

Cedar Hill Independent School District
Waterford Oaks Elementary School
2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

The mission of Waterford Oaks Elementary School is to provide a meaningful foundation for Scholars that promotes a love of learning by engaging Scholars in rigorous and relevant academic opportunities.

Vision

The vision of Waterford Oaks Elementary is to be a school of excellence with high expectations and success for all.

Value Statement

“One Dream, One Team, One Heartbeat”

Table of Contents

Goals 4

Goal 1: The percentage of third graders at Meets+ on STAAR reading will increase from 38% in August 2025 to 46% in August 2030 4

Goal 2: The percentage of third graders at Meets+ on STAAR math will increase from 36% in August 2025 to 51% in August 2030 6

Goal 3: The percentage of students graduating College Career Military Ready (CCMR) as measured by state accountability metrics will increase from 80% in August 2025 to 90% in August 2030 8

Goal 4: The percentage of 8th graders achieving Meets+ on STAAR science will grow from 34% in August 2025 to 48% in 2030 9

Goal 5: Increase student attendance from the 2024-2025 school year from 93% to 96% in 2025-2026. 10

Goals

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: The percentage of scholars in grades 3-5 performing at meets or above will increase from 30% to 40% by the end of the 2025-2026 school year.

Evaluation Data Sources: BOY, MOY, and EOY MAPS Assessment
DCCA 1, 2, and 3
STAAR Interim
Spring 2026 STAAR Tests

Strategy 1 Details	Reviews			
Strategy 1: ELAR teachers and instructional specialist will participate in Professional Learning Community meetings weekly to review student data trends, work samples, and learn and share, instructional strategies across classrooms, and content areas. Strategy's Expected Result/Impact: Increase teacher capacity through job-embedded professional learning. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialist ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3	Formative			Summative
	Jan	Mar	May	July

Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement the RACE Writing Instructional Strategy across all grade levels and contents to support scholar extended constructed responses. Strategy's Expected Result/Impact: Scholars will increase their ability to proficiently complete an extended constructed response. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3	Formative			Summative
	Jan	Mar	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Waterford Oaks Elementary scholars scored at 72% approaches, 29% meets, and 6% masters for 3rd grade STAAR ELAR; 72% approaches, 29% meets, and 6% masters for 4th grade STAAR ELAR; 73% approaches, 42% meets, and 9% masters for 5th grade STAAR ELAR. Root Cause: Students need more practice with extended constructed responses.

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: The percentage of 2-5 scholars performing at meets or above will increase from 25% to 35% by the end of the 2025-2026 school year.

Evaluation Data Sources: BOY, MOY, and EOY MAPS
District Assessments
Study Island
Mid-Module Assessments
End of Module Assessments
STAAR Interim
Spring 2026 STAAR Tests

Strategy 1 Details	Reviews			
Strategy 1: Campus leaders will conduct periodic data analysis with math teachers in Professional Learning Communities to plan for effective reteach through collaboration and leveraging instructor strengths. Strategy's Expected Result/Impact: Increased teacher capacity to provide high quality instruction aligned to TEKS standards. Staff Responsible for Monitoring: Principal Assistant Principal Teacher TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Jan	Mar	May	July

Strategy 2 Details	Reviews			
Strategy 2: Waterford Oaks students will participate in data talks, goal setting, and individual progress monitoring following each assessment. Strategy's Expected Result/Impact: Waterford Oaks students will know and understand individual learning targets and take guided ownership of their learning. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialist Counselor Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Jan	Mar	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Waterford Oaks Elementary scholars scored at 53% approaches, 30% meets, and 8% masters for 3rd grade STAAR Math; 44% approaches, 23% meets, and 7% masters for 4th grade STAAR Math; 55% approaches, 22% meets, and 6% masters for 5th grade STAAR Math. Root Cause: Students lack foundational skills including automaticity of basic facts needed to solve math problems.

Goal 3: The percentage of students graduating College Career Military Ready (CCMR) as measured by state accountability metrics will increase from 80% in August 2025 to 90% in August 2030

Performance Objective 1: Increase the percentage of 5th grade scholars on track for the SAT for math from 14% to 24% and from 45% to 55% for reading.

