

Cedar Hill Independent School District



Plummer 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 2026-2027 school year, Plummer Elementary will increase the percentage of third-grade students demonstrating Meets+ performance in Reading from the 2025 baseline of 38% to at least 40%, as measured by STAAR Reading, while increasing the percentage of students demonstrating projected growth toward Meets+ through aligned Tier I instruction, targeted intervention, and ongoing progress monitoring.

Evaluation Data Source: STAAR Grade 3 Reading results -- Meets+ percentage and student-level performance
NWEA MAP Reading -- BOY, MOY, and EOY achievement and growth data
Amplify Reading assessment data -- unit/module and standards-based assessment results
Common formative assessments (CFAs) -- standards mastery and student work
PLC data protocols -- documented student progress, intervention plans, and instructional responses
Progress-monitoring/intervention data -- performance of students receiving targeted Tier II/Tier III support

Strategy 1

Strengthen Tier 1 reading instruction through consistent lesson internalization, clear learning targets, modeling, and checks for understanding. Use reading data to respond to student needs through PLCs, progress monitoring, and targeted small group instruction. Focus on foundational reading skills and comprehension by strengthening decoding, vocabulary, fluency, text based discussion, and evidence based responses. Monitor scholars who are approaching Meets and provide timely intervention so that students are consistently moving toward grade-level performance. Build teacher capacity through coaching and calibration focused on what strong reading instruction and student thinking should look like in every classroom.

Strategy's Expected Result/Impact: MAP and classroom data, PLC student work, progress-monitoring results, walkthrough evidence, and STAAR performance will be used throughout the year to monitor growth and adjust instruction.

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

Problem Statements: Student Learning 1, 2

Title I: 2.5.1

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

September

December

March

June

Strategy 2

Implement a targeted 3rd Grade Reading acceleration program through high-dosage tutoring and Saturday School for students identified through assessment data as needing additional support to reach Meets+. Intervention will be TEKS-aligned and driven by identified skill gaps, with explicit instruction, modeling, guided practice, and ongoing progress monitoring. Campus and classroom data will be reviewed during PLC/data cycles to adjust intervention groups and instructional focus.

Strategy's Expected Result/Impact: Increased student mastery of identified Reading skills and increased progress toward Meets+, resulting in an increase in 3rd Grade Reading Meets+ performance from the 2025 baseline of 38% to at least 40% by the end of 2026-2027.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, 3rd Grade Teachers, and assigned Tutoring/Saturday School Staff.

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1

Funding Sources: Tutoring 211 / Title I (Improving Basic Programs), \$4,100

Title I: 2.5.1, 2.5.2

Formative Reviews

No Progress

September

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Plummer scholars are demonstrating measurable academic growth; however, overall achievement remains inconsistent, and too few scholars are consistently reaching the Meets and Masters performance levels. The campus's Student Achievement score of 57 indicates that growth is not yet translating consistently into grade-level mastery across subjects, grade levels, and student groups.	Inconsistent implementation and alignment of high-quality Tier I instruction, particularly in the use of rigorous grade-level tasks, checks for understanding, differentiation, and instructional responses based on evidence of student learning. Growth is occurring, but instructional practices are not yet consistently accelerating scholars from Approaches to Meets and from Meets to Masters.

2

Although Plummer has demonstrated strong pockets of growth--including Grade 4 Reading and Mathematics and Grade 5 Reading--student progress varies across grade levels, subjects, and student groups. Scholars receiving special education services and emergent bilingual scholars require continued attention to ensure that they experience comparable access to grade-level instruction and opportunities for

Data analysis and progress-monitoring practices are not yet sufficiently consistent, disaggregated, and actionable across PLCs and instructional teams. Teachers may identify student performance concerns, but the campus needs a more systematic process for using assessment evidence to identify specific learning gaps, plan targeted responses, monitor the impact of those responses, and adjust instruct

3

Plummer has evidence that targeted support can accelerate student learning; however, the campus continues to have a significant number of scholars performing in the Did Not Meet and Approaches categories. The continued presence of these performance gaps suggests that intervention alone is not sufficient to consistently move scholars to grade-level mastery

The campus needs greater coherence between Tier I instruction, intervention, special education services, accommodations, and progress monitoring. Support systems can become reactive or operate separately rather than functioning as one instructional continuum. Strengthening collaboration between general education and specialized support staff, clarifying intervention entry and exit criteria, and u

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Problem Statement 1: Inconsistent Alignment Across Instructional Systems Although Plummer has established curriculum, professional learning, PLCs, intervention, student support, and technology systems, these processes are not yet consistently operating as one coherent instructional system. This can result in differences in how instructional priorities, data, intervention, and blended-learning tool

Root Cause: The root cause is the need for clearer alignment, shared expectations, and consistent monitoring across campus processes. A common instructional framework and decision-making process is needed to ensure that curriculum, professional development, PLCs, intervention, and technology consistently reinforce the same student-learning priorities.

