

Cedar Hill Independent School District



Lake Ridge Elementary School

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 34% in August 2025 to 44% in August 2026

Performance Objective 1 High Priority HB3 Goal

By May 2027, increase the percent of K-2nd grade students who will score at the 70th percentile or above in reading as measured by EOY NWEA MAP. (Kindergarten at least 45%; 1st grade from 41% to 46%; 2nd grade from 34% to 40%)

Evaluation Data Source: Reading NWEA/MAP MOY and EOY data

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Kindergarten through 2nd grade teachers will implement mClass intervention 5 days a week with fidelity using resources aligned with ongoing assessment data as measured by at least 50% of scholars increase from one level to the next from BOY to EOY as measured by EOY mClass assessment.

Strategy's Expected Result/Impact: Strengthen early literacy foundations by providing targeted, data-driven intervention, leading to improved decoding, phonemic awareness, and early comprehension skills. As a result, more students will demonstrate grade-level readiness in reading, reducing the need for intensive interventions in later grades and supporting long-term academic success.

Staff Responsible for Monitoring: Classroom teachers, instructional specialist, principal and assistant principal

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 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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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Kindergarten through fifth grade teachers will provide time for students to work towards excellence status on two targeted skills per week on IXL and complete the ongoing benchmarks every month resulting in at least 10 points gained each month as measured by the ongoing benchmarks.

Strategy's Expected Result/Impact: Accelerate early literacy development by providing personalized, adaptive reading instruction aligned to each student's skill gaps. Increased mastery of foundational reading skills will lead to stronger reading proficiency, improved instructional readiness, and sustained growth toward grade-level expectations, supporting long-term success in reading.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2

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 3 Targeted Support Strategy Additional Targeted Support Strategy

Kindergarten through 5th grade teachers will implement Hatti's top two instructional strategies (teacher clarity and feedback). Success will be measured by at least 50% of students demonstrating mastery on skill-specific exit tickets and end of unit assessments.

Strategy's Expected Result/Impact: Students will have a clearer understanding of what they are learning, what successful learning looks like, and how to improve their work. Consistent use of teacher clarity and feedback will increase student engagement, strengthen understanding of grade-level content, and support students in taking greater ownership of their learning.

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2

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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Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

Kindergarten through 5th grade teachers will participate in weekly data-driven PLCs to deepened understanding of the TEKS, rehearse key lesson components, analyze student work, analyze data, receive feedback, and adjust instruction to increase student mastery. Success will be measured by at least 50% of students demonstrating mastery on skill-specific exit tickets and

end of unit assessments.

Strategy's Expected Result/Impact: Improve the quality and consistency of Tier 1 reading instruction by providing teachers with structured opportunities to collaboratively plan, rehearse, and refine lessons using real-time feedback. Effective PLCs will build teachers' capacity that will lead to higher levels of student engagement, deeper processing of reading skills, and increased mastery of grade-level standards, resulting in sustained gains in early reading achievement. Establish and implement a consistent rhythm of assess, analyze, respond, and reassess, with clear expectations for PLCs.

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2

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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Strategy 5 **Targeted Support Strategy** **Additional Targeted Support Strategy**

Kindergarten through 5th grade teachers will participate in ongoing coaching and feedback cycles to strengthen instructional practices, and success measured by the implementation of feedback at least 90% of the time as evident by instructional walkthroughs.

Strategy's Expected Result/Impact: Teachers demonstrate implementation of feedback through classroom evidence and instructional practices that will result in high-quality Tier 1 instruction and scholars increased mastery of grade level standards resulting in sustained gains in early reading achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 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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Strategy 6

Campus leaders and teachers will reinforce high expectations for academic achievement,

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Decrease in the percentage of 3rd-5th grade students who scored at the meets or above performance level on the STAAR reading assessment, decreasing from 41% in 2025 to 31% in 2026.	Inconsistent Tier 1 reading instruction including gaps in rigorous text-based instruction, explicit vocabulary and comprehension instruction and opportunities for students to apply skills independently.
4	Economically disadvantaged students performed lower than their non-economically disadvantaged peers in both math and reading on the 2025-2026 STAAR assessments.	Inconsistent instructional strategies that supports differentiation to meet the diverse academic and social-emotional needs of these students.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	More than 50% of students receiving support through MTSS/RTI did not demonstrate adequate academic progress toward identified goals.	Inconsistent and ineffective implementation of MTSS/RTI evidence-based practices, including the use of appropriate resources and progress-monitoring tools, limited the campus's ability to provide targeted interventions and respond effectively to student needs.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Parents don't feel like the school has a positive culture.	Extreme behaviors in the classroom disrupt the learning environment.

