Cedar Hill Independent School District

Waterford Oaks Elementary School

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated

Board Approval Date: February 18, 2025
Public Presentation Date: February 19, 2025

Mission Statement

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

Vision

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

Motto

“One Dream, One Team, One Heartbeat”

Table of Contents

Comprehensive Needs Assessment 3
- Needs Assessment Overview 3
- Demographics 4
- Student Learning 5
- School Processes & Programs 7
- Perceptions 8

Priority Problem Statements 9
Comprehensive Needs Assessment Data Documentation 10
Goals 12
- Goal 1: Increase the percentage of scholars graduating College, Career & Military Ready from 80% to 82% by June 2025. 12
- Goal 2: Our campus goals for Reading STAAR are as follows: increase the number of 3rd grade scholars performing at Meets or above from 34% in 2024 to 44% by June 2025. increase the number of 4th grade scholars performing at Meets or above from 44% in 2024 to 54% by June 2025. increase the number of 5th grade scholars performing at Meets or above from 45% in 2024 to 55% by June 2025. 14
- Goal 3: Our campus goals for Math STAAR are as follows: increase the number of 3rd grade scholars performing at Meets or above from 34% in 2024 to 45% by June 2025. increase the number of 4th grade scholars performing at Meets or above from 32% in 2024 to 42% by June 2025. increase the number of 5th grade scholars performing at Meets or above from 36% in 2024 to 46% by June 2025. 16
- Goal 4: Maintain 90% scholar participation in extra-curricular or co-curricular activities. 18

Site Based Decision Making Committee 19

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Campus Needs Assessment for Waterford Oaks Elementary aims to identify strengths, challenges, and areas of growth to inform future improvement strategies and ensure that all students receive the best educational experience. The following overview summarizes key findings based on data from various sources, including student performance, teacher feedback, and school-wide initiatives.

Demographics

Demographics Summary

At Waterford Oaks, the student demographic consists primarily of Black/African-American students at 77.5%, Hispanic-Latino students at 16.7%, Asian students at 1%, White students at 0.77%, and Two-or-More students at 4.2%. Regarding staffing, the core content area is fully staffed with 100% of positions filled. Of the teachers, 55% are certified in core subjects, while 44% are non-certified. A small percentage, 8%, are in their first year teaching, while 72% of teachers have more than two years of experience at their current campus.

Demographics Strengths

- During the 2023-2024 school year, student attendance increased to 93.81%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance has historically declined during the 4th and 5th six-week periods, leading to concerns about consistent engagement and academic performance.
Root Cause: Student illness tends to spike around January and February due to cold and flu season.

Student Learning

Student Learning Summary

Waterford Oaks Overall Performance									
	# DNM	# APP	# MEETS	# MASTER	Total	% DNM	% APP	% MEETS	% MASTERS
Overall STAAR Performance	79	57	36	14	186	42%	58%	27%	8.7%
Math 3	28	21	12	5	66	42%	58%	26%	8%;
Math 4	27	19	10	4	60	45%	55%	23%	7.0%
Math 5	24	17	14	5	60	40%	60%	32%	8%
Overall Math	57	51	38	11	157	36.3%	63.7%	31.2%	7.0%
ELAR 3	19	24	15	9	67	28%	72%	36%	13%
ELAR 4	15	23	15	8	61	25%	75%	38%	13%
ELAR 5	17	18	15	11	61	28%	72.7%	43%	18.2\%
Overall ELAR	51	65	45	28	189	27%	73%	39%	15%
Science 5	38	15	3	5	61	62%	38%	13%	8%

Student Learning Strengths

- 18% of the students scored Masters on 5th grade reading STAAR.
- 3rd-5th grade reading reported 73% Approaches.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): At Waterford Oaks 34% of scholars scored at the Meets level on the 2024 Math STAAR assessment.
Root Cause: Insufficient targeted instructional support and intervention strategies, along with limited engagement in differentiated math practices, hindered student mastery of key concepts and skills necessary to perform at the Meets level.

Problem Statement 2 (Prioritized): At Waterford Oaks 39% of scholars scored at the Meets level on the 2024 Reading STAAR assessment.
Root Cause: Opportunities for daily writing practice impact the development of strong writing skills leading to a majority of students receiving score of 0 or 2 on ECRs

Problem Statement 3 (Prioritized): At Waterford Oaks 13% of scholars scored at the Meets level on the 2024 Science STAAR assessment.

