2026 STAAR Performance: 32% Meets or Above
2026- 2027 STAAR Performance goal: 42% Meets or Above
Increase: +10 percentage points

Strategy 1

Implement daily, data-driven small-group guided reading blocks across grades 3-5, utilizing weekly progress monitoring to target grade-specific TEKS gaps in comprehension, central idea, and inference.

Strategy's Expected Result/Impact: Teachers consistently implement Reciprocal Teaching strategies--summarizing, questioning, clarifying, and predicting--to increase students' comprehension of grade-level RLA texts. Students will demonstrate improved ability to identify key ideas, explain their thinking, use text evidence, and monitor their own understanding. Impact: Increased reading comprehension and student achievement will result in a 10-percentage-point increase in the number of students performing at Meets Grade Level or above in RLA, moving from 27% to at least 37% by the end of the 2026-27 school year. This strategy will also build students' independence and confidence when engaging with complex texts.

Staff Responsible for Monitoring: Campus Principal & Assistant Principal - Conduct classroom walkthroughs to monitor fidelity of vocabulary instruction and reading stamina routines.

ELAR Instructional Coach / Content Specialist - Lead PLC calibration, model vocabulary strategies, and support data tracking.

Grade 3-5 ELAR Teachers - Deliver daily instruction, administer weekly vocabulary/TEKS checks, and monitor individual student growth.

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

No Progress

September

December

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Strategy 2 Targeted Support Strategy

Standardize a campus-wide text-dependent writing protocol (e.g., RACES/CER) across grades 3-5 to systematically train students on constructing evidence-based responses and Extended Constructed Responses (ECR) aligned to STAAR writing expectations.

Strategy's Expected Result/Impact: Teachers will embed weekly Short Constructed Response (SCR) and bi-weekly Extended Constructed Response (ECR) writing tasks within daily reading instruction. Teachers will calibrate student scoring using state STAAR rubrics during PLCs to deliver actionable feedback. As a result, 3rd-5th grade students will demonstrate elevated writing proficiency and text-evidence citation skills, directly driving student growth toward the 43% Meets Grade Level target across all tested grade levels on the 2027 ELAR STAAR.

Staff Responsible for Monitoring: Campus Administration - Review monthly ECR student work samples and PLC calibration logs.

ELAR Instructional Coach - Facilitate monthly writing calibration sessions during PLCs and provide writing anchor chart templates.

Grades 3-5 ELAR Teachers - Assign, score, and provide targeted feedback on weekly text-dependent writing tasks.

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

No Progress

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Strategy 3

Implement daily explicit instruction of Tier 2 and Tier 3 academic vocabulary alongside structured routines for analyzing text structures and features across grades 3-5 ELAR classrooms.

Strategy's Expected Result/Impact: Teachers will integrate daily academic vocabulary routines (context clues, word origins, and academic language stems) and weekly mini-lessons on STAAR text structures. As a result, students will increase reading comprehension stamina, navigate complex passages with greater accuracy, and apply precise vocabulary when analyzing texts. This instructional focus will contribute directly to achieving at least 43% Meets Grade Level or above across 3rd, 4th, and 5th grades on the 2027 ELAR STAAR Assessment.

Staff Responsible for Monitoring: Campus Administration - Conduct weekly walkthroughs to monitor consistency and quality of vocabulary and text-structure instruction.

ELAR Instructional Coach - Provide weekly vocabulary anchor chart templates, lead PLC lesson design, and model vocabulary routines.

Grades 3-5 ELAR Teachers - Deliver daily vocabulary mini-lessons, administer weekly vocabulary/TEKS checks, and track student growth.

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

High Pointe Elementary has a high percentage of economically disadvantaged students (73.9%) and highly mobile students (29.7%), creating challenges related to continuity of learning, academic readiness, and consistent access to instructional and support services

Campus systems for identifying, monitoring, and responding to the needs of economically disadvantaged and highly mobile students are not yet sufficiently consistent to ensure timely, continuous, and targeted academic and social-emotional support.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

2025-2026 student achievement data indicates that a significant number of scholars are not meeting grade-level expectations in Reading and Mathematics, particularly at the Meets and Masters Grade Level performance standards.

