

Cedar Hill Independent School District



Waterford Oaks 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 May 2027 Reading Assessment, Waterford Oaks Elementary will increase the percentage of 3rd grade students demonstrating measurable growth from 39% on the Reading STAAR assessment to 46%.

Evaluation Data Source: STAAR data

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Strengthen Tier I Reading Instruction through Lesson Internalization. Monitor Student Growth and Adjust Instructions using MAP data, Unit Assessments, and student products. Facilitate weekly Professional Learning Community (PLC) sessions to review student products and assessment data. Conduct Family Literacy Night to engage families in reading and strategies.

Strategy's Expected Result/Impact: By May 2027, at least 46% of 3rd grade students will achieve Meets or Masters on STAAR Math, meeting the long term goal of 46% Meets+ by 2030.

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

TEA Priorities: Recruit, support, retain teachers and principals, 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

September

December

March

June

Performance Objective 2 High Priority HB3 Goal

By May 2027 MAP Reading Assessment, Waterford Oaks Elementary will increase the percentage of 2nd grade students demonstrating measurable growth from 21% on the NWEA MAP Reading assessment to 50%.

Evaluation Data Source: NWEA MAP, IXL

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Vertical Alignment PLC to review MAP and concept assessments, targeted instructional learning walks monitoring the quality of Tier I instruction and provide timely feedback. Conduct Family Literacy Night to engage families in reading and strategies. Monitor fluency routines and the implementation of Hattie's 8 - Direct Instruction and Graphic Organizers.

Strategy's Expected Result/Impact: By 2027, 50% of the 2nd graders will experience measurable progress toward the long term goal of 46% Meet+ on the STAAR.

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

TEA Priorities: Recruit, support, retain teachers and principals, 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

September

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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 May 2027, the percentage of 3rd-grade students achieving Meets or Masters on the STAAR Math assessment will increase from 18% to at least 36%.

Evaluation Data Source: NWEA MAP, IXL, STAAR interim

Strategy 1 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

☒ Results Driven Accountability

We will implement a data driven instructional cycle focused on effective Tier 1 math instruction, accelerating students performing at the Approaches level to Meets, and increasing opportunities for students to demonstrate higher order mathematical reasoning.

Strategy's Expected Result/Impact: By May 2027, at least 36% of 3rd grade students will achieve Meets or Masters on STAAR Math, establishing measurable progress toward the long term goal of 51% Meets by 2030.

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

TEA Priorities: Recruit, support, retain teachers and principals, 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

Formative Reviews

No Progress

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June

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 May 2027 Reading Assessment, Waterford Oaks Elementary will increase the percentage of 4th and 5th grade students demonstrating measurable growth from 41% on the Reading STAAR assessment to 60%.

Evaluation Data Source: STAAR, mClass

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 **High Priority** **HB3 Goal**

By May 2027, the percentage of Grade 5 students achieving Meets or Masters on the STAAR Science assessment will increase from 40% to at least 48%.

Evaluation Data Source: NWEA MAP, STAAR Interim, STAAR

Strategy 1 **Targeted Support Strategy** **Additional Targeted Support Strategy**
 Results Driven Accountability

Strengthen Tier 1 science instruction through standards aligned instruction, hands-on investigations, scientific reasoning, academic vocabulary, data analysis, and frequent checks for understanding. PLCs will use assessment data to identify priority TEKS, address misconceptions, provide targeted intervention, and increase opportunities for students to apply science concepts in unfamiliar and rigorous contexts.

Strategy's Expected Result/Impact: At least 48% of Grade 5 students will achieve Meets or Masters on the 2027 STAAR Science assessment, meeting the long term target of 48% Meets+ by 2030.

Staff Responsible for Monitoring: Teacher, Principal, Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals, 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

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December

March

June

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, Waterford Oaks Elementary will reduce the percentage of students referrals by 50%.

Evaluation Data Source: MTSS data, Edugence Discipline data

Strategy 1

Strengthen Tier I Instruction. Develop a campus-wide classroom discipline management matrix. Identify students to participating in MTSS program with the District's Behavioral Specialist. Engage families in school day events and activities. Build Social, Emotional, Learning (SEL) into the master schedule for all grade-levels. Recognize Students of the Month for each grade level. Implementing school day clubs.

Strategy's Expected Result/Impact: By May 2027, discipline offenses will decrease from 331 to less than 170, thus increasing the social-emotional well-being and engagement of students.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Problem Statements: Demographics 1

Funding Sources: 211 / Title I (Parent & Family Engagement),

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, 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 5: Instructional Leadership and Capacity Building

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

There is a disproportionate number of referrals given to male students. 80% of the discipline offences were in response to the males misbehaviors.

The lack of engagement in the classroom that differentiated the instruction. Only 9% of the teaching staff were males, while 52% of the student body were males.