

**Cedar Hill Independent School District**  
**Collegiate Prep Elementary**  
**2024-2025 Campus Improvement Plan**

**Accountability Rating: Not Rated**



# Mission Statement

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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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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Collegiate Prep Elementary School is a school located in Cedar Hill, Texas. It serves pre-kindergarten through 5th grade with approximately 522 students (an increase from 480 in 2023-2024). The school's mission aligns with the district's focus on unlocking every student's potential through rigorous instruction, meaningful relationships, and equitable opportunities. With 50% of the student population is female and 50% male. Classrooms average 1:22. Collegiate Prep Elementary is recognized as one of the Best Elementary Schools in Texas by *World News*. Its campus's PTA has been awarded several awards such as the Golden Apple and the National PTA School of Excellence. In addition to PTA, the school has partnerships with other parent and family organizations such as All Pro Dads, and Sunrise Car line Team. Prep students are in the Collegiate Pathway choice program, which integrates AVID, KAGAN, and Gifted and Talented instructional strategies. Fourth-Fifth-grade scholars can participate in the National Elementary Honor Society. In the 23-24 school year, the average daily attendance was 96.97%.

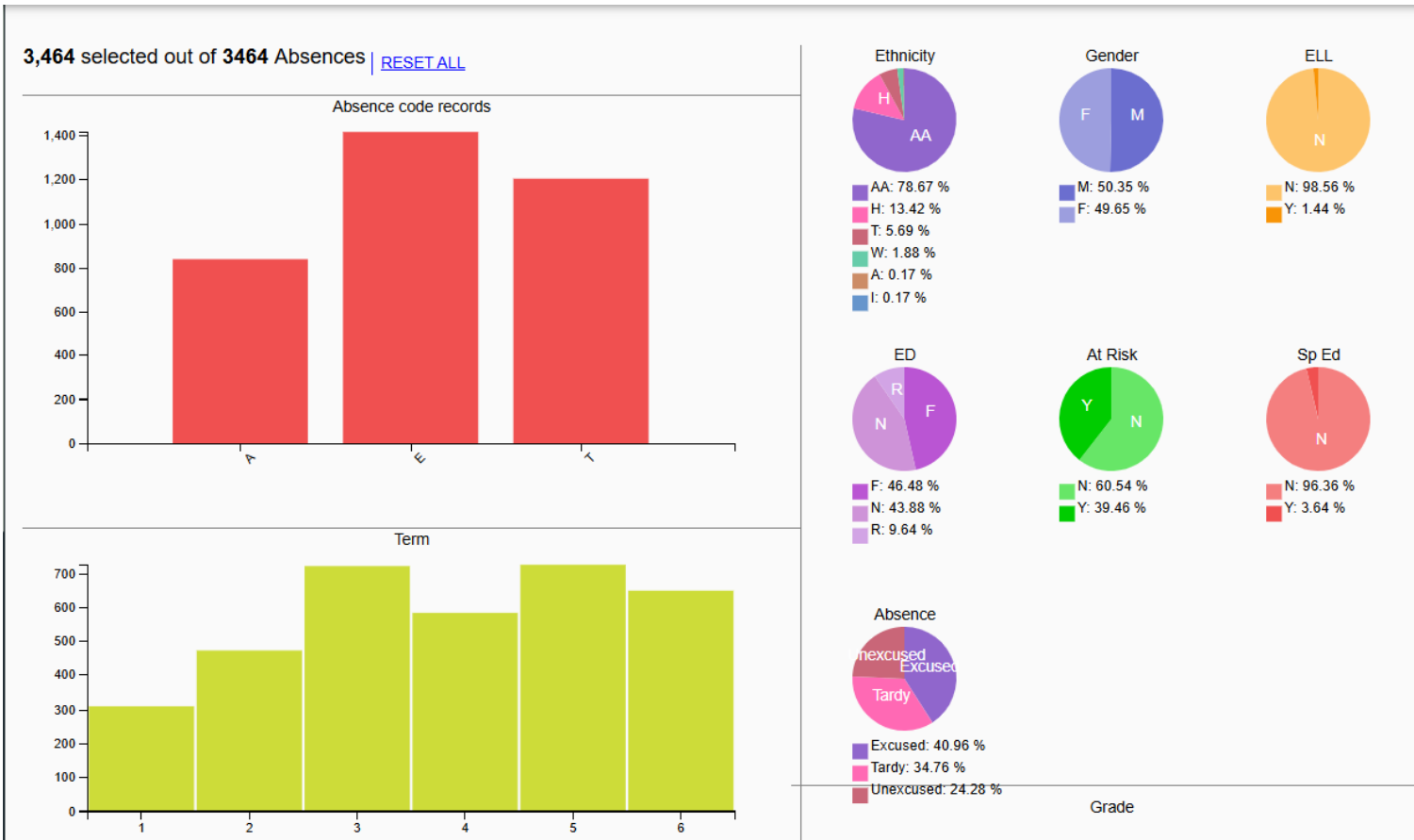
Collegiate Prep Elementary serves a diverse student body, with 78% identifying as African American, 14% as Hispanic/Latino, 4% as White, 2% as Asian, and 4% as Other/Mixed. The school embraces its inclusive environment by supporting the unique needs of its students, including 46% who are economically disadvantaged, 3% who are English Language Learners (ELL), 8.5% with special needs, and 10% identified as Gifted and Talented.

### Attendance Rates Data: (All Cedar Hill Schools):

The information below is the attendance data for all Cedar Hill ISD Schools.

Campuses	2021-2022	2022-2023	2023-2024	Difference (1 year) 22-23 vs 23-24	Difference ( 2 year) 21-22 vs 23-24
CHHS	88.50	90.31	91.26	0.95	2.76
Collegiate HS	95.20	97.86	97.88	0.02	2.68
Permenter	91.20	91.32	92.24	0.92	1.04
Coleman	92.40	93.74	93.65	-0.09	1.25
CA	96.70	97.09	97.71	0.62	1.01
Plummer	91.20	93.15	93.26	0.11	2.06
High Pointe	93.10	93.16	93.86	0.70	0.76
Highlands	92.80	93.30	94.29	0.99	1.49
Waterford Oaks	92.30	93.13	93.81	0.68	1.51
Lake Ridge	92.30	92.50	94.41	1.91	2.11
Prep	96.20	96.84	96.97	0.13	0.77
District	91.5	92.8	93.5	0.7	2.0

**Collegiate Prep Elementary School Absences Data (2023-2024):**

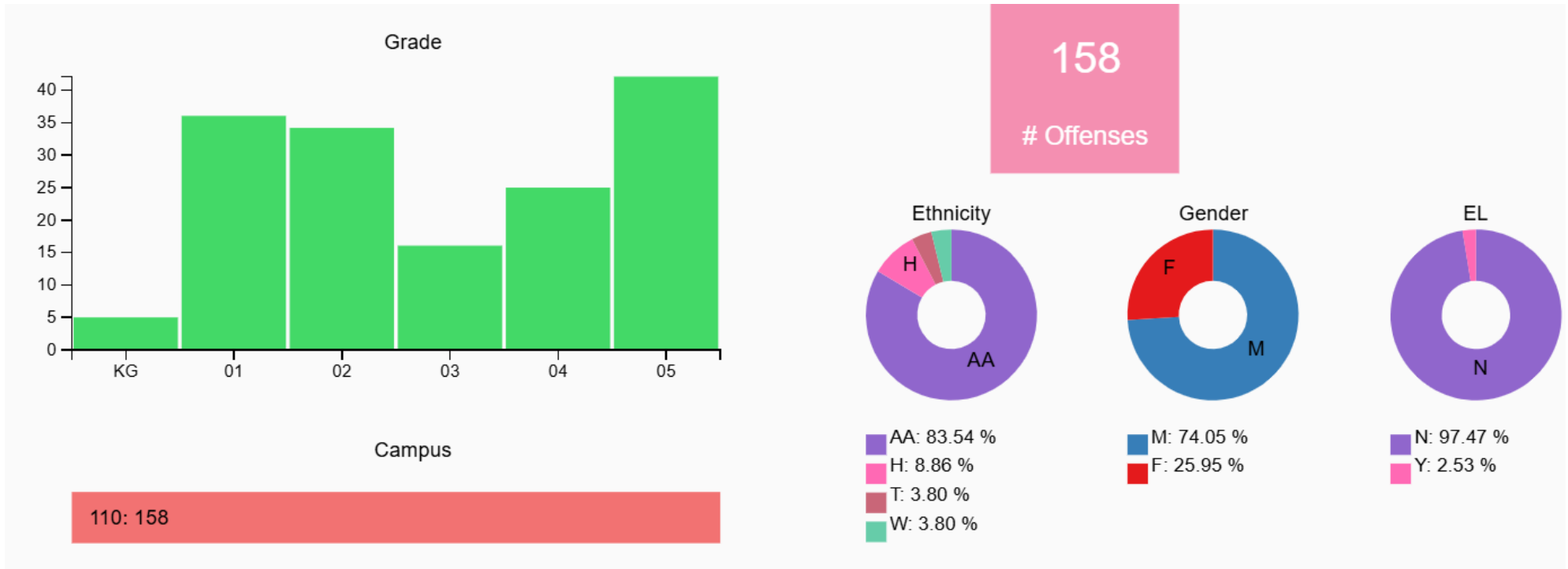


**Attendance Analysis:**

- Collegiate Prep Elementary has demonstrated a steady increase in Average Daily Attendance (ADA) rates over the past three years, rising from 96.20% to 96.97%.
- While attendance rates have shown positive growth at the beginning of each school year, data indicates a decline during specific periods, such as the winter break.
- Additionally, a significant increase in student absences was observed during the third, fourth, and fifth grading periods.
- These trends highlight the need for targeted interventions to sustain high attendance rates throughout the entire academic year.

## Collegiate Prep Elementary Discipline Information

2023 - 2024



- Collegiate Prep Elementary had 158 referrals for the 2023-2024 school year which is an increase of 18 from the previous year.
- A number of students were suspended out of school (OSS) or put in in-School-Suspension.
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### Parent Engagement and Collaboration:

- Collegiate Prep Elementary does have an active PTA organization on campus. They are very involved and believe in creating the best environment for scholars.
- The PTA organization has received the National PTA School of Excellence Award for multiple years.
- Currently, Collegiate Prep Elementary PTA has 261 total members this year.



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### Demographics Strengths

Collegiate Prep Elementary continues to experience positive growth in both student enrollment and teacher retention, reflecting the school's strong academic culture and commitment to excellence. Over the past three years, the school has maintained an impressive attendance rate of over 95%, demonstrating students' strong desire to be part of the Collegiate Preparatory Elementary School and the Collegiate Pathway. Enrollment has grown significantly from approximately 433 scholars to 522 scholars, further showcasing the school's increasing appeal within the community. Additionally, Collegiate Prep boasts a dedicated teaching staff, with 80% returning for the current school year and 75% holding certifications from the Texas Education Agency (TEA), ensuring high-quality instruction and consistency in student learning experiences.

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### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** During the 2023-2024 school year at Collegiate Prep Elementary, student attendance has been a significant challenge, with a total of 3,464 attendance-related occurrences, including 841 unexcused absences, 1,419 excused absences, and 1,204 tardies. **Root Cause:** These attendance concerns are primarily attributed to limited access to reliable transportation, health-related challenges, and a lack of understanding about the impact of attendance on academic success for K-2 scholars.

**Problem Statement 2:** Collegiate Prep Elementary experienced a significant number of attendance occurrences, particularly among 3rd-grade students, with 213 unexcused absences, 309 excused absences, and 200 tardies. Additionally, 2nd grade recorded the highest number of tardies across all grade levels, which may impact overall academic performance and instructional time. **Root Cause:** The high attendance occurrences during the 3rd grading period can be attributed to limited parental awareness, transportation challenges, and seasonal illness spikes. For 2nd grade, the high tardiness rate may reflect issues with inconsistent morning routines, transportation delays, or lack of accountability measures for timely arrival.

**Problem Statement 3:** Data from Collegiate Prep Elementary School indicates that 5th grade scholars accounted for 42 out of the 158 total discipline occurrences, highlighting a disproportionate number of behavioral incidents within this grade level. **Root Cause:** This data suggests a need for targeted behavior interventions and support systems to address the specific challenges faced by 5th-grade students.