Performance Objective 2 High Priority HB3 Goal

By May 2027, increase the percentage of third through fifth grade scholars who score at the meets or above level in reading from 34% to 50%, as measured by STAAR.

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

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Third through fifth grade reading teachers will implement mClass intervention 5 days a week with fidelity using resources aligned with ongoing assessment data as measured by at least 50% of scholars increase from one level to the next from BOY to EOY as measured by EOY mClass assessment.

Strategy's Expected Result/Impact: Strengthen early literacy foundations by providing targeted, data-driven intervention, leading to improved decoding, phonemic awareness, and early comprehension skills. As a result, more students will demonstrate grade-level readiness in reading, reducing the need for intensive interventions in later grades and supporting long-term academic success.

Staff Responsible for Monitoring: Principal and assistant principal

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 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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Strategy 2

Students in kindergarten-5th grade will strengthen sight-word recognition and reading fluency through the consistent use of grade-level sight-word cards, as measured by at least 50% of students scoring at the 70th percentile on EOY NWEA/MAP.

Strategy's Expected Result/Impact: Improved reading fluency and increased ability to focus on comprehension and meaning when reading grade-level texts.

Staff Responsible for Monitoring: Principal and assistant principal

Problem Statements: Student Learning 2

Funding Sources: Title I Funds 211 / Title I (Improving Basic Programs), \$1,100

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

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Strategy 3 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

Identified students will participate in weekly reading tutoring for 12 weeks focused on reading fluency and high priority comprehension skills. Weekly exit tickets will be used to monitor progress, with 80% of participating students demonstrating mastery of the targeted comprehension skill by the end of the tutoring cycle.

Strategy's Expected Result/Impact: Targeted after-school tutoring will increase students' reading fluency, comprehension, and ability to independently apply high-leverage comprehension strategies, resulting in increased mastery of grade-level reading standards and improved performance on classroom, benchmark, and state assessments.

Staff Responsible for Monitoring: Principal and Assistant Principal

Problem Statements: Student Learning 2, 4

Funding Sources: Personnel for Tutoring 211 / Title I (Improving Basic Programs), \$1,100

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Decrease in the percentage of 3rd-5th grade students who scored at the meets or above performance level on the STAAR reading assessment, decreasing from 41% in 2025 to 31% in 2026.	Inconsistent Tier 1 reading instruction including gaps in rigorous text-based instruction, explicit vocabulary and comprehension instruction and opportunities for students to apply skills independently.
4	Economically disadvantaged students performed lower than their non-economically disadvantaged peers in both math and reading on the 2025-2026 STAAR assessments.	Inconsistent instructional strategies that supports differentiation to meet the diverse academic and social-emotional needs of these students.

Goal 2

Increase the percentage of third graders at Meets+ on STAAR Math from 37% in 2025 to 47% on STAAR Math in 2026.

Performance Objective 1

By May 2027, increase the percent of kindergarten through 2nd grade scholars will score at the 70th percentile or above in math as measured by EOY NWEA MAP (Kindergarten at least 45%; 1st grade 50% to 55%; 2nd grade 34% to 40%)

Evaluation Data Source: Math NWEA MAP MOY and EOY data

Strategy 1 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

Kindergarten through 2nd grade teachers will provide time for students to work towards excellence status on two targeted skills per week on IXL and complete the ongoing benchmarks every month resulting in at least 10 points gained each month as measured by the ongoing benchmarks.

Strategy's Expected Result/Impact: This strategy will support differentiated math instruction by addressing individual skill gaps through personalized, adaptive learning. Increased mastery of targeted math skills will strengthen fluency and conceptual knowledge, leading to improved overall math proficiency and sustained academic growth aligned to grade-level expectations.

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Student Learning 1, 4

Title I: 2.5.1, 2.5.2

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 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

Kindergarten through 2nd grade teachers will implement Hatti's top two instructional strategies (teacher clarity and feedback) and the Read-Draw-Write strategy. Success will be measured by at least 50% of students demonstrating mastery on skill-specific exit tickets and end of unit assessments.

