

Cedar Hill Independent School District

Collegiate Prep Elementary

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

The mission of Collegiate Preparatory Elementary School is:

Mission

To empower independent learners who advocate for their mastery of academics to be college and career ready.

Vision

The vision of Collegiate Preparatory Elementary School is:

Vision

Framing the masterpiece in our scholars

Value Statement

Collegiate Preparatory Elementary School Motto:

Motto

We R.I.S.E.

Respect Integrity Scholarship Endurance



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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: By May 2026, Collegiate Prep Elementary will increase the percentage of Kindergarten, 1st, and 2nd grade scholars performing at or above the 60th percentile on the MAP assessment by at least 10% compared to BOY results.

HB3 Goal

Evaluation Data Sources: Reading MAP Growth BOY, MOY, and EOY data. (K-2)

Strategy 1 Details	Reviews			
Strategy 1: Collegiate Prep Elementary (K-2) ELAR teachers will participate in weekly Professional Learning Community meetings to conduct lesson internalization sessions , strengthen planning, analyze student performance data, review scholar work samples, and share effective instructional strategies to strengthen teaching and delivery of the Amplify Knowledge and Skills curriculum. Strategy's Expected Result/Impact: Teachers will deliver Amplify Knowledge and Skills lessons with greater fidelity, consistency, and rigor. Instruction will be more intentional, with clear objectives, aligned questioning, and targeted scaffolds. Scholars will demonstrate stronger vocabulary development, comprehension, and foundational literacy skills. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialist Kindergarten Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Administer BOY, MOY, and EOY MAP/NWEA assessments to monitor scholar growth and guide instruction and interventions. Strategy's Expected Result/Impact: Teachers will use MAP data to guide instruction and interventions, while families remain informed and engaged in supporting scholar growth. As a result, students will demonstrate measurable progress across BOY, MOY, and EOY assessments, increasing the percentage of scholars performing at or above the 60th percentile on the EOY MAP. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialist Classroom Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 199- General Fund	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Set individual MAP growth goals for each student track progress visually, and celebrate student achievements. Strategy's Expected Result/Impact: Students will demonstrate measurable growth on MAP assessments, with progress clearly visible through tracking tools. Celebrating achievements will increase motivation, engagement, and ownership of learning, ultimately supporting higher academic performance. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialist Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: Implement targeted small-group instruction based on students' RIT scores, using MAP instructional tasks and manipulatives to focus on foundational literacy skills identified in the MAP Learning Continuum. Strategy's Expected Result/Impact: Students will strengthen foundational literacy skills through targeted, RIT-based small-group instruction, leading to increased mastery of grade-level standards, growth on MAP assessments, and improved overall reading proficiency. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialist Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The 2024-2025 STAAR data for 3rd grade Reading shows a decline across all achievement levels. The percentage of scholars at the Approaches Grade Level standard decreased from 89% to 87%, those meeting grade level expectations declined from 65% to 58%, and the percentage of scholars achieving Masters decreased from 29% to 27%. Root Cause: Declines in 3rd grade Reading performance are linked to gaps in foundational literacy skills, limited opportunities for scholars to engage in rigorous, grade-level text, and inconsistent use of data-driven small group instruction. This overall downward trend signals a need for stronger instructional practices and targeted supports to improve reading outcomes.

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 2: By May 2026, Collegiate Preparatory Elementary School will improve the percentage of 3rd-grade scholars meeting grade-level standards on the 2026 STAAR Reading Assessment from 58% to 65%.

92% will achieve Approaches Grade Level
65% will achieve Meets or Above Grade Level
30% will achieve Masters Grade Level

By May 2026, Collegiate Preparatory Elementary School will improve the percentage of 4th-grade scholars meeting grade-level standards or higher on the STAAR Reading Assessment from 65% to 73%.

95% will achieve Approaches Grade Level
73% will achieve Meets or Above Grade Level
40% will achieve Masters Grade Level

By May 2026, Collegiate Preparatory Elementary School will improve the percentage of 5th-grade scholars meeting grade-level standards on the STAAR Reading Assessment from 74% to 80%.