# Student Learning

## Student Learning Summary

### STAAR Performance Assessment Achievement Descriptions

- **Did Not Meet (DNM)** - Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention.
- **Approaches (APP)** - Performance in this category indicates that students are likely to succeed in the next grade level or course with targeted academic intervention.
- **Meets (ME)** - Performance in this category indicates that students have a likelihood of success in the next grade level or course but may still need some short-term, targeted academic intervention.
- **Masters (MS)** - Performance in this category indicates that students are expected to succeed in the next grade level or course with little to no academic intervention.

### STAAR Performance Assessment Achievement Levels (2023 - 2024) School Year:

The information below is the achievement scores for Reading Language Arts.

Collegiate Preparatory Elementary School ELAR STAAR Assessment Performance Data 2023-2024											
	# DNM	# APP	# MEETS	# MASTERS	Total # of Students		% of students DNM	% of students APP	% of students MEETS	% of students MASTERS	Domain 1 Score
Overall STAAR - ELAR Collegiate Prep ES All 3rd - 5th Grade Students	22	53	73	88	236		9%	91%	68%	37%	65.40
<b>Collegiate Prep ES STAAR - ELAR 3rd Grade Students</b>	9	19	28	23	79		11%	89%	65%	29%	60.76
Cedar Hill ISD STAAR - ELAR <b>3rd Grade Students All Elementary Schools</b>	142	102	100	43	388		37%	63%	37%	11%	37.03
<b>Collegiate Prep ES STAAR - ELAR 4th Grade Students</b>	8	18	26	23	75		11%	89%	65%	31%	61.78
Cedar Hill ISD STAAR - ELAR' All 4th Grade Elementary Students	100	150	103	73	426		23%	77%	41%	17%	44.99

**Collegiate Preparatory Elementary School  
ELAR STAAR Assessment Performance Data  
2023-2024**

<b>Collegiate Prep ES STAAR - ELAR 5th Grade Students</b>	5	16	19	42	82		6%	94%	74%	51%	73.17
<b>Cedar Hill ISD STAAR - ELAR All 5th Grade Elementary Students</b>	106	118	88	91	403		26%	74%	44%	23%	46.90

**3rd Grade - ELAR**

- **Approaches (APP):** Decreased from 33% in 2023 to 24% in 2024.
- **Meets (ME):** Increased from 52% in 2023 to 54% in 2024.
- **Masters (MA):** Increased slightly from 20% in 2023 to 29% in 2024.

**4th Grade - ELAR**

- **Approaches (APP):** Decreased from 32% in 2023 to 28% in 2024.
- **Meets (ME):** Increased from 30% in 2023 to 35% in 2024.
- **Masters (MA):** 31% of scholars scored masters in both 2023 and 2024.

**5th Grade - ELAR**

- **Approaches (APP):** 20% of scholars scored masters in both 2023 and 2024.
- **Meets (ME):** Increased from 71% in 2023 to 74% in 2024.
- **Masters (MA):** Increased from 42% in 2023 to 51% in 2024.

**The information below is the achievement scores for Math.**

Collegiate Preparatory Elementary School Math STAAR Assessment Performance Data 2023-2024											
	# DNM	# APP	# MEETS	# MASTERS	Total		% of students DNM	% of students APP	% of students MEETS	% of students MASTERS	Domain 1
<b>Collegiate Prep ES Overall STAAR - Math Performance All Grade Levels (3rd - 5th)</b>	22	53	73	88	236		9%	91%	68%	37%	65.40
<b>Collegiate Prep ES STAAR - Math 3rd Grade Students</b>	8	22	29	20	79		10%	90%	62%	25%	59.07
Cedar Hill ISD STAAR - Math All 3rd Grade Elementary Students	166	108	77	35	386		43%	57%	29%	9%	31.69
<b>Collegiate Prep ES STAAR - Math 4th Grade</b>	14	18	26	16	74		19%	81%	57%	22%	53.15
Cedar Hill ISD STAAR - Math All 4th Grade Elementary Students	149	109	102	66	426		35%	65%	39%	15%	39.98
Collegiate Prep ES STAAR Math 5th Grade	4	19	34	25	82		5%	95%	72%	30%	65.85
Cedar Hill ISD STAAR - Math All 5th Grade Elementary Students	106	118	88	91	403		26%	74%	44%	23%	46.90

**3rd Grade - Math**

- **Approaches (APP):** Decreased from 30% in 2023 to 28% in 2024.
- **Meets (ME):** Increased from 55% in 2023 to 62% in 2024.
- **Masters (MA):** Increased slightly from 20% in 2023 to 25% in 2024.

**4th Grade - Math**

- **Approaches (APP):** Decreased from 32% in 2023 to 28% in 2024.
- **Meets (ME):** Decreased slightly from 50% in 2023 to 57% in 2024.
- **Masters (MA):** Increased from 14% in 2023 to 22% in 2024.

**5th Grade - Math**

- **Approaches (APP):** Decreased from 31% in 2023 to 23% in 2024.
- **Meets (ME):** Increased from 61% in 2023 to 71% in 2024.
- **Masters (MA):** Increased from 25% in 2023 to 30% in 2024.

The information below is the achievement scores for 5th Grade Science

Collegiate Preparatory Elementary School Science STAAR Assessment Performance Data 2023-2024											
	# DNM	# APP	# MEETS	# MASTERS	Total # of Students		% of students DNM	% of students APP	% of students MEETS	% of students MASTERS	Domain 1 Score
<b>Overall STAAR Performance All Cedar Hill ISD 5th Grade Students</b>	240	108	38	16	402		60%	40%	13%	4%	19.24
<b>Collegiate Prep ES Science - STAAR 5th Grade Students</b>	23	36	17	6	82		28%	72%	28%	7%	35.77

**5th Grade - Science**

- **Approaches (APP):** Increased from 36% in 2023 to 44% in 2024.
- **Meets (ME):** Decreased from 36% in 2023 to 28% in 2024.
- **Masters (MA):** Decreased from 12% in 2023 to 7% in 2024.

TELPAS 23-24

In the 2023-2024 TELPAS assessment, ten students were assessed in English language proficiency. Out of these ten students, one demonstrated progress in their language development. Notably, one student achieved an Advanced High level, indicating a high level of proficiency in English. While the progress of these students is encouraging, there remains a need to focus on increasing language development and support for all English language learners, so that scholars may be able to exit TELPAS testing.

TELPAS Summary of Scores

Listening	Reading	Speaking	Writing	Composite
B - 0%	B - 10%	B - 30%	B - 30%	B - 0%
I - 10%	I - 30%	I - 10%	I - 10%	I - 40%
A - 30%	A - 0%	A - 30%	A - 30%	A - 41%
AH - 60%	AH - 60%	AH - 30%	AH - 30%	AH - 50%

MAP NWEA EOY 23-24 Student Growth

Math



Grade levels that showed more than 50% growth in the end-of-year assessments included:

- **1st Grade:** Achieved the highest growth, with 59% of students meeting the goal, exceeding the 50% target.
- **3rd Grade:** Exactly 50% of students met the growth goal, reaching the target.
- **4th Grade:** Fell slightly short of the goal, with 48% of students meeting the growth target.
- **2nd Grade:** Showed moderate progress, with 44% of students meeting the growth goal, trailing behind the target.
- **5th Grade:** Demonstrated the lowest percentage, with 40% of students meeting the growth goal, indicating a need for targeted intervention and support.

Overall, while 1st and 3rd grades performed well, the data suggests an opportunity for growth and focused support in 4th, 2nd, and especially 5th grades to meet and exceed the 50% growth goal.

In Reading, there were few grade levels to demonstrate the 50% growth goal.



- **1st Grade:** Achieved the highest growth, with 68% of students meeting the goal, significantly exceeding the 50% target.
- **3rd Grade:** Reached 49%, just one percentage point shy of meeting the growth goal.

- **5th Grade:** Matched the 3rd grade performance, with 48% of students meeting the growth goal, slightly below the target.
- **4th Grade:** Achieved 41%, indicating a more substantial gap in meeting the goal.
- **2nd Grade:** Demonstrated the lowest performance, with 40% of students meeting the growth goal, highlighting a critical need for intervention.

Overall, 1st grade showed exceptional success, while 3rd and 5th grades were close to meeting the target. However, 4th and 2nd grades require focused support and strategies to close the gap and achieve the 50% growth goal.

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## Student Learning Strengths

### Student Learning Strengths (Overall):

- Overall, scholars at Collegiate Prep Elementary are performing well on all assessments, with 87% of students approaching grade level, 60% meeting grade-level expectations, and 28% mastering grade-level content.
  - While the performance is commendable, there is an ongoing opportunity to further increase the percentage of students mastering grade-level standards, ensuring that all scholars reach their full academic potential.
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### Student Learning Strengths for ELAR:

- A significant portion of students in grades 3rd through 5th at Collegiate Prep Elementary are achieving at or above grade-level expectations, with 91% of students approaching, 68.4% meeting, and 37% mastering grade-level content.
  - Notably, 5th-grade scholars are excelling, with 94% approaching, 74% meeting, and 51% achieving mastery of grade-level standards.
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### Student Learning Strengths for Math

- 90% of 3rd-grade students at Collegiate Prep are approaching grade level standards and 62% of 3rd grade students met grade-level expectations based on the 2023-2024 data.
  - Scholars in 3rd grade performed higher than the district's 29% of scholars.
  - 95% of Collegiate Prep's 5th-grade students are approaching grade level standards and 72% of students are meeting grade-level expectations, which is notably higher than the district's 36% Met Standard.
  - 30% of Collegiate Prep's 5th Grade students achieved mastery, which is above the district's 12%.
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## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** 72% of 5th-grade scholars at Collegiate Prep Elementary approached grade-level standards, but only 28% achieved the Meets level and just 7% reached the Masters level. **Root Cause:** Scholars demonstrated inconsistent performance across TEKS due to misalignment in content delivery. The recent changes in the TEKS standards further contributed to gaps in instruction, as not all content may have been effectively covered.

**Problem Statement 2 (Prioritized):** According to the 2023-2024 Math STAAR data, 57% of 4th Grade scholars met the passing standards, and 22% mastered grade-level content. The performance in 4th grade was lower compared to 3rd and 5th grade scholars. **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. Additionally, 4th-grade teachers may face challenges in addressing the diverse needs of students, leading to difficulty in achieving grade-level mastery.

**Problem Statement 3 (Prioritized):** According to the 2023-2024 Reading STAAR data, 89% of 3rd-grade scholars were approaching grade level, 65% met the passing standards, and 29% mastered grade-level content. **Root Cause:** 3rd-grade scholars may have gaps in foundational literacy skills, possibly stemming from inconsistent instruction or limited exposure to high-quality early reading experiences.

**Problem Statement 4:** Less than 40% of scholars in 1st grade have met their growth projections for NWEA Map for both reading and math. **Root Cause:** Foundational skills are not being adequately addressed, inconsistencies in how content is being delivered, and a lack of differentiation in content delivery.

**Problem Statement 5 (Prioritized):** According to the 2023-2024 Math STAAR data, 62% of 3rd Grade scholars met the passing standards, and 25% mastered grade-level content. **Root Cause:** The performance in 3rd-grade math may be due to gaps in foundational skills, inconsistent instructional strategies, or insufficient targeted support for struggling students.



# School Processes & Programs

## School Processes & Programs Summary

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### Campus Improvement Planning:

Collegiate Preparatory Elementary follows the state process for developing the focused improvement plans. Stakeholders are involved in the process, and multiple stakeholders met in June 2024 to review campus data and identify trends, strengths, weaknesses, opportunities, and threats. The process for developing a focused improvement plan that addresses the root causes of low performance is having a committee that collaborates in order to discuss the root cause, develop the CNA and determine action steps needed to execute the plan. Per district guidelines stakeholders both campus and community will be included in process. T-Tess observation data, formative assessment data (including exit tickets) DCCAS, and MAPS to determine student progress.

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### Data Analysis and Goal Setting:

Data from DCCA and MAP NWEA assessments is collected throughout the year, but goals were inconsistently documented. This inconsistency may have hindered clarity in measuring progress and setting clear, actionable objectives for student achievement.

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### RTI Implementation, Intervention, and Progress Monitoring:

RTI meetings were consistently held with fidelity, following a structured agenda. These meetings involved administrators, instructional coaches, teachers, and sometimes parents, to discuss students' progress and implement interventions and accommodations. Documentation of student strengths and needs was consistently completed and uploaded to Edugence by administrators and coaches. Additionally, Longhorn Time (intervention) was implemented effectively for grades K-5, with designated time for small group instruction to address individual learning gaps and enrichment. Teachers and interventionists worked with scholars to provide targeted support.

