

Cedar Hill Independent School District

High Pointe Elementary School

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

The mission of High Pointe Elementary is to prepare all scholars to be responsible, respectful, life long learners.

Vision

The vision of High Pointe Elementary is to become a prestigious school invested in providing an innovative education producing scholars who are college and career ready.

Value Statement

It's A Great Day to Be A High Pointe Longhorn!

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Goals

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

Performance Objective 1: Increase the percentage of Meets and Above on STAAR Reading from 37% to 47%: 3rd Grade from 35% to 45%, 4th Grade from 34% to 44%, and 5th Grade from 42% to 52%.

HB3 Goal

Evaluation Data Sources: DCCA 1 and 2
STAAR Reading 2026
NWEA MAP MOY
Interim District Assessment

Strategy 1 Details		Reviews			
Strategy 1: Improve teacher's Tier 1 Instructional practices through: Lesson Rehearsals/Lesson Internalization, Lesson Recordings, Intentional Planning, and PD with critical focus areas in mind. Strategy's Expected Result/Impact: Increase student STAAR Reading 2026 performance at 47% or more at the Meets and/or Above levels. Staff Responsible for Monitoring: Teachers, Administration, Instructional Specialists Title I: 2.51, 2.52, 2.531, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 3 Funding Sources: Planning/Professional Development - 199- General Fund - \$500		Formative			Summative
		Jan	Mar	May	July

Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement AVID WICOR Strategies. Strategy's Expected Result/Impact: Performance increase from the use of WICOR Strategies of Writing, Inquiry, Collaboration using Kagan Strategies, Organization and Reading. Staff Responsible for Monitoring: Teachers, Administration, Instructional Specialist. Title I: 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 3	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Progress Monitoring by Data Analysis of NWEA MAP and district assessments. Strategy's Expected Result/Impact: Teachers - Analyze NWEA MAP and district assessments data to inform instruction to increase student performance. Students - Monitor performance to set academic goals to improve performance on NWEA MAP and district assessments. Staff Responsible for Monitoring: Teacher, Administration, Instructional Specialist Title I: 2.51, 2.534 Problem Statements: Student Learning 3	Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: Response to Intervention and Extension/Targeted Tutoring Strategy's Expected Result/Impact: Learning gaps will decrease by prescribing targeted lessons for scholars according to performance level. Resources include: Lowman's, Forte Ferrier, Sirius, Edmentum: Exact Path and Study Island. Staff Responsible for Monitoring: Teachers, Administration, Instructional Specialist Title I: 2.51, 2.52, 2.531, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 3 Funding Sources: Targeted Tutoring - 199- General Fund - \$1,000	Formative			Summative
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: For STAAR Reading, with a 2025 goal of scholars scoring 42%, overall, 37% of scholars performed at the Meets level. 3rd Grade Reading - 35% Meets 4th Grade Reading - 34% Meets 5th Grade Reading - 42% Meets Root Cause: Tier 1 instruction is not aligned with TEKS rigor. Lack of knowledge regarding rigor alignment to the SE. Lack of preparation regarding lesson internalization, design and delivery.

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

Performance Objective 1: Increase the percentage of Meets and Above on STAAR Math from 31% to 41%: 3rd Grade from 25% to 35%, 4th Grade from 41% to 51%, and 5th Grade from 29% to 39%.

HB3 Goal

Evaluation Data Sources: End on Module Assessments
NWEA MOY Assessment
District Interim Assessment
STAAR Math 2026

Strategy 1 Details	Reviews			
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Strategy 1: Improve teacher's Tier 1 Instructional practices through: Lesson Rehearsals/Lesson Internalization, Lesson Recordings, Intentional Planning, and PD with critical focus areas in mind. Strategy's Expected Result/Impact: Increase student STAAR Math 2026 performance at 41% or more at the Meets and/or Above levels. Staff Responsible for Monitoring: Teachers, Administration, Instructional Specialist. Title I: 2.51, 2.52, 2.531, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 2 Funding Sources: Planning/Professional Development - 199- General Fund - \$500				

Strategy 2 Details	Reviews			
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Strategy 3 Details	Reviews			
Strategy 3: Progress Monitoring by Data Analysis of NWEA MAP and district assessments Strategy's Expected Result/Impact: Teachers - Analyze NWEA MAP and district assessments data to inform instruction to increase student performance. Students - Monitor performance to set academic goals to improve performance on NWEA MAP and district assessments. Staff Responsible for Monitoring: Teachers, Administration, Instructional Specialist. Title I: 2.51, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 2	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: For STAAR Math, with a 2025 goal of scholars scoring 38%, overall, 31% of scholars performed at the Meets level. 3rd Grade Math - 25% 4th Grade Math - 41% 5th Grade Math - 39% Root Cause: Tier 1 instruction is not aligned with TEKS rigor. Lack of knowledge regarding rigor alignment to the SE. Lack of preparation regarding lesson internalization, design and delivery.

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

Performance Objective 1: An increase in growth standards as measured by NWEA MAP assessments from BOY, MOY, and EOY.

HB3 Goal
Evaluation Data Sources: 5th Grade Reading and Math SAT performance in NWEA MAP MOY and EOY

Strategy 1 Details	Reviews			
Strategy 1: Progress monitor growth measures on supporting programs like Study Island and Exact Path. Strategy's Expected Result/Impact: 5th Grade Reading and Math NWEA SAT Readiness scores will increase: Increase Reading Readiness from 30.4% to 50% Increase Math Readiness from 26.8% to 50% Staff Responsible for Monitoring: Teachers, Administration, Instructional Specialist Title I: 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 2, 3	Formative			Summative
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Goal 4: The percentage of 8th graders achieving Meets+ on Science STAAR will grow from 34% in August 2025 to 48% in 2030

Performance Objective 1: Increase the percentage of Meets and Above on STAAR Science from 10% to 30%.

HB3 Goal

Evaluation Data Sources: NWEA MOY Assessment
District Interim Assessment
STAAR Science 2026

Strategy 1 Details		Reviews			
Strategy 1: Improve teacher's Tier 1 Instructional practices through: Lesson Rehearsals/Lesson Internalization, Lesson Recordings, Intentional Planning, and PD with critical focus areas in mind. Strategy's Expected Result/Impact: Increase student STAAR Science 2026 performance at 30% or more at the Meets and/or Above levels. Staff Responsible for Monitoring: Teachers, Administration, Instructional Specialist. Title I: 2.51, 2.52, 2.531, 2.534 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 Funding Sources: Planning/Professional Development - 199- General Fund - \$500		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: For STAAR Science, with a 2025 goal of scholars scoring 23%, 10% of 5th Grade scholars performed at the Meets level. Root Cause: Tier 1 instruction is not aligned with TEKS rigor. Lack of knowledge regarding rigor alignment to the SE. Lack of preparation regarding lesson internalization, design and delivery.