100% will achieve Approaches Grade Level
85% will achieve Meets or Above Grade Level
45% will achieve Masters Grade Level

- Evaluation Data Sources:** - Previous year (2024-2025) STAAR Performance data.
- District Assessment (DCCA) Performance Data
- 3rd-5th Grade STAAR Interim Performance Data (Reading)
- 3rd-5th Grade STAAR Reading Assessment
- NWEA Projected Proficiency Report (BOY, MOY, EOY)

Strategy 1 Details		Reviews			
Strategy 1: Collegiate Prep Elementary 3rd-5th teachers will implement focused ELAR interventions twice a week for 55-60 minutes, specifically designed to support students in closing learning gaps, enhancing their reading comprehension, and building confidence in their literacy abilities. Through these sessions, students will receive personalized instruction that targets essential skills, such as summarizing key ideas, making inferences, and identifying the main idea in reading passages. Strategy's Expected Result/Impact: Through focused support and targeted instruction, students will strengthen reading comprehension skills such as summarizing, making inferences, and identifying the main idea. As a result, scholars will close learning gaps, demonstrate growth toward grade-level expectations, and improve performance on the STAAR Reading Assessment, contributing to overall schoolwide achievement. Staff Responsible for Monitoring: - Principal - Assistant Principal - Instructional Specialist - Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Administrators and teachers will collect and review student data from multiple assessments--including DCCAs, module assessments, STAAR Interim, and MAP (BOY, MOY, EOY)--to analyze performance, identify strengths and gaps, and adjust instruction to ensure scholars are on track to master ELAR standards. Strategy's Expected Result/Impact: By consistently reviewing data from the mentioned assessments, administrators and teachers will monitor scholar progress toward mastery of ELAR standards and provide timely interventions to close learning gaps. Staff Responsible for Monitoring: - Principal - Assistant Principal - Instructional Specialist - 3rd -5th Grade ELAR Teachers Title I: 2.52, 2.53, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Collegiate Prep Elementary Teachers will Implement targeted before-and after-school tutoring, along with extended-day learning opportunities, aligned to priority TEKS. These supports will be designed to accelerate learning for students performing below grade level and for those not on track to meet or exceed growth expectations on STAAR. Strategy's Expected Result/Impact: Students who participate in targeted tutoring and extended-day opportunities will demonstrate accelerated growth in priority TEKS, resulting in increased percentages of students performing at or above grade level and meeting or exceeding growth expectations on STAAR. Staff Responsible for Monitoring: - Principal - Assistant Principal - Instructional Specialist - Teachers Title I: 2.51, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 199- General Fund - \$5,000	Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: Designate dedicated time each week for all teachers to engage in Professional Learning Community (PLC) meetings, guided by structured protocols. These meetings will provide a platform for collaboration, lesson internalization, data-driven discussions, and the sharing of effective teaching practices. Strategy's Expected Result/Impact: By consistently prioritizing this time, we aim to enhance teacher professional development, improve instructional practices, provide appropriate enrichment, address learning gaps, and ultimately elevate student learning outcomes and achievement levels. Staff Responsible for Monitoring: - Principal - Assistant Principal - Instructional Specialist - 3rd-5th Grade ELAR Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
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Strategy 5 Details	Reviews			
Strategy 5: Scholars in 3rd-5th grade ELAR classes will complete one weekly standards-based assignment in Sirius. These assignments will be designed to align with grade-level ELAR standards and reinforce key literacy skills. Skills are assigned to scholars. Teachers will closely monitor student performance on these weekly assignments, ensuring students are consistently meeting the set performance goals. Strategy's Expected Result/Impact: By completing weekly assignments in Sirius, students will have consistent opportunities to engage with and master key course standards, leading to improved academic performance. This consistent practice will allow students to demonstrate progress toward mastering critical ELAR concepts. Staff Responsible for Monitoring: - Principal - Assistant Principal - Instructional Specialist - 3rd-5th Grade ELAR Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
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Strategy 6 Details	Reviews			
Strategy 6: Collegiate Prep Elementary will offer focused professional development sessions to equip educators with the skills to analyze student data effectively and make informed instructional decisions. A key focus will be on using Edugence to interpret data and guide teaching strategies. Educators will apply strategies from these professional development sessions in their daily practice. For example, teachers will utilize graphic organizers, annotations, and cooperative learning structures to support student engagement and understanding. They will also use data from Edugence and other tools to provide personalized feedback and instructional adjustments. Additional Professional Developments: MTSS/LHT Edmentum (Study Island and Exact Path) Sirius Visual Representations/Graphic Organizers, Annotations, etc. Lesson Internalization Actively Monitoring Cooperative Learning (Kagan Structures) Content Development (Reading, Writing, RACE) Strategy's Expected Result/Impact: By engaging in targeted professional development, educators will enhance their ability to make data-driven instructional decisions and implement research-based teaching strategies. This will lead to improved student achievement, more effective interventions, and overall academic growth across subjects. Staff Responsible for Monitoring: - Principal - Assistant Principal - Instructional Specialist - 3rd-5th Grade ELAR Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
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Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: The 2024-2025 STAAR data for 3rd grade Reading shows a decline across all achievement levels. The percentage of scholars at the Approaches Grade Level standard decreased from 89% to 87%, those meeting grade level expectations declined from 65% to 58%, and the percentage of scholars achieving Masters decreased from 29% to 27%. **Root Cause:** Declines in 3rd grade Reading performance are linked to gaps in foundational literacy skills, limited opportunities for scholars to engage in rigorous, grade-level text, and inconsistent use of data-driven small group instruction. This overall downward trend signals a need for stronger instructional practices and targeted supports to improve reading outcomes.

