Cedar Hill Independent School District

High Pointe Elementary School

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated

Mission Statement

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

Vision

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

Value Statement

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

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Discipline • In spite of a double increase in enrollment for the 2023-2024 school year, the percentage of referrals for male scholars decreased from 86.99% in May 2023 to 77.33% in May 2024.	Discipline • Although gender enrollment for this year of 50.85% female and 49.15% male for the 2024-2025 school year is similar to gender enrollment for the 2023- 2024 school year, male scholars in 2023 accumulated 77.33% of offenses submitted. • 21% of offenses submitted in 2023 fell under the "disruptive behavior" category • 21% of offenses submitted in 2023 fell under the "Hit" category.	ESF: 3.2: Proactive and responsive student support services • Effective use of Wayfinder to support students' SEL and social interactions. • Plan effective lessons that will require students to stay engaged in the planned activities for the class.

	Summary of Strengths	**Summary of Needs**	**Priorities**
Student Academic Achievement	Reading STAAR • Student performance in Meets and Masters from 2023 to 2024 increased • Domain 1 increased by 3 points (9%) for 4th Grade Reading. • The performance of the cohort of 4th to 5th graders ('23 to '24) increased by 9 points in Domain 1 Math STAAR • Domain 1 increased by 10 points for 4th Grade Math • Domain 1 increased by 4 points for 5th Grade Math • Student performance in Meets and above increased in 4th and 5th grade from '23 to '24 • The performance of the cohort of 4th to 5th graders ('23 to '24) increased by 5 points in Domain 1 Science STAAR • Student performance in Meets and above increased from '23 to '24.	Reading STAAR • Domain 1 decreased by 25 points (48%) for 3rd Grade Reading. • Domain 1 decreased by 2 points (4%) for 5th Grade Reading. • The performance of the cohort of 3rd to 4th graders ('23 to '24) decreased by 15 points in Domain 1 Math STAAR: • Domain 1 decreased by 16 points for 3rd Grade Math • Student performance in Meets and above decreased in 3rd grade from '23 to '24 • Overall math performance is lower than region and state averages. Science STAAR: • Overall performance in Domain 1 stayed the same.	ESF: 5.2: Build Teacher Capacity through Observation and Feedback Cycles • Focus on K-2 Literacy (fluency and comprehension). • Provide ongoing PD to build teacher efficacy • Strengthen Tier 1 instruction with effective design and delivery of lessons. ESF: 5.3: Data-Driven Instruction • Analyze data effectively to support students in small groups through content classes and LHT.

	Summary of Strengths	Summary of Needs	Priorities
Processes and Programs	• Instructional Specialist support through the RTI, LHT, and coaching.	• Determine how LHT time will be equitably executed with the required content minutes from the district.	ESF: 5.4: MTSS for students with learning gaps • All staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year.

	Summary of Strengths	Summary of Needs	Priorities
Perceptions	Truth Survey Results • Based on narrative response, some students felt their teacher cared for them. • Based on narrative response, some students felt like they could talk to their teacher as necessary.	Truth Survey Results • Effective communication with parents from teachers • Increase positive student relationships	ESF: 4.1: Daily use of high-quality instructional materials • Implement district's unit and daily lesson plans, aligned assessments, scope and sequence, and integrated supports to meet the needs of all students ESF: 3.3: Involving Family and Community • Use various forms of communication for parents • Get to know your students and implement restorative circles as necessary

Demographics

Demographics Summary

Scholars	Asian	7/397 = 1.76%
	Black/African-American	276/397 = 69.52%
	Hispanic-Latino	97/397 = 24.43%
	White	8/397 = 2.20%
	Two-or-More	9/397 = 2.27%
	High Frequency Scholars	259/397 = 63.4%
	Gifted Scholars	13/397 = 3.27%
	Choice Program Scholars	302/397 = 74% or 152/397 = 37%
Teachers	Fully Staffed in Core Tested Content	10/12 = 83%
	Certified	20/30 = 67%
	Non-Certified	10/30 = 33%
	First Year in Classroom	1/30 = 03%
	2+ Years on Current Campus	24/30 = 80%