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### Technology Integration:

The campus integrates technology through platforms like Schoology, Study Island and Exact Path on Edmentum, which supports individualized learning plans. Additionally, technology is used for progress monitoring, data analysis, and communication, ensuring all stakeholders have access to essential tools and information. Teacher utilize the platform Edugence to monitor data and enter progress for students receiving RTI services.

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### Communication:

Collegiate Prep Elementary utilizes a variety of communication channels, including social media, newsletters, and parent engagement sessions, to ensure transparency and foster strong connections with families and the community. These platforms are used to highlight student and staff achievements, share important updates, and build a positive narrative about the school's culture and success. Additionally, initiatives such as classroom walkthroughs and collaborative events provide opportunities for direct interaction between staff, families, and the broader community. These efforts support an inclusive and engaged school environment, strengthening partnerships that contribute to student success and overall school improvement. Moving forward, the school aims to enhance communication strategies to further increase stakeholder engagement and accessibility.

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## School Processes & Programs Strengths

### RTI Meetings and Intervention Support

RTI meetings at Collegiate Prep Elementary were held consistently adhering to a structured agenda that involved administrators, instructional coaches, teachers, and, at times, parents. These

meetings provided a platform to discuss student progress, evaluate the effectiveness of interventions, and implement necessary accommodations. Documentation of students' strengths and needs was consistently completed and uploaded to Edugence by administrators and coaches, ensuring transparency and continuity in tracking student progress. Longhorn Time (intervention) was implemented for grades K-5, offering dedicated time for small-group instruction aimed at addressing individual learning gaps and providing enrichment. Teachers and interventionists collaborated closely to provide targeted support, ensuring students received the help they needed to succeed.

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### **Professional Development and PLCs**

Professional Learning Communities (PLCs) at Collegiate Prep Elementary met weekly, allowing teachers time to collaborate on best practices, analyze data, review student work, and engage in lesson rehearsals. PLCs focused on vertical alignment between grade levels (with the exception of 2nd grade), planning for Tier 1 instruction, and employing backwards planning to design high-quality lessons that meet the diverse needs of all students. These collaborative sessions promoted dialogue among staff, fostering a culture of continuous improvement and strengthening instructional practices across the campus.

Through these focused efforts, the school has made strides in providing consistent, data-driven support for all students while also fostering a collaborative environment that enhances teacher growth and instructional effectiveness. Moving forward, continued emphasis on refining RTI processes and further developing PLCs will be critical in ensuring sustained academic success.

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### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** At Collegiate Prep, there is a need to diversify and expand the selection of after-school extracurricular activities offered to students in order to better support their interests and personal growth. **Root Cause:** The low teacher participation in after-school extracurricular activities is primarily due to limited time, lack of incentives, and competing responsibilities that prevent teachers from getting involved.

# Perceptions

## Perceptions Summary

We have utilized Parent Engagement Surveys and Youth Truth Surveys to gather valuable feedback from both scholars and parents. Based on this input, we have developed and implemented protocols to enhance our internal systems, including Professional Learning Communities (PLCs), discipline management, Positive Behavior Intervention Systems (PBIS), safety and security measures, and attendance monitoring.

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### Family Survey Feedback:

Family members at Collegiate Prep ES were surveyed in November 2023 about their perceptions of their school in terms of Engagement, Relationships, Culture, School Safety, Resources, and Communication and Feedback.

- Out of 221 families surveyed, a total of 12 family members responded to the survey, resulting in a 5% response rate.

### Compared to other participating elementary schools, Collegiate Prep ES's highest rated themes were:

- Engagement
- Resources

### Compared to other participating elementary schools, Collegiate Prep ES's lowest rated themes were:

- School Safety
  - Communication & Feedback
- 

### Student Survey Feedback:

Students at Collegiate Prep ES were surveyed in November 2023 about their perceptions of their school in terms of Engagement, Academic Challenge, Instructional Methods, Culture, Belonging, and Relationships. In addition, students provided feedback about School Safety and Emotional and Mental Health. 269 students provided their feedback, with a response rate of 112%, which indicates that some students participated in multiple sessions. When compared to students from 896 other elementary schools, the highest-rated themes at Lake Ridge ES were:

### Compared to other participating elementary schools, Collegiate Prep ES's highest rated themes were:

- Academic Challenge
- Belonging

### Collegiate Prep ES's lowest rated themes were:

- Relationships
  - Instructional Methods
- 

### Staff Survey Results:

Here are the key findings from the staff survey include:

- **Fair Treatment and Respect:** 80% of staff members felt that they are treated fairly and with respect.
- **Desire to Return:** Over 77% of staff members indicated that they would like to return to the campus to teach for the following year.

- **Principal Visibility:** The principal was recognized for being visible on campus, and staff agreed that discipline is administered fairly.
- **Instruction and Expectations:** 70% of the staff expressed that the principal is an instructional leader, focusing on the academic needs of all students with a clear vision.

However, the **lowest area** in the survey was **staff morale**. This indicates that, despite the positive aspects of the school climate, there is a need to address concerns related to morale, which may be impacted by factors such as workload, support, or overall campus environment. Staff morale was affected by student behavior.

In conclusion, while staff members generally feel supported and respected, the need to improve staff morale should be a focus moving forward to ensure a positive and sustainable work environment. Additionally, while ES demonstrates strengths in several key areas, there is a clear need for targeted efforts to improve behavioral support, communication, and fostering a more inclusive, engaging school culture for students.

### Perceptions Strengths

- Parents at Collegiate Preparatory Elementary School are actively engaged in supporting their children's learning.
- Collegiate Preparatory Elementary School has received national recognition for its PTA and other things as well.
- Collegiate Preparatory Elementary School was recognized as a top elementary school in Texas by *U.S. News & World Report*.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Only 44% of students reported feeling safe, with 56% responding neutral or negative when asked about their sense of safety. **Root Cause:** The absence of clear and consistent behavior expectations across classrooms and common areas contributed to unpredictable and unsafe environments. Additionally, unaddressed bullying incidents and ongoing peer conflicts have created an atmosphere where students may feel unsafe or uncomfortable.

**Problem Statement 2:** 44% of students in grades outside 3rd, 4th, and 5th reported not enjoying school. **Root Cause:** Students cited safety concerns and bullying as primary reasons for not enjoying school.

**Problem Statement 3 (Prioritized):** Staff morale was recognized as an area of concern. Staff survey results indicate varying perceptions of morale at Collegiate Prep Elementary, with responses showing a distribution of 23% strongly agreeing, 30% agreeing, 13% neutral, 30% disagreeing, and 3% strongly disagreeing that morale is high. **Root Cause:** Staff identified administrator support and student behaviors as contributing factors.

**Problem Statement 4:** Collegiate Prep Elementary received only a 5% response rate to the parent survey, making it difficult for campus leadership to accurately assess the full range of family perceptions. **Root Cause:** The low survey completion rate by parents is due to a lack of awareness about the survey deadlines, limited reminders, and possible difficulties accessing or understanding the survey format.

# Priority Problem Statements

**Problem Statement 1:** During the 2023-2024 school year at Collegiate Prep Elementary, student attendance has been a significant challenge, with a total of 3,464 attendance-related occurrences, including 841 unexcused absences, 1,419 excused absences, and 1,204 tardies.

**Root Cause 1:** These attendance concerns are primarily attributed to limited access to reliable transportation, health-related challenges, and a lack of understanding about the impact of attendance on academic success for K-2 scholars.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** According to the 2023-2024 Math STAAR data, 57% of 4th Grade scholars met the passing standards, and 22% mastered grade-level content. The performance in 4th grade was lower compared to 3rd and 5th grade scholars.

**Root Cause 2:** 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. Additionally, 4th-grade teachers may face challenges in addressing the diverse needs of students, leading to difficulty in achieving grade-level mastery.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** According to the 2023-2024 Reading STAAR data, 89% of 3rd-grade scholars were approaching grade level, 65% met the passing standards, and 29% mastered grade-level content.

**Root Cause 3:** 3rd-grade scholars may have gaps in foundational literacy skills, possibly stemming from inconsistent instruction or limited exposure to high-quality early reading experiences.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Only 44% of students reported feeling safe, with 56% responding neutral or negative when asked about their sense of safety.

**Root Cause 4:** The absence of clear and consistent behavior expectations across classrooms and common areas contributed to unpredictable and unsafe environments. Additionally, unaddressed bullying incidents and ongoing peer conflicts have created an atmosphere where students may feel unsafe or uncomfortable.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** Staff morale was recognized as an area of concern. Staff survey results indicate varying perceptions of morale at Collegiate Prep Elementary, with responses showing a distribution of 23% strongly agreeing, 30% agreeing, 13% neutral, 30% disagreeing, and 3% strongly disagreeing that morale is high.

**Root Cause 5:** Staff identified administrator support and student behaviors as contributing factors.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** According to the 2023-2024 Math STAAR data, 62% of 3rd Grade scholars met the passing standards, and 25% mastered grade-level content.

**Root Cause 6:** The performance in 3rd-grade math may be due to gaps in foundational skills, inconsistent instructional strategies, or insufficient targeted support for struggling students.

**Problem Statement 6 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Action research results


# Goals


**Goal 1:** Increase the percentage of scholars graduating College, Career & Military Ready


**Performance Objective 1:** By May 2025, Collegiate Preparatory Elementary will increase the number of 5th grade scholars who are on track to meet standards on SAT from 80% to 82%.


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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure rigorous and engaging teaching aligned with college and career readiness standards, such as critical thinking, problem-solving, and analytical skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Students perform better on standardized tests, screeners, classroom assessments, and other academic benchmarks.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal                      - Assistant Principal                      - Instructional Facilitator                      - Teachers</p> <p><b>Title I:</b>                      2.5, 2.6                      - <b>TEA Priorities:</b>                      Connect high school to career and college                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	Formative			Summative
	Feb	Apr	June	Aug

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



**Goal 2:** Increase the percentage of 3rd grade (all students) scholars reading at or above grade level

**Performance Objective 1:** By May 2025, Collegiate Preparatory Elementary School will improve the percentage of 3rd-grade scholars meeting grade-level standards on the 2025 STAAR Reading Assessment from 65% to 75%.

95% will achieve Approaches Grade Level

75% will achieve Meets or Above Grade Level

35% will achieve Masters Grade Level

**High Priority**

**Evaluation Data Sources:** - Previous year STAAR Performance data.

- District Assessment (DCCA) Performance Data

- STAAR Interim Performance Data (Reading)

- STAAR 3rd Grade Reading STAAR Test

- NWEA Projected Proficiency Report (BOY, MOY, EOY)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Collegiate Prep Elementary educators will provide high-quality Tier 1 ELAR instruction weekly to all students, leveraging district-approved instructional materials, including HMH, Lowman's, and Sirius, to foster a rigorous and engaging learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Using high-quality, district-approved materials will provide educators with clear, structured resources that are aligned with best practices, enabling them to focus on effective teaching strategies. The use of engaging, rigorous, and standards-aligned instructional materials will actively engage students, making lessons more relevant and meaningful.</p> <p>- 65% to 75% Meets on the 2025 STAAR Reading Assessment</p> <p><b>Staff Responsible for Monitoring:</b> - Principal - Assistant Principal - Instructional Facilitator - 3rd Grade ELAR Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Collegiate Prep Elementary will implement focused ELAR interventions twice a week for 55 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.</p> <p><b>Strategy's Expected Result/Impact:</b> As students receive focused support, they will improve key reading and comprehension skills, narrowing the gap between their current level and grade-level expectations. Through targeted instruction and practice, students will master essential skills like summarizing, making inferences, and identifying the main idea. This will close learning gaps, improve performance on the STAAR Reading Assessment, and contribute to higher achievement across the school.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal  - Assistant Principal  - Instructional Specialist  - 3rd Grade ELAR Teachers</p> <p><b>Title I:</b>  2.4, 2.51, 2.53, 2.6  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 3rd Grade Scholars will spend a minimum of 40 minutes per week completing Exact Path lessons and assessments within their Individual Learning Plan. This time will be used to practice skills and strategies personalized to their learning needs, reinforcing areas of weakness and building mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> By integrating Exact Path with targeted interventions based on NWEA data, students will receive personalized support to close skill gaps in Reading and Math. This approach will foster steady academic growth, with students mastering key skills at a rate that supports their overall academic success. Students are expected to master 2 skills (earning two "trophies") per marking period.</p> <ul style="list-style-type: none"> <li>- Increased performance on Exact Path and Study Island.</li> <li>- Increased performance on common and district assessments.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> - Principal</p> <ul style="list-style-type: none"> <li>- Assistant Principal</li> <li>- Instructional Facilitator</li> <li>- 3rd Grade ELAR Teachers</li> </ul> <p><b>Title I:</b> 2.4, 2.52, 2.53, 2.533, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Collegiate Prep Elementary Scholars will utilize Study Island as a tool for reinforcing grade-level TEKS in ELAR ensuring consistent academic growth and mastery of standards through regular, focused practice. Teachers will assign and complete one (1) standards-based lesson per week. Collegiate Prep Educators will regularly monitor student performance through Study Island's reports. Teachers will use the Blue Ribbon Report to assess student mastery and adjust instruction accordingly. Teachers and administrators will pull the Blue Ribbon report and analyze the data through Excel to calculate percentage results and track progress effectively.</p> <p>3rd Grade Scholars will complete the lessons, and their performance will be tracked, with the expectation that 80% of students score 80% or higher on completed lessons by the end of each 6-week grading period.</p> <ul style="list-style-type: none"> <li>- Review Study Island Report (6 Times a Grading Period)</li> <li>- Review Exact Path Report (6 Times a Grading Period)</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Students will complete the lessons, and their performance will be tracked, with the expectation that 80% of students score 80% or higher on completed lessons by the end of each 6-week grading period.</p> <p>Scholars will work toward earning 4 Blue Ribbons per content area each grading cycle (6 weeks), representing mastery of key concepts and standards in ELAR, Math, and Science.</p> <p>By integrating Study Island's standards-based lessons into weekly instruction, students will experience consistent practice and reinforcement of grade-level TEKS. This strategy will help ensure that a majority of students meet proficiency benchmarks each grading cycle, leading to higher academic achievement in ELAR, Math, and Science.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal</p> <ul style="list-style-type: none"> <li>- Assistant Principal</li> <li>- Instructional Facilitator</li> <li>- 3rd Grade ELAR Teachers</li> </ul> <p><b>Title I:</b> 2.4, 2.52, 2.53, 2.533, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</li> <li>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</li> </ul> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug





Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Scholars in 3rd 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. Scholars who are not meeting the 70% threshold will receive additional support and targeted instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> By completing weekly assignments in Sirius, students will have consistent opportunities to engage with and master key course standards, leading to improved academic performance. The target is for 80% of 3rd Grade scholars to score 70% or higher on completed standards lessons in 4 out of 6 attempts per marking period. This consistent practice will allow students to demonstrate progress toward mastering critical ELAR concepts.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal  - Assistant Principal  - Instructional Facilitator  - 3rd Grade ELAR Teachers</p> <p><b>Title I:</b>  2.4, 2.5, 2.51, 2.52, 2.53, 2.6, 4.2</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug
	N/A			

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Administrators and teachers will regularly collect and review student data from multiple assessment tools, including:</p> <p>DCCAs (3 times in the 1st semester)            STAAR Interim (once per year)            NWEA/MAP (3 times per year: BOY, MOY, EOY)</p> <p>After each assessment, educators will analyze student performance to determine areas of strength and areas that need improvement. This analysis will ensure that students are on track to master ELAR standards.</p> <p><b>Strategy's Expected Result/Impact:</b> By regularly reviewing data from DCCAs, STAAR Interim, and NWEA/MAP, administrators and teachers will be able to effectively monitor student progress toward mastering ELAR standards. This data-driven approach will allow for timely interventions, instructional adjustments, and improved academic outcomes for all students.</p> <ul style="list-style-type: none"> <li>- NWEA/MAP Projected Proficiency Goals - 65% (BOY)/70% (MOY)/75% (EOY)</li> <li>- MAP Goals: (70% of 3rd Grade Scholars will attain meets on the NWEA/MAP Screener Assessment)</li> <li>- DCCAs Goals; (Scholars will attain 75% Meets or Above)</li> <li>- STAAR Interim Goals: (Scholars will attain 75% Meets of the Reading STAAR Interim)</li> </ul> <p><b>Staff Responsible for Monitoring:</b> - Principal</p> <ul style="list-style-type: none"> <li>- Assistant Principal</li> <li>- Instructional Facilitator</li> <li>- 3rd Grade ELAR Teachers</li> </ul> <p><b>Title I:</b>            2.4, 2.52, 2.53, 2.533, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Build a foundation of reading and math</li> <li>- <b>ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</li> </ul> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> 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.</p> <p>Additional Professional Developments:            MTSS/LHT            Edmentum (Study Island and Exact Path)            Sirius            Visual Representations/Graphic Organizers, Annotations, etc.            Teacher Clarity (Lesson Frame)            Lesson Internalization            Actively Monitoring &amp; Academic Feedback            Cooperative Learning (Kagan Structures)            Content Development (Reading, Writing, RACE)</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal            -Assistant Principal            - Instructional Facilitator            - 3rd Grade Teachers</p> <p><b>Title I:</b>            2.4, 2.5, 2.51, 2.52, 2.53, 2.534, 2.6            - <b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Build a foundation of reading and math            - <b>ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,            Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Collegiate Prep Elementary administrators will conduct weekly walkthroughs in each grade-level ELAR classroom to observe and assess the effectiveness of instructional practices. These walkthroughs will focus on identifying strengths and areas for improvement in teaching strategies, student engagement, and learning outcomes. Administrators will provide constructive feedback to teachers within 48 hours. This feedback will be specific, actionable, and aimed at promoting growth in instructional practices.</p> <p>(Administrators will conduct walkthroughs on all content areas)</p> <p>During walkthroughs, administrators will observe key aspects of ELAR instruction, such as:</p> <ul style="list-style-type: none"> <li>- Instructional delivery (clarity, pacing, and engagement)</li> <li>- Student participation (active learning and engagement in tasks)</li> <li>- Use of instructional materials (alignment with standards and lesson objectives)</li> <li>- Classroom environment (organization, student behavior, and focus)</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> By conducting regular walkthroughs and providing timely, constructive feedback, administrators will support the growth of ELAR teachers, leading to improved instructional quality. This ongoing feedback loop will result in more effective teaching practices, greater student engagement, and higher academic achievement in ELAR classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal  - Assistant Principal  - Instructional Facilitator</p> <p><b>Title I:</b>  2.4, 2.5, 2.51, 2.53, 2.534, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools</li> <li>- <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</li> </ul> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug



Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Collegiate Prep Elementary will host parent meetings for 3rd-5th grade families to review 2024 assessment data and provide resources to support scholars' preparation for the 2025 STAAR exam. These meetings will equip parents with a clear understanding of their child's academic performance, including strengths and areas for growth, empowering them to take an active role in their child's educational journey.</p> <p><b>Strategy's Expected Result/Impact:</b> As a result of these parent meetings, families will be better informed about their child's academic progress and equipped with strategies and resources to support learning at home. This increased parental engagement is expected to contribute to improved student performance on the 2025 STAAR assessment and greater overall academic success.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal - Assistant Principal - Instructional Facilitator - 3rd Grade ELAR Teachers</p> <p><b>Title I:</b> 2.4, 2.51, 2.53, 2.6, 4.1, 4.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> According to the 2023-2024 Math STAAR data, 57% of 4th Grade scholars met the passing standards, and 22% mastered grade-level content. The performance in 4th grade was lower compared to 3rd and 5th grade scholars. <b>Root Cause:</b> 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. Additionally, 4th-grade teachers may face challenges in addressing the diverse needs of students, leading to difficulty in achieving grade-level mastery.</p>
<p><b>Problem Statement 3:</b> According to the 2023-2024 Reading STAAR data, 89% of 3rd-grade scholars were approaching grade level, 65% met the passing standards, and 29% mastered grade-level content. <b>Root Cause:</b> 3rd-grade scholars may have gaps in foundational literacy skills, possibly stemming from inconsistent instruction or limited exposure to high-quality early reading experiences.</p>

**Goal 2:** Increase the percentage of 3rd grade (all students) scholars reading at or above grade level

**Performance Objective 2:** By May 2025, 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 75%.

95% will achieve Approaches Grade Level

75% will achieve Meets or Above Grade Level

40% will achieve Masters Grade Level

**Evaluation Data Sources:** - Previous year STAAR Performance data.

- District Assessment (DCCA) Performance Data

- STAAR Interim Performance Data (Reading)

- STAAR 4th Grade Reading STAAR Test

- NWEA Projected Proficiency Report (BOY, MOY, EOY)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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, data-driven discussions, and the sharing of effective teaching practices.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal                      - Assistant Principal                      - Instructional Facilitator                      - 3rd-5th Grade ELAR Teachers</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6  <b>- TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Collegiate Prep Elementary educators (4th Grade ELAR) will provide high-quality Tier 1 ELAR instruction weekly to all students, leveraging district-approved instructional materials, including HMH, Lowman's, and Sirius, to foster a rigorous and engaging learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Using high-quality, district-approved materials will provide educators with clear, structured resources that are aligned with best practices, enabling them to focus on effective teaching strategies. The use of engaging, rigorous, and standards-aligned instructional materials will actively engage students, making lessons more relevant and meaningful.</p> <p>- 65% to 75% Meets on the 2025 STAAR Reading Assessment</p> <p><b>Staff Responsible for Monitoring:</b> - Principal  - Assistant Principal  - Instructional Facilitator  - 4th Grade ELAR Teachers</p> <p><b>Title I:</b>  2.4, 2.5, 2.51, 2.52, 2.53  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Collegiate Prep Elementary will implement focused ELAR interventions twice a week for 55 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.</p> <p><b>Strategy's Expected Result/Impact:</b> As students receive focused support, they will improve key reading and comprehension skills, narrowing the gap between their current level and grade-level expectations. Through targeted instruction and practice, students will master essential skills like summarizing, making inferences, and identifying the main idea. This will close learning gaps, improve performance on the STAAR Reading Assessment, and contribute to higher achievement across the school.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal  - Assistant Principal  - Instructional Specialist  - 4th Grade ELAR Teachers</p> <p><b>Title I:</b>  2.4, 2.5, 2.51, 2.53, 2.6  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 3rd Grade Scholars will spend a minimum of 40 minutes per week completing Exact Path lessons and assessments within their Individual Learning Plan with a goal of 90% of scholars mastering 2 skills (earning two "trophies") per marking period. This time will be used to practice skills and strategies personalized to their learning needs, reinforcing areas of weakness and building mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> By integrating Exact Path with targeted interventions based on NWEA data, students will receive personalized support to close skill gaps in Reading and Math. This approach will foster steady academic growth, with students mastering key skills at a rate that supports their overall academic success.</p> <ul style="list-style-type: none"> <li>- Increased performance on Exact Path and Study Island.</li> <li>- Increased performance on common and district assessments.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> - Principal</p> <ul style="list-style-type: none"> <li>- Assistant Principal</li> <li>- Instructional Facilitator</li> <li>- 4th Grade ELAR Teachers</li> </ul> <p><b>Title I:</b> 2.4, 2.52, 2.53, 2.533, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Collegiate Prep Elementary Scholars will utilize Study Island as a tool for reinforcing grade-level TEKS in ELAR ensuring consistent academic growth and mastery of standards through regular, focused practice. Teachers will assign and complete one (1) standards-based lesson per week. Collegiate Prep Educators will regularly monitor student performance through Study Island's reports. Teachers will use the Blue Ribbon Report to assess student mastery and adjust instruction accordingly. Teachers and administrators will pull the Blue Ribbon report and analyze the data through Excel to calculate percentage results and track progress effectively.</p> <p>3rd Grade Scholars will complete the lessons, and their performance will be tracked, with the expectation that 80% of students score 80% or higher on completed lessons by the end of each 6-week grading period.</p> <ul style="list-style-type: none"> <li>- Review Study Island Report (6 Times a Grading Period)</li> <li>- Review Exact Path Report (6 Times a Grading Period)</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Students will complete the lessons, and their performance will be tracked, with the expectation that 80% of students score 80% or higher on completed lessons by the end of each 6-week grading period.</p> <p>Scholars will work toward earning 4 Blue Ribbons per content area each grading cycle (6 weeks), representing mastery of key concepts and standards in ELAR, Math, and Science.</p> <p>By integrating Study Island's standards-based lessons into weekly instruction, students will experience consistent practice and reinforcement of grade-level TEKS. This strategy will help ensure that a majority of students meet proficiency benchmarks each grading cycle, leading to higher academic achievement in ELAR, Math, and Science.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal</p> <ul style="list-style-type: none"> <li>- Assistant Principal</li> <li>- Instructional Facilitator</li> <li>- 4th Grade ELAR Teachers</li> </ul> <p><b>Title I:</b> 2.4, 2.52, 2.53, 2.533, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</li> <li>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</li> </ul> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug





Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Scholars in 4th 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. Scholars who are not meeting the 70% threshold will receive additional support and targeted instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> By completing weekly assignments in Sirius, students will have consistent opportunities to engage with and master key course standards, leading to improved academic performance. The target is for 80% of 3rd Grade scholars to score 70% or higher on completed standards lessons in 4 out of 6 attempts per marking period. This consistent practice will allow students to demonstrate progress toward mastering critical ELAR concepts.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal  - Assistant Principal  - Instructional Facilitator  - 4th Grade ELAR Teachers</p> <p><b>Title I:</b>  2.4, 2.5, 2.51, 2.52, 2.53, 2.6, 4.2</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Administrators and teachers will regularly collect and review student data from multiple assessment tools, including:</p> <p>DCCAs (3 times in the 1st semester)            STAAR Interim (once per year)            NWEA/MAP (3 times per year: BOY, MOY, EOY)</p> <p>After each assessment, educators will analyze student performance to determine areas of strength and areas that need improvement. This analysis will ensure that students are on track to master ELAR standards.</p> <p><b>Strategy's Expected Result/Impact:</b> By regularly reviewing data from DCCAs, STAAR Interim, and NWEA/MAP, administrators and teachers will be able to effectively monitor student progress toward mastering ELAR standards. This data-driven approach will allow for timely interventions, instructional adjustments, and improved academic outcomes for all students.</p> <ul style="list-style-type: none"> <li>- NWEA/MAP Projected Proficiency Goals - 65% (BOY)/70% (MOY)/75% (EOY)</li> <li>- MAP Goals: (70% of 3rd Grade Scholars will attain meets on the NWEA/MAP Screener Assessment)</li> <li>- DCCAs Goals; (Scholars will attain 75% Meets or Above)</li> <li>- STAAR Interim Goals: (Scholars will attain 75% Meets of the Reading STAAR Interim)</li> </ul> <p><b>Staff Responsible for Monitoring:</b> - Principal</p> <ul style="list-style-type: none"> <li>- Assistant Principal</li> <li>- Instructional Facilitator</li> <li>- 3rd - 5th Grade ELAR Teachers</li> </ul> <p><b>Title I:</b>            2.4, 2.52, 2.53, 2.533, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Build a foundation of reading and math</li> <li>- <b>ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,            Lever 5: Effective Instruction</li> </ul> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug



Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> 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.</p> <p>Additional Professional Developments:</p> <ul style="list-style-type: none"> <li>- Edmentum (Study Island and Exact Path)</li> <li>- Sirius</li> <li>- Visual Representations/Graphic Organizers, Annotations, etc.</li> <li>- Lesson Internalization</li> <li>- Actively Monitoring &amp; Academic Feedback</li> <li>- Cooperative Learning (Kagan Structures)</li> <li>- Content Development (Reading, Writing, RACE)</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal</p> <ul style="list-style-type: none"> <li>-Assistant Principal</li> <li>- Instructional Facilitator</li> <li>- 4th Grade ELAR Teachers</li> </ul> <p><b>Title I:</b> 2.4, 2.5, 2.51, 2.52, 2.53, 2.534, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</li> <li>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</li> </ul> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Collegiate Prep Elementary administrators will conduct weekly walkthroughs in each grade-level ELAR classroom to observe and assess the effectiveness of instructional practices. These walkthroughs will focus on identifying strengths and areas for improvement in teaching strategies, student engagement, and learning outcomes. Administrators will provide constructive feedback to teachers within 48 hours. This feedback will be specific, actionable, and aimed at promoting growth in instructional practices.</p> <p>(Administrators will conduct walkthroughs on all content areas)</p> <p>During walkthroughs, administrators will observe key aspects of ELAR instruction, such as:</p> <ul style="list-style-type: none"> <li>- Instructional delivery (clarity, pacing, and engagement)</li> <li>- Student participation (active learning and engagement in tasks)</li> <li>- Use of instructional materials (alignment with standards and lesson objectives)</li> <li>- Classroom environment (organization, student behavior, and focus)</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> By conducting regular walkthroughs and providing timely, constructive feedback, administrators will support the growth of ELAR teachers, leading to improved instructional quality. This ongoing feedback loop will result in more effective teaching practices, greater student engagement, and higher academic achievement in ELAR classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal - Assistant Principal - Instructional Facilitator</p> <p><b>Title I:</b> 2.4, 2.5, 2.51, 2.53, 2.534, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</li> <li>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</li> </ul> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 3:</b> According to the 2023-2024 Reading STAAR data, 89% of 3rd-grade scholars were approaching grade level, 65% met the passing standards, and 29% mastered grade-level content. <b>Root Cause:</b> 3rd-grade scholars may have gaps in foundational literacy skills, possibly stemming from inconsistent instruction or limited exposure to high-quality early reading experiences.</p>

**Goal 2:** Increase the percentage of 3rd grade (all students) scholars reading at or above grade level

**Performance Objective 3:** By May 2025, 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
- 80% will achieve Meets or Above Grade Level
- 55% will achieve Masters Grade Level

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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, data-driven discussions, and the sharing of effective teaching practices.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal                      - Assistant Principal                      - Instructional Facilitator                      - 3rd-5th Grade ELAR Teachers</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6  <b>- TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Collegiate Prep Elementary educators (5th Grade ELAR) will provide high-quality Tier 1 ELAR instruction weekly to all students, leveraging district-approved instructional materials, including HMH, Lowman's, and Sirius, to foster a rigorous and engaging learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Using high-quality, district-approved materials will provide educators with clear, structured resources that are aligned with best practices, enabling them to focus on effective teaching strategies. The use of engaging, rigorous, and standards-aligned instructional materials will actively engage students, making lessons more relevant and meaningful.</p> <p>- 65% to 75% Meets on the 2025 STAAR Reading Assessment</p> <p><b>Staff Responsible for Monitoring:</b> - Principal  - Assistant Principal  - Instructional Facilitator  - 5th Grade ELAR Teacher</p> <p><b>Title I:</b>  2.4, 2.5, 2.51, 2.52, 2.53  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Collegiate Prep Elementary will implement focused ELAR interventions twice a week for 55 minutes, specifically designed to support students in closing learning gaps, enhancing their reading comprehension, summarization and 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.</p> <p><b>Strategy's Expected Result/Impact:</b> As students receive focused support, they will improve key reading and comprehension skills, narrowing the gap between their current level and grade-level expectations. Through targeted instruction and practice, students will master essential skills like summarizing, making inferences, and identifying the main idea. This will close learning gaps, improve performance on the STAAR Reading Assessment, and contribute to higher achievement across the school.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal  - Assistant Principal  - Instructional Specialist  - 5th Grade ELAR Teacher</p> <p><b>Title I:</b>  2.4, 2.5, 2.51, 2.53, 2.6  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 3rd Grade Scholars will spend a minimum of 40 minutes per week completing Exact Path lessons and assessments within their Individual Learning Plan with a goal of 90% of scholars mastering 2 skills (earning two "trophies") per marking period. This time will be used to practice skills and strategies personalized to their learning needs, reinforcing areas of weakness and building mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> By integrating Exact Path with targeted interventions based on NWEA data, students will receive personalized support to close skill gaps in Reading and Math. This approach will foster steady academic growth, with students mastering key skills at a rate that supports their overall academic success.</p> <ul style="list-style-type: none"> <li>- Increased performance on Exact Path and Study Island.</li> <li>- Increased performance on common and district assessments.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> - Principal</p> <ul style="list-style-type: none"> <li>- Assistant Principal</li> <li>- Instructional Facilitator</li> <li>- 5th Grade ELAR Teachers</li> </ul> <p><b>Title I:</b> 2.4, 2.52, 2.53, 2.533, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Collegiate Prep Elementary Scholars will utilize Study Island as a tool for reinforcing grade-level TEKS in ELAR ensuring consistent academic growth and mastery of standards through regular, focused practice. Teachers will assign and complete one (1) standards-based lesson per week. Collegiate Prep Educators will regularly monitor student performance through Study Island's reports. Teachers will use the Blue Ribbon Report to assess student mastery and adjust instruction accordingly.</p> <p>- Review Study Island Report (6 Times a Grading Period) - Review Exact Path Report (6 Times a Grading Period)</p> <p><b>Strategy's Expected Result/Impact:</b> Students will complete the lessons, and their performance will be tracked, with the expectation that 80% of students score 80% or higher on completed lessons by the end of each 6-week grading period.</p> <p>Scholars will work toward earning 4 Blue Ribbons per content area each grading cycle (6 weeks), representing mastery of key concepts and standards in ELAR, Math, and Science.</p> <p>By integrating Study Island's standards-based lessons into weekly instruction, students will experience consistent practice and reinforcement of grade-level TEKS. This strategy will help ensure that a majority of students meet proficiency benchmarks each grading cycle, leading to higher academic achievement in ELAR, Math, and Science.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal - Assistant Principal - Instructional Facilitator - 5th Grade ELAR Teacher</p> <p><b>Title I:</b> 2.4, 2.52, 2.53, 2.533, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug





Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Scholars in 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. Scholars who are not meeting the 70% threshold will receive additional support and targeted instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> By completing weekly assignments in Sirius, students will have consistent opportunities to engage with and master key course standards, leading to improved academic performance. The target is for 80% of 3rd Grade scholars to score 70% or higher on completed standards lessons in 4 out of 6 attempts per marking period. This consistent practice will allow students to demonstrate progress toward mastering critical ELAR concepts.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal  - Assistant Principal  - Instructional Facilitator  - 5th Grade ELAR Teacher</p> <p><b>Title I:</b>  2.4, 2.5, 2.51, 2.52, 2.53, 2.6, 4.2</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug



Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Administrators and teachers will regularly collect and review student data from multiple assessment tools, including:</p> <p>DCCAs (3 times in the 1st semester)            STAAR Interim (once per year)            NWEA/MAP (3 times per year: BOY, MOY, EOY)</p> <p>After each assessment, educators will analyze student performance to determine areas of strength and areas that need improvement. This analysis will ensure that students are on track to master ELAR standards.</p> <p><b>Strategy's Expected Result/Impact:</b> By regularly reviewing data from DCCAs, STAAR Interim, and NWEA/MAP, administrators and teachers will be able to effectively monitor student progress toward mastering ELAR standards. This data-driven approach will allow for timely interventions, instructional adjustments, and improved academic outcomes for all students.</p> <ul style="list-style-type: none"> <li>- NWEA/MAP Projected Proficiency Goals - 65% (BOY)/70% (MOY)/75% (EOY)</li> <li>- MAP Goals: (70% of 3rd Grade Scholars will attain meets on the NWEA/MAP Screener Assessment)</li> <li>- DCCAs Goals; (Scholars will attain 75% Meets or Above)</li> <li>- STAAR Interim Goals: (Scholars will attain 75% Meets of the Reading STAAR Interim)</li> </ul> <p><b>Staff Responsible for Monitoring:</b> - Principal</p> <ul style="list-style-type: none"> <li>- Assistant Principal</li> <li>- Instructional Facilitator</li> <li>- 3rd - 5th Grade ELAR Teachers</li> </ul> <p><b>Title I:</b>            2.4, 2.52, 2.53, 2.533, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Build a foundation of reading and math</li> <li>- <b>ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</li> </ul> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> 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.</p> <p>Additional Professional Developments:</p> <ul style="list-style-type: none"> <li>- MTSS/LHT</li> <li>- Edmentum (Study Island and Exact Path)</li> <li>- Sirius</li> <li>- Visual Representations/Graphic Organizers, Annotations, etc.</li> <li>- Teacher Clarity (Lesson Frame)</li> <li>- Lesson Internalization</li> <li>- Actively Monitoring &amp; Academic Feedback</li> <li>- Cooperative Learning (Kagan Structures)</li> <li>- Content Development (Reading, Writing, RACE)</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal</p> <ul style="list-style-type: none"> <li>-Assistant Principal</li> <li>- Instructional Facilitator</li> <li>- 4th Grade ELAR Teachers</li> </ul> <p><b>Title I:</b> 2.4, 2.5, 2.51, 2.52, 2.53, 2.534, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</li> <li>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</li> </ul> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Collegiate Prep Elementary administrators will conduct weekly walkthroughs in each grade-level ELAR classroom to observe and assess the effectiveness of instructional practices. These walkthroughs will focus on identifying strengths and areas for improvement in teaching strategies, student engagement, and learning outcomes. Administrators will provide constructive feedback to teachers within 48 hours. This feedback will be specific, actionable, and aimed at promoting growth in instructional practices. Administrators will focus on reinforcing effective strategies and offering suggestions for improvement.</p> <p>(Administrators will conduct walkthroughs on all content areas)</p> <p>During walkthroughs, administrators will observe key aspects of ELAR instruction, such as:</p> <ul style="list-style-type: none"> <li>- Instructional delivery (clarity, pacing, and engagement)</li> <li>- Student participation (active learning and engagement in tasks)</li> <li>- Use of instructional materials (alignment with standards and lesson objectives)</li> <li>- Classroom environment (organization, student behavior, and focus)</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> By conducting regular walkthroughs and providing timely, constructive feedback, administrators will support the growth of ELAR teachers, leading to improved instructional quality. This ongoing feedback loop will result in more effective teaching practices, greater student engagement, and higher academic achievement in ELAR classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal - Assistant Principal - Instructional Facilitator</p> <p><b>Title I:</b> 2.4, 2.5, 2.51, 2.53, 2.534, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</li> <li>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</li> </ul> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 3:</b> According to the 2023-2024 Reading STAAR data, 89% of 3rd-grade scholars were approaching grade level, 65% met the passing standards, and 29% mastered grade-level content. <b>Root Cause:</b> 3rd-grade scholars may have gaps in foundational literacy skills, possibly stemming from inconsistent instruction or limited exposure to high-quality early reading experiences.</p>

**Goal 3:** Increase the percentage of Algebra 1 scholars scoring Meets or Above

**Performance Objective 1:** By May 2025, Collegiate Prep Elementary School will increase the percentage of 3rd-grade scholars meeting grade-level standards on the 2025 STAAR Math Assessment from 62% to 72%.