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 Kindergarten through 2nd grade scholars performing at or above the 60th percentile on the EOY MAP assessment.

Evaluation Data Sources: - Math MAP Growth Grades K-2 BOY, MOY, and EOY data

Strategy 1 Details	Reviews			
Strategy 1: K-2 teachers will engage in a lesson internalization process during PLCs at least once per month to deepen understanding of instructional content and enhance lesson planning. Strategy's Expected Result/Impact: This strategy will provide clarity to what students should know and be able to do, clear up misconceptions, align the team, and increase teacher confidence in delivering the lesson.	Formative			Summative
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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 2: By May 2026, Collegiate Prep Elementary School will increase the percentage of 3rd-grade scholars meeting grade-level standards on the 2026 STAAR Math Assessment from 61% Meets to 65% Meets.

90% will achieve Approaches Grade Level
65% will achieve Meets or Above Grade Level
35% will achieve Masters Grade Level

By May 2026, Collegiate Prep Elementary School will increase the percentage of 4th-grade scholars meeting grade-level standards on the 2026 STAAR Math Assessment from 59% to 65%.

90% will achieve Approaches Grade Level
65% will achieve Meets or Above Grade Level
35% will achieve Masters Grade Level

By May 2026, Collegiate Prep Elementary School will increase the percentage of 5th-grade scholars meeting grade-level standards on the 2026 STAAR Math Assessment from 71% to 75%.

96% will achieve Approaches Grade Level
75% will achieve Meets Grade Level
35% will achieve Masters Grade Level

Evaluation Data Sources: - Previous year STAAR Performance data. (3rd-5th Grade)
- District Assessment (DCCA) Performance Data (3rd-5th Grade)
- STAAR Interim Performance Data (Math) (3rd-5th Grade)
- STAAR (3rd-5th Grade) Math STAAR Test
- NWEA Projected Proficiency Report (BOY, MOY, EOY)

Strategy 1 Details		Reviews			
Strategy 1: Collegiate Prep Elementary teachers will use collaborative learning and Kagan strategies in all classrooms to increase engagement, promote peer interaction, and improve mastery of content. Strategy's Expected Result/Impact: Students will demonstrate increased engagement, active participation, and stronger collaboration during lessons. Staff Responsible for Monitoring: - Principal - Assistant Principal - Instructional Specialist - Math Teachers Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Third through fifth grade teachers will integrate the Bluebonnet Math Read, Draw, Write process into daily instruction and provide weekly practice with STAAR-formatted math problems. Instruction will emphasize multi-step problem solving, reasoning, and justification of answers to strengthen students' conceptual understanding of grade-level TEKS. Strategy's Expected Result/Impact: Students will develop stronger numerical sense, enabling them to understand number relationships, apply flexible computation strategies, and solve one- and two-step problems accurately. This approach will increase engagement, deepen understanding, and lead to higher performance on classroom and district math assessments. Staff Responsible for Monitoring: - Principal - Assistant Principal - Instructional Specialist - Math Teachers Title I: 2.51, 2.53, 2.533, 2.534 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3		Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Math teachers at Collegiate Prep Elementary will implement focused math interventions at least twice a week for 55 minutes to help students close learning gaps, strengthen computation and problem-solving skills, and build confidence in their mathematical abilities. In addition, teachers will provide targeted before- and after-school tutoring, along with extended-day learning opportunities, aligned to priority TEKS. These supports will be designed to accelerate learning for students performing below grade level and for those not on track to meet or exceed growth expectations on STAAR. Strategy's Expected Result/Impact: Students will demonstrate improved math computation, problem-solving, and conceptual understanding. Targeted interventions will close learning gaps, increase student confidence in math, and lead to higher achievement on classroom, district, and state assessments. Staff Responsible for Monitoring: - Principal - Assistant Principal - Instructional Specialist - Math Teachers Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3 Funding Sources: - 199- General Fund - \$4,000	Formative			Summative
	Jan	Mar	May	July