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 2026-2027 school year, Plummer Elementary will increase the percentage of third-grade students achieving Meets+ on STAAR Math from the 2025 baseline of 36% to at least 39%, through consistent implementation of high-quality Tier I math instruction, standards-aligned intervention, targeted small-group instruction, and data-driven progress monitoring.

Evaluation Data Source: STAAR Grade 3 Mathematics assessment results
NWEA MAP Growth Mathematics data
BOY, MOY, and EOY benchmark assessment results
Common formative assessments and standards-aligned mastery checks
PLC data-analysis documents and student work
Progress-monitoring data for targeted intervention groups
Curriculum-embedded assessments and unit assessments
Student work samples demonstrating mastery of priority standards
Walk-through and instructional observation data related to Tier I mathematics instruction
Student performance on identified priority/essential standards throughout the year

Strategy 1

Through a consistent Tier I instructional system, standards-aligned planning, data-driven PLCs, targeted intervention, and intentional monitoring of student mastery, Plummer will establish clear annual benchmarks and accelerate the achievement of students who are approaching, but have not yet reached, grade-level proficiency.

Strategy's Expected Result/Impact: Increased Grade 3 Mathematics Meets or Above performance, with annual campus progress demonstrating alignment toward the district's 51% target by August 2030.

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

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, 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 2

Implement a targeted 3rd Grade Math acceleration program through high-dosage tutoring and

Saturday School for students identified through assessment data as needing additional support to reach Meets+. Intervention will be TEKS-aligned and focused on identified skill gaps through explicit instruction, modeling, guided practice, mathematical discourse, and problem-solving. Progress-monitoring data will be reviewed regularly to adjust intervention groups and instructional focus.

Strategy's Expected Result/Impact: Increased mastery of identified Math skills and increased student progress toward Meets+, resulting in an increase in 3rd Grade Math Meets+ performance from the 2025 baseline of 36% to at least 39% by the end of the 2026-2027 school year.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, 3rd Grade Teachers, and assigned Tutoring/Saturday School Staff.

Problem Statements: Student Learning 1, 2

Funding Sources: Tutoring 211 / Title I (Improving Basic Programs), \$4,000

Title I: 2.5.1, 2.5.2

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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2	Although Plummer has demonstrated strong pockets of growth--including Grade 4 Reading and Mathematics and Grade 5 Reading--student progress varies across grade levels, subjects, and student groups. Scholars receiving special education services and emergent bilingual scholars require continued attention to ensure that they experience comparable access to grade-level instruction and opportunities for	Data analysis and progress-monitoring practices are not yet sufficiently consistent, disaggregated, and actionable across PLCs and instructional teams. Teachers may identify student performance concerns, but the campus needs a more systematic process for using assessment evidence to identify specific learning gaps, plan targeted responses, monitor the impact of those responses, and adjust instruct

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

By the end of the 2026-2027 school year, Plummer Elementary will increase the percentage of fifth-grade students meeting or exceeding the NWEA 70th percentile benchmark in Reading and Math by at least 5 percentage points from the 2025-2026 baseline, as measured by EOY NWEA MAP assessments.

Evaluation Data Source: NWEA MAP Reading -- EOY Grade 5: Percentage of students at or above the 70th percentile

NWEA MAP Math -- EOY Grade 5: Percentage of students at or above the 70th percentile

NWEA BOY, MOY, and EOY growth data

Student-level NWEA achievement and growth reports

STAAR Reading and Math performance, including Meets+ trends

Grade 4 NWEA data to monitor the pipeline of students approaching the Grade 5 benchmark

PLC data analysis and documented instructional responses

Intervention/progress-monitoring data for students below the 70th percentile

Strategy 1

Monitor foundational academic indicators through common assessments, NWEA/MAP, STAAR, progress-monitoring data, and PLC data cycles to identify students who need acceleration before gaps become persistent.

Strategy's Expected Result/Impact: By the end of the performance period, Plummer Elementary will demonstrate measurable growth in the foundational academic and student-success indicators that serve as early predictors of future CCMR readiness.

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

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Strategy 2

Monitor foundational academic indicators through common assessments, NWEA/MAP, STAAR, progress-monitoring data, and PLC data cycles to identify students who need acceleration before gaps become persistent. Build early college-and-career awareness through age-appropriate exposure to careers, postsecondary pathways, STEM experiences, community partnerships, and connections between elementary learning and future opportunities.

Strategy's Expected Result/Impact: Plummer will establish an intentional K-5 foundation so that students are not simply prepared to succeed in elementary school--they are progressively prepared to remain successful as they move through secondary education and ultimately access CCMR pathways.