Inconsistent use of TEKS-aligned, grade-level instruction, frequent formative assessment, and targeted small-group differentiation has resulted

Goal 2

Goal 2: The percentage of 3rd-Grade Meets+ on STAAR Math will increase from 36% in August 2025 to 51% in August 2030.

Performance Objective 1 High Priority HB3 Goal

By the end of the 2026-27 school year, increase the percentage of students achieving Meets Grade Level or above from 20% to 40% in 3rd, 33% to 40% in 4th, and 22% to 40% in 5th Mathematics STAAR.

Evaluation Data Source: 2025-2026 STAAR Math Performance: 27% Meets or Above
2026- 2027 STAAR Performance goal: 37% Meets or Above
Increase: +10 percentage points

Strategy 1

Implement daily, small-group guided math instruction and targeted Tier 2 interventions during the daily math block based on weekly progress monitoring and interim assessment data.

Strategy's Expected Result/Impact: Math teachers will consistently implement daily, small-group guided math instruction and targeted Tier 2 interventions based on ongoing progress monitoring data. As a result, students will strengthen foundational math skills, bridge conceptual learning gaps, and demonstrate increased proficiency in solving multi-step mathematical problems. This instructional focus will lead to a 10-percentage-point gain on the 3-5 STAAR Mathematics Assessment, increasing the percentage of students achieving Meets Grade Level or above from 27% in Spring 2026 to at least 37% in Spring 2027.

Staff Responsible for Monitoring: Campus Principal - Provides overall program oversight and monitors progress toward campus math growth targets.

Assistant Principals - Conducts regular instructional walkthroughs and monitors fidelity of small-group intervention implementation.

Math Instructional Coach / Content Specialist - Assists teachers with data analysis, models guided math strategies, and supports Tier 2 planning.

Within Math PLC - Team analyzes common formative assessments and interim data weekly paired with every six weeks to adjust small groups and identify reteach needs. (Sooner if needed for some scholars to continue to grow and be challenged by a different grouping)

3-5 Grade Math Teachers - Delivers daily guided math instruction, tracks student progress, and administers formative assessments.

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.3

Formative Reviews

No Progress

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Strategy 2

Conduct bi-weekly Formative Assessment Reteach Cycles in PLC teams to immediately address low-performing Readiness TEKS and track scholar progress toward grade-level mastery.

Strategy's Expected Result/Impact: Math teachers will analyze common formative assessment (CFA) results every two weeks during PLCs to identify non-mastered TEKS and plan targeted 3-day reteach cycles. Scholars will track their individual TEKS mastery using goal-setting folders. As a result, learning gaps will be addressed in real time before district benchmarks and state testing, ensuring at least 40% of scholars achieve Meets Grade Level or above in 3rd, 4th, and 5th-grade Mathematics by the end of the 2026-2027 school year.

Staff Responsible for Monitoring: Campus Principal & Assistant Principal - Participate in bi-weekly PLC data meetings and track school-wide math growth metrics.

Math Instructional Coach - Facilitate PLC data protocols, assist with CFA design, and provide reteach resources.

Grades 3-5 Math Teachers - Administer CFAs, execute targeted reteach lessons, and conduct goal-setting conferences with scholars.

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

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Strategy 3

Teachers will integrate a daily, structured multi-step problem-solving routine (Read, Plan, Solve, Check) during Tier 1 math instruction. Students will read math tasks three times for distinct purposes: first to understand the context, second to identify quantities and math relationships, and third to determine the mathematical question. Teachers will model schema-based representations (strip diagrams, place value charts, and equation models) to guide students through multi-step reasoning before calculating and verifying answers.

Strategy's Expected Result/Impact: Math teachers across grades 3-5 will embed the 3-Reads problem-solving protocol into daily warm-ups and task-based instruction. As a result, students will improve reading comprehension of complex mathematical word problems, construct accurate visual models, and systematically execute multi-step calculations. This structured routine will directly support reaching the Meets Grade Level or above target on the 2027 Mathematics STAAR Assessment across 3rd grade (from 20% to 40%), 4th grade (from 33% to 40%), and 5th grade (from 22% to 40%).

Staff Responsible for Monitoring: Campus Principal & Assistant Principal - Monitor implementation of the 3-Reads routine during instructional learning walks.

Math Instructional Coach - Lead PLC calibration on scoring open-ended student work samples and provide exemplars for multi-step problem solving.