Strategy 4 Details	Reviews			
Strategy 4: Collegiate Prep Elementary will designate dedicated time each week teachers to engage in structured Professional Learning Community (PLC) meetings. These meetings will foster collaboration, lesson internalization, data-driven discussions, and the sharing of best teaching practices to improve instructional quality and student. Staff will regularly collect and review student data from multiple assessments (Mid Module, End of Module Assessments, BOY/MOY/EOY NWEA/MAP, STAAR Interim) to analyze student performance and identify strengths and areas for growth, ensuring students remain on track to master Math standards. Additional Professional Developments: - RDW - Read Draw Write Process - AVID Note Taking - Edugence/Data Analysis - MTSS/LHT - Edmentum - Study Island - Sirius - Visual Representations/Graphic Organizers, Annotations, etc. - Lesson Internalization - Actively Monitoring & Academic Feedback - Cooperative Learning (Kagan Structures) Strategy's Expected Result/Impact: Data-driven analysis will guide targeted instruction and interventions, leading to improved student understanding, mastery of Math standards, and increased performance on classroom, district, and state assessments. By strengthening educators' capacity to analyze and act on student performance data, the campus will ensure more informed interventions, personalized learning experiences, and improved academic outcomes for all students. Staff Responsible for Monitoring: - Principal - Assistant Principal - Instructional Specialist - Math Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3	Formative			Summative
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Strategy 5 Details		Reviews			
Strategy 5: Students will regularly use manipulatives and create visual tools daily to support computation, fact fluency, and problem-solving. To support student engagement and deepen understanding of mathematical concepts, students will regularly use manipulatives in the classroom. These hands-on tools--such as base-ten blocks, counters, fraction strips, and geometric shapes will help students visualize abstract concepts, manipulate numbers, and solve problems in a concrete way. Strategy's Expected Result/Impact: The expected result of this strategy is that students will develop a stronger understanding of mathematical concepts, improve their computation and problem-solving skills, and increase their fact fluency. By creating visual tools, students will engage in active learning, reinforcing key concepts and providing them with personalized resources to support their understanding. There will be improved conceptual understanding, as manipulatives allow students to physically engage with and explore mathematical ideas. There will also be increased student participation and motivation, as hands-on activities promote active learning. Staff Responsible for Monitoring: - Principal - Assistant Principal - Instructional Specialist - Math Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3		Formative			Summative
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Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Based on the 2024-2025 Math STAAR data, 82% of 3rd grade scholars scored at the Approaches Grade Level standard, representing an 8-point decline from the previous school year. In addition, the percentage of scholars meeting grade level expectations decreased slightly from 62% to 61%. Root Cause: Scholars demonstrate gaps in foundational math skills and problem-solving strategies, which may be attributed to a need for more small-group interventions, opportunities for differentiated practice, and the need for greater alignment between classroom instruction, progress monitoring, and reteach cycles. Problem Statement 3: For the past two years, fewer than 60% of 4th grade scholars have achieved the Meets Grade Level standard on the Math STAAR. In 2024, 59% of scholars met grade level, and in 2025, the percentage declined slightly to 57%. Root Cause: The lower performance in 4th-grade math may be due to gaps in foundational skills, inconsistent instructional strategies, or insufficient targeted support for struggling students.