Strategy's Expected Result/Impact: Students will have a clearer understanding of what they are learning, what successful learning looks like, and how to improve their work. Consistent use of teacher clarity and feedback will increase student engagement, strengthen understanding of grade-level content, and support students in taking greater ownership of their learning. Read-Draw-Write strategy will support problem solving processes.

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Student Learning 1, 4

Title I: 2.5.1, 2.5.2

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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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Kindergarten through 5th grade teachers will participate in weekly data-driven PLCs to deepen understanding of the TEKS, rehearse key lesson components, analyze student work, analyze data, receive feedback, and adjust instruction to increase student mastery. Success will be measured by at least 50% of students demonstrating mastery on skill-specific exit tickets and end of unit assessments.

Strategy's Expected Result/Impact: Improve the quality and consistency of Tier 1 reading instruction by providing teachers with structured opportunities to collaboratively plan, rehearse, and refine lessons using real-time feedback. Effective PLCs will build teachers' capacity that will lead to higher levels of student engagement, deeper processing of math skills, and increased mastery of grade-level standards, resulting in sustained gains in early math achievement. Establish and implement a consistent rhythm of assess, analyze, respond, and reassess, with clear expectations for PLCs.

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Student Learning 1, 4

Title I: 2.5.1, 2.5.2

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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Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

Kindergarten through 5th grade teachers will participate in ongoing coaching and feedback cycles to strengthen instructional practices, and success measured by the implementation of feedback at least 90% of the time as evident by instructional walkthroughs.

Strategy's Expected Result/Impact: Teachers demonstrate implementation of feedback through classroom evidence and instructional practices that will result in high-quality Tier 1 instruction and scholars increased mastery of grade level standards resulting in sustained gains in early math achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Student Learning 1, 4

Title I: 2.5.1, 2.5.2, 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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Strategy 5

Campus leaders and teachers will reinforce high expectations for academic achievement, behavior, and student growth through goal-setting, consistent implementation of PBIS expectations, progress monitoring, and celebration of success. Success will be measured by at least 50% of students demonstrating mastery on exit tickets and end-of-unit assessments

Strategy's Expected Result/Impact: A consistent culture of high expectations will increase student engagement, motivation, and ownership of learning while creating a shared commitment among staff, students, and families to achieve academic success.

Staff Responsible for Monitoring: Principal, Assistant Principal and IS

Problem Statements: Student Learning 1 - Perceptions 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 6 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

By May 2027, Lake Ridge Elementary will increase teacher and administrator capacity to consistently implement high-quality Tier 1 instruction by providing ongoing job-embedded professional development in high-impact instructional practices, content-specific instruction,

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The percentage of 3rd-5th grade students achieving Meets or Above on STAAR Math decreased from 33% in 2025 to 24% in 2026, representing a 10-percentage-point decline in student performance.	Inconsistent Tier I math instruction, gaps in prerequisite and grade-level skill mastery, and insufficiently targeted data-driven intervention.
4	Economically disadvantaged students performed lower than their non-economically disadvantaged peers in both math and reading on the 2025-2026 STAAR assessments.	Inconsistent instructional strategies that supports differentiation to meet the diverse academic and social-emotional needs of these students.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	More than 50% of students receiving support through MTSS/RTI did not demonstrate adequate academic progress toward identified goals.	Inconsistent and ineffective implementation of MTSS/RTI evidence-based practices, including the use of appropriate resources and progress-monitoring tools, limited the campus's ability to provide targeted interventions and respond effectively to student needs.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Parents don't feel like the school has a positive culture.	Extreme behaviors in the classroom disrupt the learning environment.

Performance Objective 2 ☒ High Priority ☒ HB3 Goal

By May 2027, increase the percentage of 4th and 5th grade students who score at the meets or above level in math. Fourth grade from 20% to 50% and 5th grade from 16% to 50% as measured by STAAR.

Evaluation Data Source: Interim, MAP, and STAAR 2027

Strategy 1 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

Third through fifth grade teachers will provide time for students to work towards excellence status on two targeted skills per week on IXL and complete the ongoing benchmarks every month resulting in at least 10 points gained each month as measured by the ongoing benchmarks.

Strategy's Expected Result/Impact: This strategy will support differentiated math instruction by addressing individual skill gaps through personalized, adaptive learning. Increased mastery of targeted math skills will strengthen fluency and conceptual knowledge, leading to improved overall math proficiency and sustained academic growth aligned to grade-level expectations.