Demographics Strengths

- In spite of a double digit increase in enrollment for the 2023-2024 school year, the percentage of referrals for male scholars decreased from 86.99% in May 2023 to 77.33% in May 2024.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Although gender enrollment for this year of 50.85% female and 49.15% male for the 2024-2025 school year is similar to gender enrollment for the 2023-2024 school year, male scholars in 2023 accumulated 77.33% of offenses submitted.   **Root Cause:** Lack on campus wide positive reinforcement systems for male scholars.
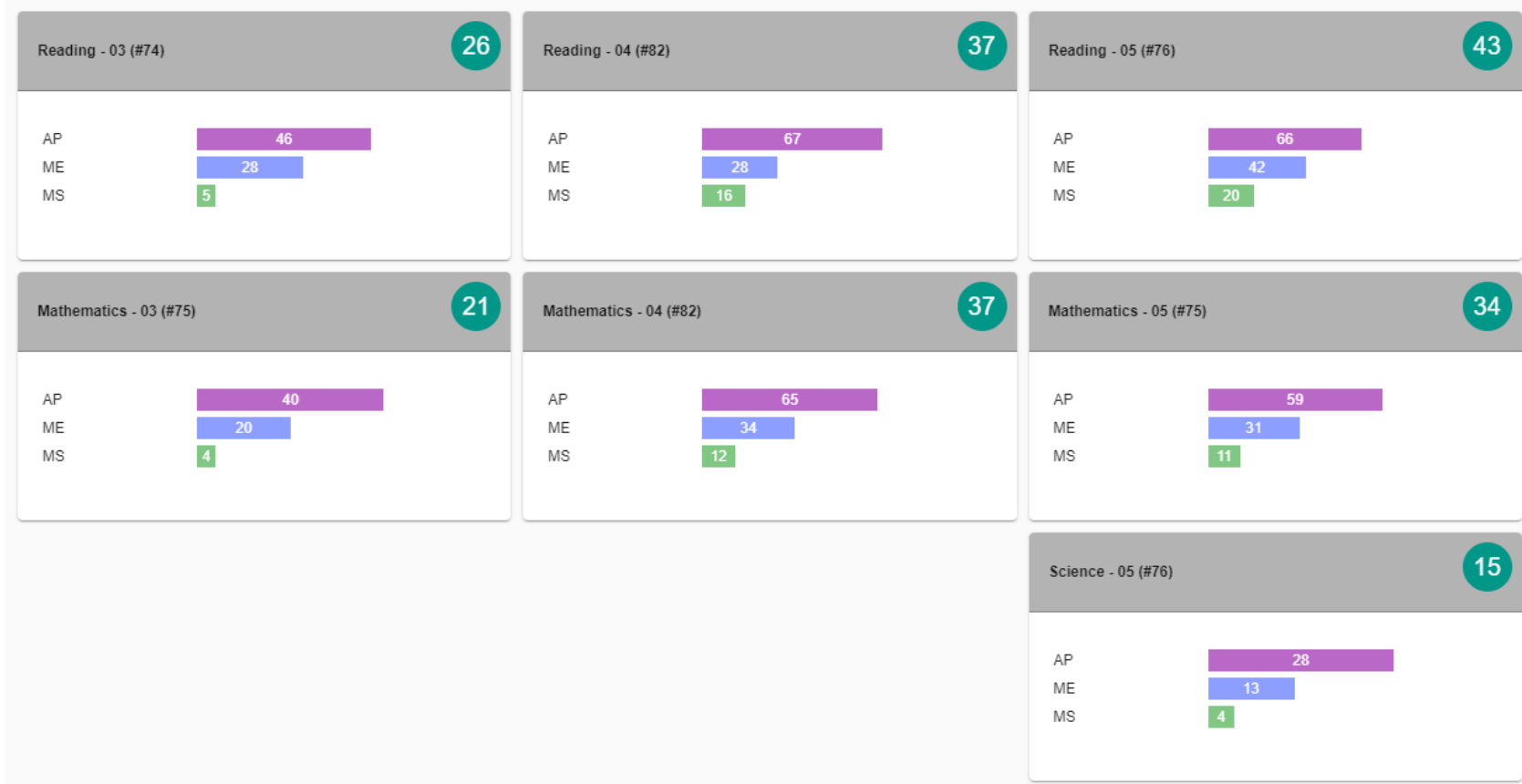
Student Learning