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: By May 2026, Collegiate Preparatory Elementary will increase the number of 5th grade scholars who are on track to meet standards on SAT from 80% to 85%.

Evaluation Data Sources: - NWEA MAP Projected Proficiency Summary Report (BOY, MOY, EOY)
- NWEA BOY, MOY, and EOY Reports

Strategy 1 Details	Reviews			
Strategy 1: Ensure rigorous and engaging teaching aligned with college and career readiness standards, such as critical thinking, problem-solving, and analytical skills. Strategy's Expected Result/Impact: Students perform better on standardized tests, screeners, classroom assessments, and other academic benchmarks. Staff Responsible for Monitoring: - Principal - Assistant Principal - Instructional Facilitator - Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Jan	Mar	May	July
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: 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: By May 2026, Collegiate Preparatory Elementary School will improve the percentage of 5th-grade scholars meeting grade-level standards on the STAAR Science Assessment from 49% to 60%.

- 90% will achieve Approaches Grade Level
- 60% will achieve Meets or Above Grade Level
- 30% will achieve Masters Grade Level

- Evaluation Data Sources:** - Previous year STAAR Performance data. (5th Grade)
- 2026 STAAR Interim Performance Data (Math) (3rd-5th Grade)
 - 2026 STAAR (5th Grade) Science STAAR Test
 - NWEA Projected Proficiency Report (BOY, MOY, EOY)

Strategy 1 Details	Reviews			
Strategy 1: Integrate weekly hands-on lab activities in Science to reinforce conceptual understanding, promote inquiry-based learning, and connect abstract concepts to real-world applications. Strategy's Expected Result/Impact: Through weekly hands-on Science labs, 5th-grade scholars will build stronger conceptual understanding of TEKS, develop inquiry and problem-solving skills, and apply scientific concepts to real-world situations. This will increase engagement and support higher achievement on classroom assessments, district checkpoints, and the Grade 5 STAAR Science assessment. Staff Responsible for Monitoring: - Principal - Assistant Principal - Instructional Specialist - Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 4	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will use PLCs to review data, adjust lessons, and plan interventions. Teacher will include daily spiral review of Science TEKS will reinforce retention and build STAAR readiness. Strategy's Expected Result/Impact: As a result of PLC-driven data analysis, targeted interventions, and daily spiral review of Science TEKS, the percentage of 5th-grade students meeting grade-level expectations on the STAAR Science assessment will increase by at least 10% compared to the previous year. Staff Responsible for Monitoring: - Principal - Assistant Principal - Instructional Specialist - Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 4	Formative			Summative
	Jan	Mar	May	July
Strategy 3 Details	Reviews			
Strategy 3: Students will engage in weekly STAAR-formatted practice sessions that emphasize multi-step problem solving, reasoning, and justifying answers. (Sirius) Strategy's Expected Result/Impact: Scholars will develop stronger problem-solving skills, improve mathematical reasoning, and build confidence in explaining their thinking. This practice is expected to lead to at least a 10% increase in student performance Staff Responsible for Monitoring: - Principal - Assistant Principal - Instructional Specialist - Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 4	Formative			Summative
	Jan	Mar	May	July

Strategy 4 Details	Reviews			
Strategy 4: Implement targeted before- and after-school tutoring, along with extended-day learning opportunities, aligned to priority TEKS. These supports will be designed to accelerate learning for students performing below grade level and for those not on track to meet or exceed growth expectations on STAAR. Strategy's Expected Result/Impact: Students who participate in targeted tutoring and extended-day opportunities will demonstrate accelerated growth in priority TEKS, resulting in increased percentages of students performing at or above grade level and meeting or exceeding growth expectations on STAAR. Staff Responsible for Monitoring: - Principal - Assistant Principal - Instructional Specialist - Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 4	Formative			Summative
	Jan	Mar	May	July
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: On the 5th-grade Science STAAR, 49% of scholars at Collegiate Prep Elementary met grade-level standards, while only 28% achieved the Masters level, Root Cause: There was limited exposure to grade-level TEKS in prior years. The recent revisions to the Texas Essential Knowledge and Skills (TEKS) for science may have contributed to the observed performance trends on the 5th-grade Science STAAR exam at Collegiate Prep Elementary.