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Student Learning 1, 4

Title I: 2.5.1, 2.5.2

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 **Targeted Support Strategy** **Additional Targeted Support Strategy**

Third through fifth grade teachers will implement Hatti's top two instructional strategies (teacher clarity and feedback) and the Read-Draw-Write strategy. Success will be measured by at least 50% of students demonstrating mastery on skill-specific exit tickets and end of unit assessments.

Strategy's Expected Result/Impact: Students will have a clearer understanding of what they are learning, what successful learning looks like, and how to improve their work. Consistent use of teacher clarity and feedback will increase student engagement, strengthen understanding of grade-level content, and support students in taking greater ownership of their learning. Read-Draw-Write strategy will support problem solving processes.

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Student Learning 1, 4

Title I: 2.5.1, 2.5.2

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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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Students in grades 3-5 will set and monitor individual academic goals using assessment data.

with regular teacher-facilitated goal-setting conferences to track progress and identify next steps. At least 50% of students in grades 3-5 will demonstrate progress toward their individual academic goals, as measured by student data trackers and benchmark/assessment results.

Strategy's Expected Result/Impact: Students will develop greater ownership of their learning, understand their academic strengths and areas for growth, and use data to make informed decisions about their learning.

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Student Learning 1, 4

Title I: 2.5.1, 2.5.2

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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Strategy 4 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

Students in kindergarten-5th grade will strengthen math fluency and automaticity through the consistent use of grade-level math fact cards, as measured by at least 50% of students scoring at the 70th percentile on EOY NWEA/MAP.

Strategy's Expected Result/Impact: Efficiently apply foundational skills, reduce cognitive load, and focus on solving more complex mathematical problems.

Staff Responsible for Monitoring: Principal and assistant principal

Problem Statements: Student Learning 1, 4

Funding Sources: Title I Funds 211 / Title I (Improving Basic Programs), \$1,100

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 5 ☒ Additional Targeted Support Strategy

Identified students will participate in weekly math tutoring for 12 weeks focused on basic math computation skills and problem solving skills. Weekly exit tickets will be used to monitor progress, with 80% of participating students demonstrating mastery of the targeted comprehension skill by the end of the tutoring cycle.

Strategy's Expected Result/Impact: Students will demonstrate increased accuracy, fluency, and confidence with basic math computation and problem solving, resulting in stronger mastery of grade-level math standards and improved performance on classroom assessments, benchmarks, and state assessments.

Staff Responsible for Monitoring: Principal and Assistant Principal

Problem Statements: Student Learning 1, 4

Funding Sources: Personnel for Tutoring 211 / Title I (Improving Basic Programs), \$1,100

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The percentage of 3rd-5th grade students achieving Meets or Above on STAAR Math decreased from 33% in 2025 to 24% in 2026, representing a 10-percentage-point decline in student performance.	Inconsistent Tier I math instruction, gaps in prerequisite and grade-level skill mastery, and insufficiently targeted data-driven intervention.
4	Economically disadvantaged students performed lower than their non-economically disadvantaged peers in both math and reading on the 2025-2026 STAAR assessments.	Inconsistent instructional strategies that supports differentiation to meet the diverse academic and social-emotional needs of these students.

Goal 3

Increase the percentage of fifth grade scholars graduating CCMR-ready as measured by state accountability metrics from 21% in Math to 26% and 52% to 57% in Reading.

Performance Objective 1 HB3 Goal

By May 2027, at least 30% 5th grade scholars will score at the 70th percentile in Math and Reading as measured by EOY NWEA MAP.

Evaluation Data Source: NWEA/MAP EOY data

Strategy 1

Third through fifth grade students will work towards excellence status on at least two targeted skill per week on IXL and complete the ongoing benchmarks every month resulting in at least 10 points gained each month as measured by the ongoing benchmarks.

Strategy's Expected Result/Impact: Strengthen core math instruction by ensuring consistent exposure to standards-aligned content and skill practice. Increased student mastery during Tier 1 instruction will improve foundational math and reading skills, reduce learning gaps early, and decrease the need for intensive interventions, ultimately leading to improved overall math and reading achievement.