Student Learning Summary

HPE STAAR Performance
GOAL: STAAR Reading from 33% to 42%
GOAL: STAAR Math from 28% to 38%
GOAL: STAAR Science from 13% to 23%

Reading - 03 (#74)	26
AP	46
ME	28
MS	5

Reading - 04 (#82)	37
AP	67
ME	28
MS	16

Reading - 05 (#76)	43
AP	66
ME	42
MS	20

Mathematics - 03 (#75)	21
AP	40
ME	20
MS	4

Mathematics - 04 (#82)	37
AP	65
ME	34
MS	12

Mathematics - 05 (#75)	34
AP	59
ME	31
MS	11

Science - 05 (#76)	15
AP	28
ME	13
MS	4

Student Learning Strengths

Reading Strengths:

- Student performance in Meets and Masters from 2023 to 2024 increased
- Domain 1 increased by 3 points (9%) for 4th Grade Reading.
- The performance of the cohort of 4th to 5th graders ('23 to '24) increased by 9 points in Domain 1

Math Strengths:

- Domain 1 increased by 10 points for 4th Grade Math
- Domain 1 increased by 4 points for 5th Grade Math
- Student performance in Meets and above increased in 4th and 5th grade from '23 to '24
- The performance of the cohort of 4th to 5th graders ('23 to '24) increased by 5 points in Domain 1

Science Strengths:

- Student performance in Meets and above increase from '23 to '24.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): For STAAR Reading, with a 2024 goal of scholars scoring 50%, overall, 33% of scholars performed at the Meets level. 3rd Grade Reading - 28% Meets 4th Grade Reading - 28% Meets 5th Grade Reading - 42% Meets   **Root Cause:** Tier 1 instruction is not aligned with TEK rigor. Lack of Knowledge regarding rigor alignment to the SE. Lack of preparation regarding lesson design and delivery Lack of accountability Auditing systems need to be stronger with guiding feedback

Problem Statement 2 (Prioritized): For STAAR Math, with a 2024 goal of scholars scoring 50%, overall, 28% of scholars performed at the Meets level. 3rd Grade Math - 20% 4th Grade Math - 34% 5th Grade Math - 31%   **Root Cause:** Tier 1 instruction is not aligned with TEK rigor. Lack of Knowledge regarding rigor alignment to the SE. Lack of preparation regarding lesson design and delivery Lack of accountability Auditing systems need to be stronger with guiding feedback

Problem Statement 3 (Prioritized): For STAAR Science, 13% of 5th Grade scholars performed at the Meets level.   **Root Cause:** Tier 1 instruction is not aligned with TEK rigor. Lack of Knowledge regarding rigor alignment to the SE. Lack of preparation regarding lesson design and delivery Lack of accountability Auditing systems need to be stronger with guiding feedback

School Processes & Programs

School Processes & Programs Summary

Professional Development

- AVID Schoolwide best practices to support WICOR
- Kagan Strategies to support effective peer academic conversations
- Eureka Math for grades K-2nd

Support Services

- RTI practices to support scholars who need intense academic intervention
- Instructional Specialist support of orchestrating small group pull outs for academic reinforcement
- Campus implementation of Edmentum for Study Island and Exact Path
- Small Group Intervention to close learning gaps

Extracurricular Opportunities

- Scholars have opportunity to engage in Dance, Theatre Arts, Basketball, Cheer, Art, and Music after school

Technology Integration

- Campus implementation of Edmentum for Study Island and Exact Path
- Sirius program to supplement Tier 1 instruction

School Processes & Programs Strengths

- Great strides with scholars using Edmentum to close learning gaps and reinforce Tier 1 instruction
- Extracurricular opportunities for scholars afterschool

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Intervention practices do not appear to impact student achievement in a positive academic trend.   **Root Cause:** Lack of detailed planning for small group interventions.

Perceptions

Perceptions Summary

Youth Truth Survey

23-24

- Scholars overall thougtht teachers cared for them. Parents noted that effective communication was needed.