Grades 3-5 Math Teachers - Facilitate daily 3-Reads problem-solving routines, guide student visual modeling, and assess student mathematical justifications.

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

2025-2026 student achievement data indicates that a significant number of scholars are not meeting grade-level expectations in Reading and Mathematics, particularly at the Meets and Masters Grade Level performance standards.

Inconsistent use of TEKS-aligned, grade-level instruction, frequent formative assessment, and targeted small-group differentiation has resulted

Goal 3

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

Performance Objective 1 High Priority HB3 Goal

Increase the percentage of scholars meeting and exceeding the 70th Percentile on EOY NWEA 21% to 30% 3rd, 27% to 40% in 4th and 13% to 30% in 5th grade Reading. Increase the percentage of scholars meeting and exceeding the 70th Percentile on EOY NWEA 23% to 40% in 3rd, 25% to 40% in 4th and 28% to 40% in 5th grade Math.

Evaluation Data Source: 2025-2026 NWEA EOY 3-5 Scholars on Math and Reading at or above the 70th Percentile: 25% Meets or Above
2026-2027 NWEA EOY 3-5 Scholars on Math and Reading at or Above the 70th Percentile: 30% Meets or Above
Increase: +5 percentage points

Strategy 1

Implement daily, data-driven small-group guided math instruction and Tier 2 intervention blocks across grades 3-5 using concrete-representational-abstract (CRA) models, fluid groupings, and bi-weekly progress monitoring to address specific TEKS skill gaps.

Strategy's Expected Result/Impact: Math teachers across grades 3-5 will deliver targeted small-group instruction to address conceptual learning gaps and strengthen foundational math skills. As a result, students will demonstrate increased proficiency in grade-level mathematics standards and multi-step problem solving. This targeted intervention focus will directly drive student growth toward reaching the 40% Meets Grade Level or above target on the Spring 2027 STAAR Mathematics Assessment across 3rd grade (from 20%), 4th grade (from 33%), and 5th grade (from 22%).

Staff Responsible for Monitoring: Campus Principal & Assistant Principal- Conduct daily instructional walkthroughs to monitor small-group fidelity and intervention alignment.

Instructional Coach- Assist with data disaggregation, model small-group guided math strategies, and co-plan Tier 2 lessons during PLCs.

Grades 3-5 Math Teachers - Administer weekly progress checks, facilitate daily small groups, and dynamically adjust student intervention groups.

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1

Formative Reviews

No Progress

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Strategy 2

Standardize a campus-wide multi-step problem-solving framework (3-Reads Routine: Read, Plan, Solve, Check) paired with schema-based instruction and visual modeling (strip diagrams, place value models, and open arrays) during daily Tier 1 math instruction.

Strategy's Expected Result/Impact: Teachers will embed the 3-Reads protocol into daily warm-ups and core problem-solving tasks, requiring students to unpack mathematical context, identify relationships, and justify their reasoning. As a result, students will improve reading comprehension of complex word problems and build stamina for multi-step STAAR items. This consistent routine will directly increase overall conceptual mastery and problem-solving precision across all 3rd-5th grade math classrooms.

Staff Responsible for Monitoring: Campus Administration - Oversee implementation of the standardized problem-solving routine during learning walks.

Math Instructional Coach - Lead PLC calibration sessions on scoring open-ended student work samples and provide multi-step task exemplars.

Grades 3-5 Math Teachers - Facilitate daily 3-Reads problem-solving routines, guide student visual modeling, and provide direct feedback on student reasoning.

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

No Progress

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

High Pointe Elementary has a high percentage of economically disadvantaged students (73.9%) and highly mobile students (29.7%), creating challenges related to continuity of learning, academic readiness, and consistent access to instructional and support services

Campus systems for identifying, monitoring, and responding to the needs of economically disadvantaged and highly mobile students are not yet sufficiently consistent to ensure timely, continuous, and targeted academic and social-emotional support.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 2025-2026 student achievement data indicates that a significant number of scholars are not meeting grade-level expectations in Reading and Mathematics, particularly at the Meets and Masters Grade Level performance standards.	Inconsistent use of TEKS-aligned, grade-level instruction, frequent formative assessment, and targeted small-group differentiation has resulted

Goal 4

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

Performance Objective 1

By the end of the 2026-27 school year, increase the percentage of students achieving Meets Grade Level or above on the Grade 5 Science STAAR Assessment from 11% to at least 40%.