- 90% will achieve Approaches Grade Level
- 72% will achieve Meets or Above Grade Level
- 30% will achieve Masters Grade Level

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Collegiate Prep Elementary Administrators and instructional leaders will conduct weekly walkthroughs across 3rd Grade Math teachers, focusing on observing classroom practices, teaching strategies, and student engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Rationale: 3rd Grade Math teachers have less than 3 years of experience in the classroom. Therefore, it is essential to provide weekly support for those teachers.</p> <p>By offering targeted support and actionable feedback, the school aims to enhance the quality of literacy instruction, foster professional growth, and ultimately improve student achievement in Math.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal - Assistant Principal - Instructional Facilitator</p> <p><b>Title I:</b> 2.4, 2.5, 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2, 5</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Collegiate Prep Elementary will integrate collaborative learning and Kagan strategies in 3rd Grade Math classrooms to increase student engagement, enhance peer interactions, and improve mastery of math concepts. Through structured cooperative activities, students will develop critical thinking, problem-solving skills, and a deeper understanding of mathematical content.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaborative tasks will promote deeper understanding of mathematical concepts, as students work together to analyze problems, share strategies, and solve challenges. The use of cooperative learning and Kagan strategies is expected to improve student performance in math, as students benefit from diverse perspectives and greater opportunities to practice and reinforce key concepts.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal  - Assistant Principal  - Instructional Facilitator  - 3rd Grade Math Teachers</p> <p><b>Title I:</b>  2.4, 2.5, 2.51, 2.53, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Feb	Apr	June	Aug
	N/A			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Collegiate Prep Elementary will conduct targeted professional development sessions during weekly Professional Learning Community (PLC) meetings, focusing on data analysis and the effective use of Edugence and other platforms. These sessions aim to enhance 3rd Grade Math teachers' content knowledge, pedagogy, and lesson delivery to improve instructional decision-making and student achievement.</p> <p>Additional Professional Developments:</p> <ul style="list-style-type: none"> <li>- RDW - Read Draw Write Process</li> <li>- AVID Note Taking</li> <li>- Edugence/Data Analysis</li> <li>- MTSS/LHT</li> <li>- Edmentum</li> <li>- Study Island</li> <li>- Sirius</li> <li>- Visual Representations/Graphic Organizers, Annotations, etc.</li> <li>- Lesson Internalization</li> <li>- Actively Monitoring &amp; Academic Feedback</li> <li>- Cooperative Learning (Kagan Structures)</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p>Through targeted professional development during PLC meetings, Collegiate Prep Elementary aims to strengthen 3rd Grade Math teachers' ability to make data-informed instructional decisions, improve content delivery, and enhance pedagogical practices. The expected outcomes include:</p> <p><b>Staff Responsible for Monitoring:</b> - Principal</p> <ul style="list-style-type: none"> <li>- Assistant Principal</li> <li>- Instructional Facilitator</li> <li>- 3rd Grade Math Teachers</li> </ul> <p><b>Title I:</b> 2.4, 2.5, 2.51, 2.53, 2.533, 2.534, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Collegiate Prep Elementary will designate dedicated time each week for all 2nd-5th Grade Math and Science teachers to engage in structured Professional Learning Community (PLC) meetings. These meetings will foster collaboration, data-driven discussions, and the sharing of best teaching practices to improve instructional quality and student outcomes.</p> <p>Each PLC meeting will follow a structured protocol to ensure that time is used effectively and consistently. Protocols will include:</p> <ul style="list-style-type: none"> <li>- Data Analysis: Teachers will review student performance data, including formative assessments, standardized test results, and progress monitoring tools.</li> <li>- Collaborative Planning: Teachers will work together to plan lessons, share strategies, and create resources that align with the curriculum and target student needs.</li> <li>- Problem-Solving Sessions: Teachers will address challenges they are facing in their classrooms, such as differentiated instruction or student engagement, and collaboratively find solutions.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> By designating dedicated time for PLC meetings, Collegiate Prep Elementary will foster a culture of collaboration, professional growth, and data-driven decision-making among 2nd-5th Grade Math and Science teachers. The expected outcomes include:</p> <ul style="list-style-type: none"> <li>- Increased instructional effectiveness due to shared strategies and data-informed practices.</li> <li>- Enhanced student achievement as teachers work collaboratively to address student needs.</li> <li>- A stronger sense of professional community among teachers, leading to continuous improvement in teaching and learning.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> -Principal  - Assistant Principal  - Instructional Facilitator  - 2nd - 5th Grade Math Teachers</p> <p><b>Title I:</b>  2.4, 2.5, 2.51, 2.52, 2.53, 2.533, 2.534, 2.6</p> <ul style="list-style-type: none"> <li>- <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</li> </ul> <p><b>Problem Statements:</b> Student Learning 2, 5</p>	Formative			Summative
	Feb	Apr	June	Aug
	N/A			

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Collegiate Prep Elementary 3rd Grade Math teachers will implement focused math interventions twice a week for 55 minutes to support students in closing learning gaps, enhancing their math computation, comprehension, and building confidence in their mathematical abilities. These sessions will provide personalized instruction that targets essential skills, reinforces key mathematical concepts, and addresses individual learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> As students receive focused support, they will improve key reading and comprehension skills, narrowing the gap between their current level and grade-level expectations. Students will demonstrate measurable progress in closing gaps in their mathematical understanding, particularly in problem-solving and critical thinking. This will close learning gaps, improve performance on the STAAR Reading Assessment, and contribute to higher achievement across the school.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal  - Assistant Principal  - Instructional Specialist  - 3rd Grade Math Teachers</p> <p><b>Title I:</b>  2.4, 2.51, 2.53, 2.6  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 5</p>	Formative			Summative
	Feb	Apr	June	Aug



Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 3rd Grade Scholars will spend a minimum of 40 minutes per week completing Exact Path lessons and assessments within their Individual Learning Plan with a goal of 90% of scholars mastering 2 skills (earning two "trophies") per marking period. This time will be used to practice skills and strategies personalized to their learning needs, reinforcing areas of weakness and building mastery. Over time, these interventions are expected to lead to improved student performance on assessments, contributing to higher achievement levels in math.</p> <p><b>Strategy's Expected Result/Impact:</b> By integrating Exact Path with targeted interventions based on NWEA data, students will receive personalized support to close skill gaps in Reading and Math. This approach will foster steady academic growth, with students mastering key skills at a rate that supports their overall academic success.</p> <ul style="list-style-type: none"> <li>- Increased performance on Exact Path and Study Island.</li> <li>- Increased performance on common and district assessments.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> - Principal</p> <ul style="list-style-type: none"> <li>- Assistant Principal</li> <li>- Instructional Facilitator</li> <li>- 3rd Grade Math Teachers</li> </ul> <p><b>Title I:</b> 2.4, 2.52, 2.53, 2.533, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Collegiate Prep Elementary Scholars will utilize Study Island as a tool for reinforcing grade-level TEKS in math ensuring consistent academic growth and mastery of standards through regular, focused practice. Teachers will assign and complete one (1) standards-based lesson per week.</p> <p>Collegiate Prep Educators will regularly monitor student performance through Study Island's reports. Teachers will use the Blue Ribbon Report to assess student mastery and adjust instruction accordingly. Teachers and administrators will pull the Blue Ribbon report and analyze the data through Excel to calculate percentage results and track progress effectively.</p> <ul style="list-style-type: none"> <li>- Review Study Island Report (6 Times a Grading Period)</li> <li>- Review Exact Path Report (6 Times a Grading Period)</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Students will complete the lessons, and their performance will be tracked, with the expectation that 80% of students score 80% or higher on completed lessons by the end of each 6-week grading period.</p> <p>Scholars will work toward earning 4 Blue Ribbons per content area each grading cycle (6 weeks), representing mastery of key concepts and standards in ELAR, Math, and Science.</p> <p>By integrating Study Island's standards-based lessons into weekly instruction, students will experience consistent practice and reinforcement of grade-level TEKS. This strategy will help ensure that a majority of students meet proficiency benchmarks each grading cycle, leading to higher academic achievement in ELAR, Math, and Science.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal</p> <ul style="list-style-type: none"> <li>- Assistant Principal</li> <li>- Instructional Facilitator</li> <li>- 3rd Grade ELAR Teachers</li> </ul> <p><b>Title I:</b> 2.4, 2.52, 2.53, 2.533, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</li> <li>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</li> </ul> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Scholars in 3rd grade Math classes will complete one weekly standards-based assignment in Sirius. These assignments will be designed to align with grade-level math standards and reinforce key priority skills. Teachers will closely monitor student performance on these weekly assignments, ensuring students are consistently meeting the set performance goals. Scholars who are not meeting the 70% threshold will receive additional support and targeted instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> By completing weekly assignments in Sirius, students will have consistent opportunities to engage with and master key course standards, leading to improved academic performance. The target is for 80% of 3rd Grade scholars to score 70% or higher on completed standards lessons in 4 out of 6 attempts per marking period. This consistent practice will allow students to demonstrate progress toward mastering critical Math concepts.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal  - Assistant Principal  - Instructional Facilitator  - 3rd Grade Math Teachers</p> <p><b>Title I:</b>  2.4, 2.5, 2.51, 2.52, 2.53, 2.6  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Administrators and teachers will regularly collect and review student data from multiple assessment tools, including:</p> <p>DCCAs (3 times in the 1st semester)            STAAR Interim (once per year)            NWEA/MAP (3 times per year: BOY, MOY, EOY)</p> <p>After each assessment, educators will analyze student performance to determine areas of strength and areas that need improvement. This analysis will ensure that students are on track to master Math standards.</p> <p><b>Strategy's Expected Result/Impact:</b> By regularly reviewing data from DCCAs, STAAR Interim, and NWEA/MAP, administrators and teachers will be able to effectively monitor student progress toward mastering ELAR standards. This data-driven approach will allow for timely interventions, instructional adjustments, and improved academic outcomes for all students.</p> <ul style="list-style-type: none"> <li>- NWEA/MAP Projected Proficiency Goals - 65% (BOY)/70% (MOY)/75% (EOY)</li> <li>- MAP Goals: (70% of 3rd Grade Scholars will attain meets on the NWEA/MAP Screener Assessment)</li> <li>- DCCAs Goals; (Scholars will attain 75% Meets or Above)</li> <li>- STAAR Interim Goals: (Scholars will attain 75% Meets of the Reading STAAR Interim)</li> </ul> <p><b>Staff Responsible for Monitoring:</b> - Principal</p> <ul style="list-style-type: none"> <li>- Assistant Principal</li> <li>- Instructional Facilitator</li> <li>- 3rd Grade Math Teachers</li> </ul> <p><b>Title I:</b>            2.4, 2.52, 2.53, 2.533, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Build a foundation of reading and math</li> <li>- <b>ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</li> </ul> <p><b>Problem Statements:</b> Student Learning 2, 5</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Collegiate Prep Elementary educators will provide high-quality Tier 1 Math instruction weekly to all students, leveraging district-approved instructional materials, including Lowman's, Eureka Math, and Sirius, to foster a rigorous and engaging learning environment.</p> <p>3rd Grade will incorporate some components of the Eureka math curriculum such as fluency and the Read, Draw, Write process (RDW) to improve student computation skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Using high-quality, district-approved materials will provide educators with clear, structured resources that are aligned with best practices, enabling them to focus on effective teaching strategies. The use of engaging, rigorous, and standards-aligned instructional materials will actively engage students, making lessons more relevant and meaningful.</p> <p>- 65% to 75% Meets on the 2025 STAAR Reading Assessment</p> <p><b>Staff Responsible for Monitoring:</b> - Principal - Assistant Principal - Instructional Facilitator - 3rd Grade Math Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 5</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Administrators at Collegiate Prep Elementary will conduct weekly coaching sessions with 3rd Grade Math teachers to support instructional practices, promote effective teaching strategies, and enhance student achievement in math. These coaching sessions will focus on refining lesson delivery, addressing areas of need, and fostering continuous professional growth for teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Rationale: 3rd grade math teachers have less than 3 years of experience. Coaching is a necessary tool that can be used to improve.</p> <p>Teachers will refine their teaching methods, implement new strategies, and improve their overall math instruction. Increased Student Achievement: Enhanced instruction and effective coaching will lead to improved student outcomes in math, including stronger problem-solving skills, better comprehension of key math concepts, and higher assessment scores.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal - Assistant Principal - Instructional Facilitator - 3rd Grade Math Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.51, 2.52, 2.53, 2.6, 4.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Third-grade students will create visual tools daily to support computation, fact fluency, and problem-solving (e.g., student-created multiplication charts, place value charts, etc.), as demonstrated through DCCAs, exit tickets, and instructional walkthroughs. Teachers will work on fluency daily to ensure scholars master computation skills and learning of multiplication facts.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result of this strategy is that third-grade 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.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal - Assistant Principal - Instructional Facilitator - 3rd Grade Math Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.51, 2.53, 2.534, 2.535, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2, 5</p>	Formative			Summative
	Feb	Apr	June	Aug
	<p>N/A</p>			
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved conceptual understanding, as manipulatives allow students to physically engage with and explore mathematical ideas. Increased student participation and motivation, as hands-on activities promote active learning. Enhanced problem-solving skills and critical thinking as students manipulate objects to represent numbers and relationships.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal - Assistant Principal - Instructional Facilitator. - 3rd Grade Math Teachers</p> <p><b>Title I:</b> 2.4, 2.51, 2.52, 2.53, 2.533, 2.6, 4.2 <b>Problem Statements:</b> Student Learning 2, 5</p>	Formative			Summative
	Feb	Apr	June	Aug
	<p>N/A</p>			