24-25 (Fall Semester)

- Overall, the parents feel the school is running smoother than last year.

- Parents want more communication related to student progress with grade entries, what scholars are learning to reinforce concepts at home.

Perceptions Strengths

Over the years, there has been an increase in family participation in the Youth Truth Survey:

Overall Response Rate

Survey Fielded	Survey Population	Number of Responses Received	Survey Response Rate
November 2024	140	55	39%
November 2023	152	53	35%
November 2022	348	31	9%
November 2021	325	28	9%

Parents' Perceptions of Culture Improved from 22/23 to 23/24 School Year.

**Culture Percent Positives: this table displays the percentage of res[ponses]
Agree). - Overall**

Selected Cohort: Typical CHISD school ^

Question	Your School - Nov 2024	Your School - Nov 2023
I am proud of my school.	64%	62%
My school runs smoothly.	67%	55%
I feel valued by my school.	60%	51%
My school creates a friendly environment.	69%	62%
My school's policies are administered fairly and consistently.	69%	55%
I believe in my school's mission.	77%	53%

Teacher/Parent Relationships Improved from 22/23 to 23/24 School Year.

Relationships Percent Positives: this table displays the percentage (Agree). - Overall

Selected Cohort: Typical CHISD school ^		
Question	Your School - Nov 2024	Your School - Nov 2023
Teachers treat families with respect.	83%	75%
Families and teachers care about each other.	70%	69%
Teachers and students care about each other.	77%	65%
I feel comfortable approaching the school administration about my concerns.	74%	73%
School administrators treat families with respect.	71%	71%
I feel comfortable approaching teachers about my child's progress.	94%	80%

Student/Teacher Relationships Improved from 22/23 to 23/24 School Year

Relationships Percent Positives: this table displays the percentage Overall

Selected Cohort: Typical CHISD school ^		
Question	Your School - Nov 2024	Your School - Nov 2023
Does your teacher give you extra help if you need it?	51%	39%
Do you like how your teacher treats you when you need help?	72%	59%
Do you think your teacher cares about you?	77%	68%
Is your teacher fair to you?	65%	51%
Does your teacher treat you with respect?	79%	68%

Parents' Perception of School Safety Improved from 22/23 to 23/24 School Year

School Safety Percent Positives: this table displays the percentage c[...]
Agree). - Overall

Selected Cohort: Typical CHISD school ^

Question	Your School - Nov 2024	Your School - Nov 2023
My child's learning environment is safe.	77%	62%
My child is safe from bullying during school.	54%	44%

Students' Perception of Belonging Improved from 22/23 to 23/24 School Year

Belonging Percent Positives: this table displays the percentage of r[...]

Selected Cohort: Typical CHISD school ^

Question	Your School - Nov 2024	Your School - Nov 2023
Can you be yourself with other students?	46%	46%
Are students friendly to you?	36%	27%
Do you feel like an important part of your school?	36%	33%
Do you feel safe at school?†	56%	39%

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents feel more consistent communication is needed.   **Root Cause:** Timelines of communication differs from teacher to teacher, as does the mode of communication.

Priority Problem Statements

Problem Statement 1: For STAAR Reading, with a 2024 goal of scholars scoring 50%, overall, 33% of scholars performed at the Meets level. 3rd Grade Reading - 28% Meets 4th Grade Reading - 28% Meets 5th Grade Reading - 42% Meets

Root Cause 1: Tier 1 instruction is not aligned with TEK rigor. Lack of Knowledge regarding rigor alignment to the SE. Lack of preparation regarding lesson design and delivery Lack of accountability Auditing systems need to be stronger with guiding feedback

Problem Statement 1 Areas: Student Learning

Problem Statement 2: For STAAR Math, with a 2024 goal of scholars scoring 50%, overall, 28% of scholars performed at the Meets level. 3rd Grade Math - 20% 4th Grade Math - 34% 5th Grade Math - 31%

Root Cause 2: Tier 1 instruction is not aligned with TEK rigor. Lack of Knowledge regarding rigor alignment to the SE. Lack of preparation regarding lesson design and delivery Lack of accountability Auditing systems need to be stronger with guiding feedback

Problem Statement 2 Areas: Student Learning

Problem Statement 3: For STAAR Science, 13% of 5th Grade scholars performed at the Meets level.