Evaluation Data Source: 2025-2026 STAAR Science Performance: 11% Meets or Above
2026- 2027 STAAR Performance goal: 21% Meets or Above
Increase: +10 percentage points

Strategy 1

Implement weekly hands-on science lab instruction in the campus science lab, using academic vocabulary across all Grade 5 Science instruction to strengthen conceptual understanding and scientific reasoning.

Strategy's Expected Result/Impact: Teachers will facilitate weekly hands-on investigation labs and guided inquiry to build conceptual mastery of key readiness standards (Matter and Energy, Force/Motion, Earth/Space, and Ecosystems). As a result, 5th-grade scholars will improve scientific reasoning, vocabulary application, and data analysis skills. This instructional approach will lead to a 29-percentage-point gain on the Grade 5 Science STAAR Assessment, increasing the percentage of scholars achieving Meets Grade Level or above from 11% in Spring 2026 to at least 40% in Spring 2027.

Staff Responsible for Monitoring: Campus Principal & Assistant Principal - Conduct regular classroom walkthroughs to monitor student progress, evidence of teacher internalization and implementation and lab fidelity

Instructional Coach / Content Specialist - Guide PLC planning, assist in lab resource alignment, and model inquiry-based teaching strategies.

Grade 5 Science Teachers - Deliver daily 5E lessons, lead weekly hands-on investigations, and track student mastery on formative assessments.

Problem Statements: Demographics 1 - School Processes & Programs 1

Title I: 2.5.3

Formative Reviews

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Strategy 2

Conduct weekly Formative Assessment Reteach Cycles in grade-level PLC teams to analyze

data, immediately address low-performing Readiness TEKS, and complex question types.

Strategy's Expected Result/Impact: PLCs to group scholars by specific skill gaps and execute targeted small-group reteaching. As a result, scholars will receive immediate intervention on high-priority Readiness TEKS, driving student proficiency from 11% to at least 40% Meets Grade Level or above on the 2027 Grade 5 Science STAAR Assessment.

Staff Responsible for Monitoring: Campus Principal & Assistant Principal(s) - Participate in bi-weekly PLC data meetings and track campus-wide math growth metrics.

Math Instructional Coach - Facilitate data protocols, assist in CFA alignment, and provide targeted reteach resources.

Grades 3-5 Math Teachers - Administer CFAs every two weeks, execute targeted reteach lessons, and lead student goal-setting conferences.

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

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Strategy 3

Embed daily explicit Tier 2 and Tier 3 academic science vocabulary routines alongside weekly STAAR release item analysis routines to build reading stamina and question-type familiarity.

Strategy's Expected Result/Impact: Teachers will incorporate daily vocabulary strategies (context clues, interactive word walls, and root words) and guide weekly analysis of STAAR-formatted stimuli (tables, graphs, and multi-step diagrams). As a result, scholars will accurately interpret complex scientific data and technical vocabulary, directly supporting the movement of scholars from 11% to 40% Meets Grade Level or above by June 2027.

Staff Responsible for Monitoring: Campus Principal & Assistant Principals - Monitor daily vocabulary and item analysis routines during instructional rounds.

Grade 5 Science Teachers - Teach daily science vocabulary, administer weekly check-ins, and model item-deconstruction strategies.

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	High Pointe Elementary has a high percentage of economically disadvantaged students (73.9%) and highly mobile students (29.7%), creating challenges related to continuity of learning, academic readiness, and consistent access to instructional and support services	Campus systems for identifying, monitoring, and responding to the needs of economically disadvantaged and highly mobile students are not yet sufficiently consistent to ensure timely, continuous, and targeted academic and social-emotional support.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	As High Pointe Elementary Fine Arts Academy continues to establish its identity and systems, there is a need to strengthen and consistently implement campus-wide processes that support effective instruction, positive student behavior, staff collaboration, and the integration of Fine Arts into the academic program.	Campus systems and expectations are not yet consistently implemented or monitored across all areas, resulting in variations in instructional practices, student expectations, communication, and the use of time and resources.

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

By the end of the 2026-2027 school year, the percentage of students reporting positive social-emotional well-being and active school engagement on the Student Perception Survey will increase by at least 15 percentage points from the Beginning-of-Year (BOY) baseline to the End-of-Year (EOY) results.