Staff Responsible for Monitoring: Principal, Counselor

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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 2026-2027 school year, Plummer Elementary will increase the percentage of fifth-grade students achieving Meets+ on STAAR Science from 18% in August 2026 to 24%, while maintaining a focus on reaching and sustaining performance at or above the 72nd percentile through strong Tier I instruction, standards-aligned learning experiences, targeted intervention, and data-driven progress monitoring.

Evaluation Data Source: Grade 5 STAAR Science results -- Meets+ performance

STAAR Science student-level and reporting-category data

Campus Science percentile/ranking data

Common formative assessments aligned to priority Science TEKS

Science unit/module assessments

Student work and constructed-response samples

PLC data analysis and student progress-monitoring records

Intervention/Tier II and Tier III progress-monitoring data

Classroom walkthrough data focused on Tier I Science instruction, academic vocabulary, scientific reasoning, and evidence-based student thinking

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Strategy:

Implement a Grade 5 Science IMPACT Cycle that prioritizes mastery of high-leverage Science TEKS through standards-aligned Tier I instruction, intentional academic vocabulary development, scientific reasoning, and evidence-based response practice. Grade 5 teachers will use common formative and unit assessment data to identify unfinished learning, provide targeted intervention, and monitor student progress through a recurring Analyze - Target - Teach - Practice - Monitor - Adjust cycle. PLCs will review student work and assessment data regularly to ensure that no student group is invisible and that instructional adjustments are made based on evidence of learning.

Strategy's Expected Result/Impact: By the end of the 2026-2027 school year:

24% or greater of Grade 5 students will achieve Meets+ on STAAR Science.

The percentage of students demonstrating mastery on priority Science TEKS will increase throughout the year.

Student performance will demonstrate progress toward the campus goal of 72nd percentile or higher.

Walkthrough evidence will show consistent implementation of Tier I Science look-fors.

Students receiving Tier II/Tier III support will demonstrate documented progress toward identified Science goals.

Staff Responsible for Monitoring: Person(s) Responsible for Monitoring:

Principal, Assistant Principal, Instructional Specialist, and Grade 5 Science Teachers

Monitoring Lead: Instructional Specialist, under the direction of the Principal

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, 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 2 Targeted Support Strategy Additional Targeted Support Strategy

Implement a Science Thinking Lab approach within Grade 5 Science instruction that provides students with frequent opportunities to engage in hands-on investigations, analyze data and visuals, apply academic vocabulary, construct evidence-based explanations, and demonstrate scientific reasoning aligned to priority Science TEKS and STAAR expectations. Teachers will intentionally embed higher-order questioning, productive struggle, constructed responses, and evidence-based discourse into Tier I instruction while using student work and formative assessment evidence to identify and address misconceptions before they become persistent learning gaps.

Strategy's Expected Result/Impact: Increased mastery of priority Science TEKS and scientific reasoning skills, resulting in Grade 5 STAAR Science Meets+ performance increasing from 18% to at least 24%.

Staff Responsible for Monitoring: Person(s) Responsible: Principal, Assistant Principal, Instructional Specialist, and Grade 5 Science Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, 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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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, Plummer Elementary will increase the percentage of students meeting the campus attendance expectation of 90% or higher from the 2025-2026 baseline to at least 95%, while reducing the percentage of students identified as chronically absent through proactive attendance monitoring, timely family engagement, and targeted student supports.

Evaluation Data Source: PEIMS/TSDS attendance data -- daily attendance and ADA
Percentage of students attending 90% or more of instructional days
Chronic absenteeism rate
BOY, MOY, and EOY attendance reports
Weekly attendance monitoring reports
Student attendance intervention/contract records
Parent contact and attendance conference documentation
Attendance incentive/recognition participation
Student Perception Survey results related to school engagement and sense of belonging

Performance Objective 2

By EOY 2027, Plummer Elementary will increase the percentage of students responding favorably to survey items related to belonging, school connectedness, and engagement by at least 10 percentage points from the BOY baseline.

Evaluation Data Source: Student Perception Survey -- BOY and EOY results
Student responses to items measuring school belonging, connectedness, safety, adult relationships, and engagement.
Primary evaluation measure.
Student Perception Survey -- Grade-level disaggregated data
Compare engagement/belonging results across grade levels to identify student groups requiring additional support.
Student focus groups/student voice data
Structured student feedback regarding belonging, relationships, engagement, and school experience.
Student participation/engagement data
Participation in clubs, leadership opportunities, enrichment activities, and campus-wide engagement opportunities.
Attendance data
Used as a supporting indicator to determine whether increased engagement is reflected in improved student attendance.