Root Cause 3: Tier 1 instruction is not aligned with TEK rigor. Lack of Knowledge regarding rigor alignment to the SE. Lack of preparation regarding lesson design and delivery Lack of accountability Auditing systems need to be stronger with guiding feedback

Problem Statement 3 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
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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
- 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

- Attendance data

- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Increase the percentage of scholars graduating College, Career & Military Ready from 80% to 82% by June 2025.

Performance Objective 1: Increase the number of students who are on track to meet SAT standards.

    High Priority

    Evaluation Data Sources: STAAR Reading and Math 2025 and EOY NWEA 2025

Strategy 1 Details		Reviews			
Strategy 1: Progress monitor student performance on DCCAs through data analysis		**Formative**			**Summative**
Strategy's Expected Result/Impact: Student progress will increase based on goals towards growth targets and intervention in fill in learning gaps		**Feb**	**Apr**	**June**	**Aug**
Staff Responsible for Monitoring: Teachers					
Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability					
Strategy 2 Details		Reviews			
Strategy 2: Increase the percentage of 5th grade scholars on track for meeting SAT standards.		**Formative**			**Summative**
Strategy's Expected Result/Impact: NWEA EOY		**Feb**	**Apr**	**June**	**Aug**
Staff Responsible for Monitoring: Teachers					
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Goal 2: Increase the percentage of Meets and Above for 3rd Grade from 28% to 36%, 4th Grade from 28% to 38%, and 5th Grade from 42% to 52% STAAR Reading 2025.

Performance Objective 1: Increase the percentage of Meets and Above from 33% to 42% for STAAR Reading 2025.
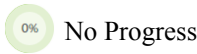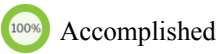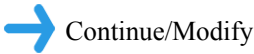
   High Priority

   Evaluation Data Sources: STAAR Reading 2025

Strategy 1 Details	Reviews			
Strategy 1: HPE teachers will focus on Tier 1 instructional delivery of research-based strategies within their daily lessons.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student STAAR Reading 2025 performance at 50% or more at the Meets and above levels.	**Feb**	**Apr**	**June**	**Aug**
Staff Responsible for Monitoring: Teachers, Administration, Instructional Specialists **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1				
Strategy 2 Details	Reviews			
Strategy 2: Classroom Discussions using Kagan Structures.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Peer academic conversations using content specific vocabulary.	**Feb**	**Apr**	**June**	**Aug**
Staff Responsible for Monitoring: Teachers, Administration **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** - 199- General Fund				

Strategy 3 Details	Reviews			

Strategy 3: AVID WICOR Strategies

	Formative			Summative
	Feb	**Apr**	**June**	**Aug**

Strategy's Expected Result/Impact: Performance increase from the use of WICOR Strategies of Writing, Inquiry, Collaboration, Organization, and Reading

Staff Responsible for Monitoring: Teacher, AVID Site Team

Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 1

Funding Sources: - 199- General Fund - $300

Strategy 4 Details	Reviews			

Strategy 4: Progress Monitoring by Data Analysis

	Formative			Summative
	Feb	**Apr**	**June**	**Aug**

Strategy's Expected Result/Impact: Teachers - Analyze data to inform instruction to increase student performance. Students - Monitor performance to set academic goals to improve performance.

Staff Responsible for Monitoring: Teacher, Administration, Instructional Specialist

Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Student Learning 1

Strategy 5 Details	Reviews			
Strategy 5: Response to Intervention and Extension	**Formative**			**Summative**
Strategy's Expected Result/Impact: Learning gaps will decrease by prescribing targeted lessons for scholars according to performance level. Resources include: Lowman's, Forte Ferrier, Sirius, Edmentum: Exact Path and Study Island.	**Feb**	**Apr**	**June**	**Aug**
Staff Responsible for Monitoring: Teacher, Administration, Instructional Specialist **Title I:** 2.4, 2.53, 2.533, 2.534 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** - 199- General Fund - $1,000				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: For STAAR Reading, with a 2024 goal of scholars scoring 50%, overall, 33% of scholars performed at the Meets level. 3rd Grade Reading - 28% Meets 4th Grade Reading - 28% Meets 5th Grade Reading - 42% Meets   **Root Cause**: Tier 1 instruction is not aligned with TEK rigor. Lack of Knowledge regarding rigor alignment to the SE. Lack of preparation regarding lesson design and delivery Lack of accountability Auditing systems need to be stronger with guiding feedback