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:

#### Student Learning

**Problem Statement 2:** According to the 2023-2024 Math STAAR data, 57% of 4th Grade scholars met the passing standards, and 22% mastered grade-level content. The performance in 4th grade was lower compared to 3rd and 5th grade scholars. **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. Additionally, 4th-grade teachers may face challenges in addressing the diverse needs of students, leading to difficulty in achieving grade-level mastery.

**Problem Statement 3:** According to the 2023-2024 Reading STAAR data, 89% of 3rd-grade scholars were approaching grade level, 65% met the passing standards, and 29% mastered grade-level content. **Root Cause:** 3rd-grade scholars may have gaps in foundational literacy skills, possibly stemming from inconsistent instruction or limited exposure to high-quality early reading experiences.

**Problem Statement 5:** According to the 2023-2024 Math STAAR data, 62% of 3rd Grade scholars met the passing standards, and 25% mastered grade-level content. **Root Cause:** The performance in 3rd-grade math may be due to gaps in foundational skills, inconsistent instructional strategies, or insufficient targeted support for struggling students.



**Goal 3:** Increase the percentage of Algebra 1 scholars scoring Meets or Above

**Performance Objective 2:** By May 2025, Collegiate Prep Elementary School will increase the percentage of 4th-grade scholars meeting grade-level standards on the 2025 STAAR Math Assessment from 57% to 65%.

- 90% will achieve Approaches Grade Level
- 65% will achieve Meets or Above Grade Level
- 30% will achieve Masters Grade Level

**High Priority**

- Evaluation Data Sources:** - Previous year STAAR Performance data.
- District Assessment (DCCA) Performance Data
  - STAAR Interim Performance Data (Reading)
  - STAAR 4th Grade Math STAAR Test
  - NWEA Projected Proficiency Report (BOY, MOY, EOY)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Collegiate Prep Elementary will conduct weekly walkthroughs for Math teachers and other content areas to observe instructional practices and provide timely, constructive feedback. These walkthroughs will focus on identifying strengths, addressing areas for growth, and ensuring alignment with curriculum standards and best practices.</p> <p><b>Strategy's Expected Result/Impact:</b> By offering targeted support and actionable feedback, the school aims to enhance the quality of literacy instruction, foster professional growth, and ultimately improve student achievement in math.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal - Assistant Principal - Instructional Facilitator</p> <p><b>Title I:</b> 2.4, 2.5, 2.51, 2.52, 2.531, 2.6</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Administrators at Collegiate Prep Elementary will conduct weekly coaching sessions with 4th Grade Math teachers to support instructional practices, promote effective teaching strategies, and enhance student achievement in math. These coaching sessions will focus on refining lesson delivery, addressing areas of need, and fostering continuous professional growth for teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Rationale: 3rd grade math teachers have less than 3 years of experience. Coaching is a necessary tool that can be used to improve.</p> <p>Teachers will refine their teaching methods, implement new strategies, and improve their overall math instruction. Increased Student Achievement: Enhanced instruction and effective coaching will lead to improved student outcomes in math, including stronger problem-solving skills, better comprehension of key math concepts, and higher assessment scores.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal - Assistant Principal - Instructional Facilitator - 4th Grade Math Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.51, 2.52, 2.53, 2.6, 4.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Collegiate Prep Elementary will conduct targeted professional development sessions during weekly Professional Learning Community (PLC) meetings, focusing on data analysis and the effective use of Edugence and other platforms. These sessions aim to enhance 4th Grade Math teachers' content knowledge, pedagogy, and lesson delivery to improve instructional decision-making and student achievement.</p> <p>Additional Professional Developments:</p> <ul style="list-style-type: none"> <li>- RDW - Read Draw Write Process</li> <li>- AVID Note Taking</li> <li>- Edugence/Data Analysis</li> <li>- Small Group Instruction</li> <li>- How to get students to master computation skills.</li> <li>- Cooperative Learning (Kagan Structures)</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p>Through targeted professional development during PLC meetings, Collegiate Prep Elementary aims to strengthen 3rd Grade Math teachers' ability to make data-informed instructional decisions, improve content delivery, and enhance pedagogical practices. The expected outcomes include:</p> <p><b>Staff Responsible for Monitoring:</b> - Principal</p> <ul style="list-style-type: none"> <li>- Assistant Principal</li> <li>- Instructional Facilitator</li> <li>- 4th Grade Math Teachers</li> </ul> <p><b>Title I:</b> 2.4, 2.5, 2.51, 2.53, 2.533, 2.534, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</li> <li>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</li> </ul> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Collegiate Prep Elementary will designate dedicated time each week for all 2nd-5th Grade Math and Science teachers to engage in structured Professional Learning Community (PLC) meetings. These meetings will foster collaboration, data-driven discussions, and the sharing of best teaching practices to improve instructional quality and student outcomes.</p> <p>Each PLC meeting will follow a structured protocol to ensure that time is used effectively and consistently. Protocols will include:</p> <ul style="list-style-type: none"> <li>- Data Analysis: Teachers will review student performance data, including formative assessments, standardized test results, and progress monitoring tools.</li> <li>- Collaborative Planning: Teachers will work together to plan lessons, share strategies, and create resources that align with the curriculum and target student needs.</li> <li>- Problem-Solving Sessions: Teachers will address challenges they are facing in their classrooms, such as differentiated instruction or student engagement, and collaboratively find solutions.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> By designating dedicated time for PLC meetings, Collegiate Prep Elementary will foster a culture of collaboration, professional growth, and data-driven decision-making among 2nd-5th Grade Math and Science teachers. The expected outcomes include:</p> <ul style="list-style-type: none"> <li>- Increased instructional effectiveness due to shared strategies and data-informed practices.</li> <li>- Enhanced student achievement as teachers work collaboratively to address student needs.</li> <li>- A stronger sense of professional community among teachers, leading to continuous improvement in teaching and learning.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> -Principal  - Assistant Principal  - Instructional Facilitator  - 2nd - 5th Grade Math Teachers</p> <p><b>Title I:</b>  2.4, 2.5, 2.51, 2.52, 2.53, 2.533, 2.534, 2.6</p> <ul style="list-style-type: none"> <li>- <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</li> </ul> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Collegiate Prep Elementary 4th Grade Math teacher will implement focused math interventions and small groups weekly for 30 - 45 minutes to support students in closing learning gaps, enhancing their math computation, comprehension, and building confidence in their mathematical abilities. These sessions will provide personalized instruction that targets essential skills, reinforces key mathematical concepts, and addresses individual learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> As students receive focused support, they will improve key reading and comprehension skills, narrowing the gap between their current level and grade-level expectations. Students will demonstrate measurable progress in closing gaps in their mathematical understanding, particularly in problem-solving and critical thinking. This will close learning gaps, improve performance on the STAAR Reading Assessment, and contribute to higher achievement across the school.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal  - Assistant Principal  - Instructional Specialist  - 4th Grade Math Teacher</p> <p><b>Title I:</b>  2.4, 2.51, 2.53, 2.6  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 4th Grade Scholars will spend a minimum of 40 minutes per week completing Exact Path lessons and assessments within their Individual Learning Plan with a goal of 90% of scholars mastering 2 skills (earning two "trophies") per marking period. This time will be used to practice skills and strategies personalized to their learning needs, reinforcing areas of weakness and building mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> By integrating Exact Path with targeted interventions based on NWEA data, students will receive personalized support to close skill gaps in Reading and Math. This approach will foster steady academic growth, with students mastering key skills at a rate that supports their overall academic success.</p> <ul style="list-style-type: none"> <li>- Increased performance on Exact Path and Study Island.</li> <li>- Increased performance on common and district assessments.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> - Principal</p> <ul style="list-style-type: none"> <li>- Assistant Principal</li> <li>- Instructional Facilitator</li> <li>- 4th Grade MathTeacher</li> </ul> <p><b>Title I:</b> 2.4, 2.52, 2.53, 2.533, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug





Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Collegiate Prep Elementary Scholars will utilize Study Island as a tool for reinforcing grade-level TEKS in math ensuring consistent academic growth and mastery of standards through regular, focused practice. Teachers will assign and complete one (1) standards-based lesson per week. Collegiate Prep Educators will regularly monitor student performance through Study Island's reports.</p> <p>Teachers will use the Blue Ribbon Report to assess student mastery and adjust instruction accordingly. Teachers and administrators will pull the Blue Ribbon report and analyze the data through Excel to calculate percentage results and track progress effectively.</p> <p>4th Grade Scholars will complete the lessons, and their performance will be tracked, with the expectation that 80% of students score 80% or higher on completed lessons by the end of each 6-week grading period.</p> <ul style="list-style-type: none"> <li>- Review Study Island Report (6 Times a Grading Period)</li> <li>- Review Exact Path Report (6 Times a Grading Period)</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Students will complete the lessons, and their performance will be tracked, with the expectation that 80% of students score 80% or higher on completed lessons by the end of each 6-week grading period.</p> <p>Scholars will work toward earning 4 Blue Ribbons per content area each grading cycle (6 weeks), representing mastery of key concepts and standards in ELAR, Math, and Science.</p> <p>By integrating Study Island's standards-based lessons into weekly instruction, students will experience consistent practice and reinforcement of grade-level TEKS. This strategy will help ensure that a majority of students meet proficiency benchmarks each grading cycle, leading to higher academic achievement in ELAR, Math, and Science.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal</p> <ul style="list-style-type: none"> <li>- Assistant Principal</li> <li>- Instructional Facilitator</li> <li>- 4th Grade Math Teachers</li> </ul> <p><b>Title I:</b> 2.4, 2.52, 2.53, 2.533, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</li> <li>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</li> </ul> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Collegiate Prep Elementary educators will provide high-quality Tier 1 Math instruction weekly to all students, leveraging district-approved instructional materials, including Lowman's, Eureka Math, and Sirius, to foster a rigorous and engaging learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Using high-quality, district-approved materials will provide educators with clear, structured resources that are aligned with best practices, enabling them to focus on effective teaching strategies. The use of engaging, rigorous, and standards-aligned instructional materials will actively engage students, making lessons more relevant and meaningful.</p> <p>- 65% to 75% Meets on the 2025 STAAR Reading Assessment</p> <p><b>Staff Responsible for Monitoring:</b> - Principal  - Assistant Principal  - Instructional Facilitator  - 4th Grade Math Teachers</p> <p><b>Title I:</b>  2.4, 2.5, 2.51, 2.52, 2.53  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 5</p>	Formative			Summative
	Feb	Apr	June	Aug



Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Scholars in 4th grade Math 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. Scholars who are not meeting the 70% threshold will receive additional support and targeted instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> By completing weekly assignments in Sirius, students will have consistent opportunities to engage with and master key course standards, leading to improved academic performance. The target is for 80% of 3rd Grade scholars to score 70% or higher on completed standards lessons in 4 out of 6 attempts per marking period. This consistent practice will allow students to demonstrate progress toward mastering critical Math concepts.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal  - Assistant Principal  - Instructional Facilitator  - 4th Grade Math Teacher</p> <p><b>Title I:</b>  2.4, 2.5, 2.51, 2.52, 2.53, 2.6  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Administrators and teachers will regularly collect and review student data from multiple assessment tools, including:</p> <p>DCCAs (3 times in the 1st semester)            STAAR Interim (once per year)            NWEA/MAP (3 times per year: BOY, MOY, EOY)</p> <p>After each assessment, educators will analyze student performance to determine areas of strength and areas that need improvement. This analysis will ensure that students are on track to master Math standards.</p> <p><b>Strategy's Expected Result/Impact:</b> By regularly reviewing data from DCCAs, STAAR Interim, and NWEA/MAP, administrators and teachers will be able to effectively monitor student progress toward mastering ELAR standards. This data-driven approach will allow for timely interventions, instructional adjustments, and improved academic outcomes for all students.</p> <ul style="list-style-type: none"> <li>- NWEA/MAP Projected Proficiency Goals - 65% (BOY)/70% (MOY)/75% (EOY)</li> <li>- MAP Goals: (70% of 3rd Grade Scholars will attain meets on the NWEA/MAP Screener Assessment)</li> <li>- DCCAs Goals; (Scholars will attain 75% Meets or Above)</li> <li>- STAAR Interim Goals: (Scholars will attain 75% Meets of the Reading STAAR Interim)</li> </ul> <p><b>Staff Responsible for Monitoring:</b> - Principal</p> <ul style="list-style-type: none"> <li>- Assistant Principal</li> <li>- Instructional Facilitator</li> <li>- 4th Grade Math Teacher</li> </ul> <p><b>Title I:</b>            2.4, 2.52, 2.53, 2.533, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Build a foundation of reading and math</li> <li>- <b>ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</li> </ul> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Collegiate Prep Elementary will integrate collaborative learning and Kagan strategies in 4th Grade Math classrooms to increase student engagement, enhance peer interactions, and improve mastery of math concepts. Through structured cooperative activities, students will develop critical thinking, problem-solving skills, and a deeper understanding of mathematical content.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaborative tasks will promote deeper understanding of mathematical concepts, as students work together to analyze problems, share strategies, and solve challenges. The use of cooperative learning and Kagan strategies is expected to improve student performance in math, as students benefit from diverse perspectives and greater opportunities to practice and reinforce key concepts.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal - Assistant Principal - Instructional Facilitator - 4th Grade Math Teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.51, 2.53, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Feb	Apr	June	Aug
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> According to the 2023-2024 Math STAAR data, 57% of 4th Grade scholars met the passing standards, and 22% mastered grade-level content. The performance in 4th grade was lower compared to 3rd and 5th grade scholars. <b>Root Cause:</b> 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. Additionally, 4th-grade teachers may face challenges in addressing the diverse needs of students, leading to difficulty in achieving grade-level mastery.</p>
<p><b>Problem Statement 3:</b> According to the 2023-2024 Reading STAAR data, 89% of 3rd-grade scholars were approaching grade level, 65% met the passing standards, and 29% mastered grade-level content. <b>Root Cause:</b> 3rd-grade scholars may have gaps in foundational literacy skills, possibly stemming from inconsistent instruction or limited exposure to high-quality early reading experiences.</p>
<p><b>Problem Statement 5:</b> According to the 2023-2024 Math STAAR data, 62% of 3rd Grade scholars met the passing standards, and 25% mastered grade-level content. <b>Root Cause:</b> The performance in 3rd-grade math may be due to gaps in foundational skills, inconsistent instructional strategies, or insufficient targeted support for struggling students.</p>

**Goal 3:** Increase the percentage of Algebra 1 scholars scoring Meets or Above

**Performance Objective 3:** By May 2025, Collegiate Prep Elementary School will increase the percentage of 5th-grade scholars meeting grade-level standards on the 2025 STAAR Math Assessment from 72% to 80%.

- 100% will achieve Approaches Grade Level
- 82% will achieve Meets Grade Level
- 40% will achieve Masters Grade Level

**High Priority**

**Evaluation Data Sources:** - Previous year STAAR Performance data.

- District Assessment (DCCA) Performance Data
- STAAR Interim Performance Data (Reading)
- STAAR 5th Grade Math STAAR Test
- NWEA Projected Proficiency Report (BOY, MOY, EOY)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Collegiate Prep Elementary educators will provide high-quality Tier 1 Math instruction weekly to all students, leveraging district-approved instructional materials, including Lowman's, Eureka Math, and Sirius, to foster a rigorous and engaging learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Using high-quality, district-approved materials will provide educators with clear, structured resources that are aligned with best practices, enabling them to focus on effective teaching strategies. The use of engaging, rigorous, and standards-aligned instructional materials will actively engage students, making lessons more relevant and meaningful.</p> <p>- 72% to 80% Meets on the 2025 STAAR Reading Assessment</p> <p><b>Staff Responsible for Monitoring:</b> - Principal                      - Assistant Principal                      - Instructional Facilitator                      - 5th Grade Teacher</p> <p><b>Title I:</b>                      2.4, 2.5, 2.51, 2.53, 2.6</p> <p>- <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Feb	Apr	June	Aug
	N/A			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Scholars in 5th grade Math 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. Scholars who are not meeting the 70% threshold will receive additional support and targeted instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> By completing weekly assignments in Sirius, students will have consistent opportunities to engage with and master key course standards, leading to improved academic performance. The target is for 80% of 3rd Grade scholars to score 70% or higher on completed standards lessons in 4 out of 6 attempts per marking period. This consistent practice will allow students to demonstrate progress toward mastering critical Math concepts.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal - Assistant Principal - Instructional Facilitator - 5th Grade Math Teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.51, 2.52, 2.53, 2.533, 2.6, 4.2</p>	Formative			Summative
	Feb	Apr	June	Aug
	N/A			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Collegiate Prep Elementary will integrate collaborative learning and Kagan strategies in 5th Grade Math classrooms to increase student engagement, enhance peer interactions, and improve mastery of math concepts. Through structured cooperative activities, students will develop critical thinking, problem-solving skills, and a deeper understanding of mathematical content.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaborative tasks will promote deeper understanding of mathematical concepts, as students work together to analyze problems, share strategies, and solve challenges. The use of cooperative learning and Kagan strategies is expected to improve student performance in math, as students benefit from diverse perspectives and greater opportunities to practice and reinforce key concepts.</p> <p><b>Title I:</b> 2.4, 2.5, 2.51, 2.52, 2.53, 2.535, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Feb	Apr	June	Aug
	N/A			





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Collegiate Prep Elementary 5th Grade Math teacher and other teacher will implement focused math interventions for 30 - 45 minutes twice a week to support students in closing learning gaps, enhancing their math computation, comprehension, and building confidence in their mathematical abilities. These sessions will provide personalized instruction that targets essential skills, reinforces key mathematical concepts, and addresses individual learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> As students receive focused support, they will improve key reading and comprehension skills, narrowing the gap between their current level and grade-level expectations. Students will demonstrate measurable progress in closing gaps in their mathematical understanding, particularly in problem-solving and critical thinking. This will close learning gaps, improve performance on the STAAR Reading Assessment, and contribute to higher achievement across the school.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal  - Assistant Principal  - Instructional Specialist  - 5th Grade Math Teacher</p> <p><b>Title I:</b>  2.4, 2.5, 2.51, 2.52, 2.53, 2.6  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Feb	Apr	June	Aug
	N/A			

**Goal 4:** Increase the percentage of scholars participating in extra-curricular or co-curricular activities

**Performance Objective 1:** By May 2025, Collegiate Preparatory Elementary will increase the percentage of scholars participating in extra-curricular activities to 90%.

- Evaluation Data Sources:** - Student surveys and campus activities.  
 - Teacher Participation in Extra-Curricular Activities.  
 - Number of Clubs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Offer a diverse range of extracurricular activities that cater to various student interests, including academic clubs, sports, arts, music, coding, and community service.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will feel more connected to the school community and more motivated to engage in activities beyond the classroom, which can improve their academic performance and social skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.531, 2.533, 2.534, 2.535</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Feb	Apr	June	Aug

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Only 44% of students reported feeling safe, with 56% responding neutral or negative when asked about their sense of safety. <b>Root Cause:</b> The absence of clear and consistent behavior expectations across classrooms and common areas contributed to unpredictable and unsafe environments. Additionally, unaddressed bullying incidents and ongoing peer conflicts have created an atmosphere where students may feel unsafe or uncomfortable.</p>

**Goal 5:** By May 2025, Collegiate Prep Elementary School will decrease the number of behavioral incidents, offenses, and referrals by 15%.

**Performance Objective 1:** By May 2025, Collegiate Prep Elementary will decrease the number of behavioral incidents by 15%.

**Evaluation Data Sources:** - Behavioral Data

- Restorative Aide
- Discipline Data
- Teacher Reports
- TAPR Reports
- Discipline Action Counts

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement proactive behavior management strategies, targeted social-emotional learning (SEL) initiatives, and consistent reinforcement of positive behavior expectations throughout the school.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of referrals and behavioral incidents by 15%.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal</p> <ul style="list-style-type: none"> <li>- Assistant Principal</li> <li>- School Counselor</li> <li>- Instructional Facilitator.</li> </ul> <p><b>Title I:</b> 2.51, 2.531, 2.533</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1, 3</p>	Formative			Summative
	Feb	Apr	June	Aug



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Collegiate Prep Elementary will implement regular monitoring and data-driven interventions to support a positive school climate and improve student behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Through consistent analysis of behavioral data, targeted support strategies, and proactive engagement with students, staff will work collaboratively to address behavioral trends and reinforce positive behavior expectations which will result in a decrease of behavioral incidents in the classroom and other areas of the building.</p> <p>Decrease the number of behavioral incidents by 15%.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal - Assistant Principal - Counselor - Instructional Facilitator.</p> <p><b>Title I:</b> 2.533, 2.534 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1, 3 <b>Funding Sources:</b> - 199- General Fund</p>	Formative			Summative
	Feb	Apr	June	Aug
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Scholars will be rewarded for displaying appropriate behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Referrals and behavioral incidents will decrease by 15%.</p> <p><b>Staff Responsible for Monitoring:</b> - Principal - Assistant Principal - Instructional Facilitator. - School Counselor.</p> <p><b>Title I:</b> 2.531, 2.533 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> - 199- General Fund</p>	Formative			Summative
	Feb	Apr	June	Aug



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Perceptions**

**Problem Statement 1:** Only 44% of students reported feeling safe, with 56% responding neutral or negative when asked about their sense of safety. **Root Cause:** The absence of clear and consistent behavior expectations across classrooms and common areas contributed to unpredictable and unsafe environments. Additionally, unaddressed bullying incidents and ongoing peer conflicts have created an atmosphere where students may feel unsafe or uncomfortable.

**Problem Statement 3:** Staff morale was recognized as an area of concern. Staff survey results indicate varying perceptions of morale at Collegiate Prep Elementary, with responses showing a distribution of 23% strongly agreeing, 30% agreeing, 13% neutral, 30% disagreeing, and 3% strongly disagreeing that morale is high. **Root Cause:** Staff identified administrator support and student behaviors as contributing factors.