Strategy 1

Implement a school-wide Positive Behavioral Interventions and Supports (PBIS) framework integrated with a multi-grade House System to foster belonging, reward positive behaviors, and boost active school engagement across all grade levels.

Strategy's Expected Result/Impact: Teachers and staff will model, teach, and reinforce positive campus expectations using the PBIS matrix and weekly House System community circles/assemblies. As a result, students will experience a heightened sense of school connectedness, peer support, and positive school culture. This initiative will result in a 15-percentage-point increase in students reporting positive social-emotional well-being and active school engagement on the EOY Student Perception Survey compared to the BOY baseline.

Staff Responsible for Monitoring: Assistant Principal - Oversee PBIS implementation, monitor discipline/culture metrics, and lead House System spirit events.

Counselor(s) / SEL Specialist - Guide House System activities, track student perception survey data, and support PBIS reward systems.

PBIS / Culture Committee & Grade-Level Teachers - Facilitate weekly House meetings, recognize positive student behavior, and monitor classroom climate.

Problem Statements: School Processes & Programs 1 - Perceptions 1

Title I: 2.5.2

Formative Reviews

No Progress

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Strategy 2 ☒ Targeted Support Strategy

Establish structured lunchtime and unstructured-play SEL support stations (e.g., "Peace Tables," social-skills lunch bunches, and organized cooperative games) to explicitly teach and reinforce conflict resolution, relationship-building, and self-regulation skills.

Strategy's Expected Result/Impact: School counselors, campus staff, and student mentors will facilitate guided SEL activities and structured peer-interaction stations during daily lunch and recess blocks. As a result, students will develop strong interpersonal skills, reduce mid-day peer conflicts, and feel safe and supported during unstructured school hours. This targeted support will directly contribute to a 15-percentage-point increase in favorable student perception scores regarding emotional well-being and school engagement from BOY to EOY.

Staff Responsible for Monitoring: School Counselor(s) & SEL Specialist - Lead lunchtime social-skills groups, manage peace/resolution tables, and train lunchroom staff.

Assistant Principal / Campus Climate Officer - Supervise lunch and recess routines to ensure fidelity of active SEL interventions.

Paraprofessionals & Lunchroom Supervisors - Facilitate positive play routines, recognize respectful behavior, and assist with immediate conflict coaching.

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

No Progress

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Strategy 3 Targeted Support Strategy

Establish and sustain a campus-wide multi-grade House System that fosters cross-grade mentorship, strengthens student-staff relationships, and cultivates a sense of belonging and school pride.

Strategy's Expected Result/Impact: All scholars and staff will be sorted into campus Houses to participate in bi-weekly House meetings, cross-grade mentorship activities, and school-wide spirit competitions focused on character traits and academic growth. As a result, scholars will experience increased connectedness to the campus community, improved peer relationships, and elevated school pride. This positive culture shift will directly contribute to a 15-percentage-point increase in scholars reporting positive social-emotional well-being and active school engagement on the EOY Student Perception Survey.

Staff Responsible for Monitoring: Campus Principal & Assistant Principal - Provide administrative oversight, lead House sorting events, and participate in campus-wide House rallies.

Counselor & House System Steering Committee - Plan bi-weekly House meeting lessons, track point distribution, and coordinate monthly recognition ceremonies.

All Campus Teachers & Staff - Facilitate House family groups, mentor assigned scholars across grade levels, and reinforce positive behavior through the House point system.

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 As High Pointe Elementary Fine Arts Academy continues to establish its identity and systems, there is a need to strengthen and consistently implement campus-wide processes that support effective instruction, positive student behavior, staff collaboration, and the integration of Fine Arts into the academic program.	Campus systems and expectations are not yet consistently implemented or monitored across all areas, resulting in variations in instructional practices, student expectations, communication, and the use of time and resources.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Campus perception data indicates a need to strengthen communication, trust, consistency, and stakeholder engagement to ensure that students, staff, and families feel valued, informed, supported, and connected to the mission and vision of High Pointe Elementary Fine Arts Academy.	Inconsistent communication and opportunities for stakeholder feedback and engagement have resulted in varying perceptions of campus expectations, processes, and overall school - culture.