Goal 3: Increase the percentage of Meets and Above for 3rd Grade from 20% to 30%, 4th Grade from 34% to 44%, and 5th Grade from 31% to 41% on STAAR Math 2025.

Performance Objective 1: Increase the percentage of Meets and Above from 28% to 38% for STAAR Math 2025.
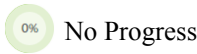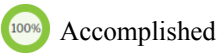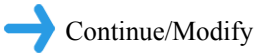
High Priority

Evaluation Data Sources: STAAR Math 2025

Strategy 1 Details	Reviews			
Strategy 1: HPE teachers will focus on Tier 1 instructional delivery of research-based strategies within their daily lessons.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student STAAR Math 2025 performance at 50% or more at the Meets and above levels.	**Feb**	**Apr**	**June**	**Aug**
Staff Responsible for Monitoring: Teachers, Administrators, Instructional Specialist **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2 **Funding Sources:** - 199- General Fund				

Strategy 2 Details	Reviews			
Strategy 2: Classroom Discussions using Kagan Structures.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Peer academic conversations using content specific vocabulary.	**Feb**	**Apr**	**June**	**Aug**
Staff Responsible for Monitoring: Teachers, Administration **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2 **Funding Sources:** - 199- General Fund - $300				

Strategy 3 Details	Reviews			
Strategy 3: AVID WICOR Strategies	**Formative**			**Summative**
Strategy's Expected Result/Impact: Performance increase from the use of WICOR Strategies of Writing, Inquiry, Collaboration, Organization, and Reading	**Feb**	**Apr**	**June**	**Aug**
Staff Responsible for Monitoring: Teachers, Administrators **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2				

Strategy 4 Details	Reviews			
Strategy 4: Progress Monitoring by Data Analysis	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers - Analyze data to inform instruction to increase student performance Students - Monitor performance to set academic goals. to improve performance.	**Feb**	**Apr**	**June**	**Aug**
Staff Responsible for Monitoring: Teachers, Administration **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2				

Strategy 5 Details	Reviews			
Strategy 5: Response to Intervention and Extension	Formative			Summative
Strategy's Expected Result/Impact: Learning gaps will decrease by prescribing targeted lessons for scholars according to performance level. Resources include: Lowman's, Forte Ferrier, Sirius, Edmentum: Exact Path and Study Island.	**Feb**	**Apr**	**June**	**Aug**
Staff Responsible for Monitoring: Teachers, Administration, Instructional Specialist **Title I:** 2.4, 2.5, 2.53, 2.533, 2.534, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2 **Funding Sources:** - 199- General Fund - $1,000				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: For STAAR Math, with a 2024 goal of scholars scoring 50%, overall, 28% of scholars performed at the Meets level. 3rd Grade Math - 20% 4th Grade Math - 34% 5th Grade Math - 31% **Root Cause**: Tier 1 instruction is not aligned with TEK rigor. Lack of Knowledge regarding rigor alignment to the SE. Lack of preparation regarding lesson design and delivery Lack of accountability Auditing systems need to be stronger with guiding feedback

Goal 4: Increase the percentage of scholars participating in extra-curricular or co-curricular activities with a maintenance of 90%.

Performance Objective 1: Increase student involvement in extra-curricular activities

High Priority

Evaluation Data Sources: Number of scholars participating in campus afterschool clubs.

Strategy 1 Details	Reviews			
Strategy 1: Promote clubs at various campus events: flyers, performances, newsletters, etc.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student participation in after school clubs.	**Feb**	**Apr**	**June**	**Aug**
Staff Responsible for Monitoring: Teachers, Administration **Title I:** 2.5, 2.531 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy**				
0% No Progress 100% Accomplished Continue/Modify ✖ Discontinue				