Staff Responsible for Monitoring: Instructional specialist, assistant principal, and principal

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.2

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 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The percentage of 3rd-5th grade students achieving Meets or Above on STAAR Math decreased from 33% in 2025 to 24% in 2026, representing a 10-percentage-point decline in student performance.	Inconsistent Tier I math instruction, gaps in prerequisite and grade-level skill mastery, and insufficiently targeted data-driven intervention.
2	Decrease in the percentage of 3rd-5th grade students who scored at the meets or above performance level on the STAAR reading assessment, decreasing from 41% in 2025 to 31% in 2026.	Inconsistent Tier 1 reading instruction including gaps in rigorous text-based instruction, explicit vocabulary and comprehension instruction and opportunities for students to apply skills independently.

Goal 4

Increase the percentage of 5th graders achieving Meets+ on Science STAAR from 25% to 35%.

Performance Objective 1

By May 2027, increase the percent of fifth grade scholars who score at the meets or above level in science from 12% to 50%, as measured by STAAR.

Evaluation Data Source: Students at or above the 72nd percentile EOY NWEA/MAP

Strategy 1

 Targeted Support Strategy

 Additional Targeted Support Strategy

K-5 grade students will engage in weekly hands-on science labs that provide students with opportunities to apply grade-level science content, investigate real-world phenomena, engage in scientific reasoning, and demonstrate their understanding through authentic experiences aligned to the TEKS. Success measured by at least 50% of students demonstrating mastery on weekly lab experiences.

Strategy's Expected Result/Impact: Students will develop deeper conceptual understanding of grade-level science content by regularly engaging in hands-on investigations that connect classroom learning to real-world phenomena. Students will strengthen their ability to apply scientific concepts, analyze evidence, solve problems, and explain their thinking using scientific reasoning.

Staff Responsible for Monitoring: Assistant principal and principal.

Problem Statements: Student Learning 5

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college

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 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

5

On the 2025 science STAAR, 16% of 5th grade students performed at the meets or above performance level.

Inconsistent application of scientific concepts through inquiry, experimentation, and real-world connections.

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

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

Strategy 1

Teachers will provide daily opportunities for relationship-building, student voice, emotional regulation, and problem-solving through classroom SEL activities (e.g. Lenny Learning), morning meetings, check-ins, mentoring, and targeted counseling support.

Strategy's Expected Result/Impact: Students will develop stronger connections to their teachers and peers, improve their ability to manage emotions and resolve conflicts, and feel more connected, supported, and engaged in the school community.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselor

Problem Statements: Perceptions 1, 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Students feel that others bully them and they don't belong.

Inconsistent schoolwide positive behavior supports and strategies.

2

Parents don't feel like the school has a positive culture.

Extreme behaviors in the classroom disrupt the learning environment.

Performance Objective 2

By May 2027, increase the average daily attendance average from 94.7% to 98%, to emphasize the connection between being present at school and students' social-emotional well as measured by ADA marking period report.

Evaluation Data Source: ADA reports provided by student services.

Strategy 1 **Targeted Support Strategy** **Additional Targeted Support Strategy**

Implement proactive truancy prevention measures as measured by daily and weekly average daily attendance data. Success measured by 1%-2% increase in ADA each marking period.

Strategy's Expected Result/Impact: Proactive truancy prevention measures will increase early identification and intervention for students with attendance concerns, reduce chronic absenteeism, strengthen family engagement, and increase students' access to daily instruction. These efforts will contribute to improved academic outcomes and support the campus goal of increasing the attendance rate from 94.7% to 98% by May 2027.

Staff Responsible for Monitoring: Assistant Principal and Principal

Problem Statements: Demographics 3

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2 **Targeted Support Strategy** **Additional Targeted Support Strategy**

Implement an ongoing, campus-wide attendance recognition system that celebrates students, classrooms, and families for improved and consistent attendance, strengthening a positive culture around being present and maximizing opportunities for student learning as measured by daily and weekly average daily attendance data.

Strategy's Expected Result/Impact: Increase student motivation to attend school regularly, strengthen family engagement, reduce preventable absences, and increase students' access to Tier I instruction, intervention, enrichment, and meaningful relationships.

Staff Responsible for Monitoring: Assistant Principal and Principal

Problem Statements: Demographics 3

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

There was a slight decrease in the average daily attendance rate for the 2025-2026 of 94.7% compared to 94.9% during the 2024-2025. The ADA remains below the 98% target.

The campus has not yet established consistent, proactive systems to identify and address the underlying barriers contributing to chronic absenteeism and inconsistent attendance.