Evaluation Data Sources: NWEA MAPS MOY and EOY
STAAR 2026 Meets and Masters

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted enrichment opportunities for students already meeting grade-level standards to accelerate their learning and support progression to the Masters level. Strategy's Expected Result/Impact: Students who are already meeting grade-level standards will demonstrate accelerated growth, with an increased percentage progressing to the Masters level through targeted enrichment opportunities Staff Responsible for Monitoring: Principal Assistant Principal Teacher TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3	Formative			Summative
	Jan	Mar	May	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Waterford Oaks Elementary scholars scored at 53% approaches, 30% meets, and 8% masters for 3rd grade STAAR Math; 44% approaches, 23% meets, and 7% masters for 4th grade STAAR Math; 55% approaches, 22% meets, and 6% masters for 5th grade STAAR Math. Root Cause: Students lack foundational skills including automaticity of basic facts needed to solve math problems.
Problem Statement 3: Waterford Oaks Elementary scholars scored at 72% approaches, 29% meets, and 6% masters for 3rd grade STAAR ELAR; 72% approaches, 29% meets, and 6% masters for 4th grade STAAR ELAR; 73% approaches, 42% meets, and 9% masters for 5th grade STAAR ELAR. Root Cause: Students need more practice with extended constructed responses.

Goal 4: The percentage of 8th graders achieving Meets+ on STAAR science will grow from 34% in August 2025 to 48% in 2030

Performance Objective 1: The percentage of 5th grade scholars performing at meets or above will increase from 15% to 25% by the end of the 2025-2026 school year.

Evaluation Data Sources: NWEA BOY, MOY, and EOY
DCCA 1, 2, and 3
STAAR Interim

Strategy 1 Details	Reviews			
Strategy 1: Teachers will plan experiments and engaging activities for science readiness TEKs. Strategy's Expected Result/Impact: Increase student conceptual development of science TEKs Staff Responsible for Monitoring: Principal Assistant Principal Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Jan	Mar	May	July
Strategy 2 Details	Reviews			
Strategy 2: Science teachers will utilize assessment data to plan extended learning opportunities - "Super Science Saturdays". Strategy's Expected Result/Impact: Increased mastery of grade level TEKs by creating extended opportunities for learning. Staff Responsible for Monitoring: Principal Assistant Principal Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Jan	Mar	May	July
No Progress Accomplished Continue/Modify Discontinue				

Goal 5: Increase student attendance from the 2024-2025 school year from 93% to 96% in 2025-2026.

Performance Objective 1: Increase daily student attendance by 2% points by the end of the 2025-2026 school year.

Evaluation Data Sources: Daily ADA Reports
Weekly ADA Reports
Student Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Campus administrators and registrar will complete identify students with 3 absences and begin Truancy Prevention Measures to identify factors that are impacting student attendance. Strategy's Expected Result/Impact: Early identification and intervention for students who might be at risk of truancy. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Registrar TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Jan	Mar	May	July
Strategy 2 Details	Reviews			
Strategy 2: Campus assistant principal will plan student attendance incentives for each marking period to recognize students for exemplary attendance. Strategy's Expected Result/Impact: Encourage and support students in maintaining consistent school attendance Staff Responsible for Monitoring: Principal Assistant Principal TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1	Formative			Summative
	Jan	Mar	May	July

Strategy 3 Details	Reviews			
Strategy 3: Waterford Oaks will implement a comprehensive campus principal plan to that clearly outlines attendance expectations as well as provides guidelines for making up seat time. Strategy's Expected Result/Impact: Ensure that stakeholders understand the expectations for school attendance as well as the measures that will be taken if a student has poor attendance. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Registrar TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Jan	Mar	May	July
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The Average Daily Attendance rate declined by 0.60% in 2024-2025, reaching 93.21%, which is nearly 2 percentage points below the target of 95%. Root Cause: During the 2024-2025 school year, 41 students accumulated more than 20 absences each, contributing to chronic absenteeism concerns. A significant factor impacting attendance was the flu season in December, which led to a notable increase in student absences. As a result, the school's overall attendance rate declined by 2.66% in MP3 (2024-2025) compared to MP3 in 2023-2024.