Root Cause: The rigor of classroom assignments and assessments does not consistently align with the level of complexity and depth required by STAAR, leading to gaps in students' preparation for the test.

School Processes & Programs

School Processes & Programs Summary

The school supports vertical alignment through weekly PLCs (Professional Learning Communities) that facilitate teacher collaboration. Peer observations and mentoring are integral to professional development. Campus-wide committees are involved in decision-making regarding campus goals and activities. Programs and activities designed to engage families and the community are a priority, alongside an active PTA that further strengthens school involvement.

School Processes & Programs Strengths

- Students participated in programs such as Heal, Play, Learn, that advocate for emotional intelligence growth.
- Teachers have opportunities to lead projects that support the campus culture by planning and organizing staff events.
- PTA membership and presence on campus increased. The number of paid PTA members has increased from 22 paid members in 22/23 to 79 paid members for 24/25.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: During the 2023-2024 school year, we were unable to effectively engage parents in the activities and developments occurring on campus.
Root Cause: Lack of consistent, proactive communication strategies and limited opportunities for meaningful parent involvement effected our ability to effectively engage parents in campus activities and developments.

Perceptions

Perceptions Summary

Parents actively participate in events such as student performances, Trunk or Treat, and Field Day. Students also enjoy House Rallies and spirit days, contributing to the positive atmosphere. However, parent surveys highlight a need for more frequent communication and additional opportunities for involvement, like more student clubs and field trips.

Perceptions Strengths

- Teachers are willing to contribute to school culture by creating clubs and organizing activities for students.
- Administration is invested in the campus, staff, and scholars.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Campus teachers perceive that administrators need to improve communication regarding the rationale behind campus decisions.
Root Cause: Lack of regular, clear communication from administrators about the rationale behind campus decisions have contributed to teachers' perception of a communication gap.

Priority Problem Statements

Problem Statement 1: At Waterford Oaks 34% of scholars scored at the Meets level on the 2024 Math STAAR assessment.

Root Cause 1: Insufficient targeted instructional support and intervention strategies, along with limited engagement in differentiated math practices, hindered student mastery of key concepts and skills necessary to perform at the Meets level.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: At Waterford Oaks 39% of scholars scored at the Meets level on the 2024 Reading STAAR assessment.

Root Cause 2: Opportunities for daily writing practice impact the development of strong writing skills leading to a majority of students receiving score of 0 or 2 on ECRs

Problem Statement 2 Areas: Student Learning

Problem Statement 3: At Waterford Oaks 13% of scholars scored at the Meets level on the 2024 Science STAAR assessment.

Root Cause 3: The rigor of classroom assignments and assessments does not consistently align with the level of complexity and depth required by STAAR, leading to gaps in students' preparation for the test.

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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Effective Schools Framework data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

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 percentage of scholars scoring at Masters on STAAR Math and Reading by 10% .

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Feb	Apr	June	Aug
Strategy 1: Analyze past STAAR performance data and focus on students near the "Masters" level. Identify specific strengths and weaknesses in both Math and Reading for each scholar. **Strategy's Expected Result/Impact:** Increase the percentage of scholars scoring at Masters on STAAR Math and Reading by 10%. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Teachers **ESF Levers:** Lever 5: Effective Instruction	Some Progress	Some Progress	Some Progress	

Strategy 2 Details	Reviews			
	Formative			Summative
	Feb	Apr	June	Aug
Strategy 2: For both Math and Reading, incorporate enrichment opportunities that extend beyond grade-level expectations. These might include project-based learning, independent research, and writing tasks that challenge students to think critically. **Strategy's Expected Result/Impact:** Increase the percentage of scholars scoring at Masters on STAAR Math and Reading by 10%. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Teachers	Some Progress	Some Progress	Some Progress	

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Increase the percentage of scholars on track for SAT by 10%.

Evaluation Data Sources: NWEA MAP Math and Reading

Strategy 1 Details	Reviews			
	Formative			Summative
	Feb	Apr	June	Aug
Strategy 1: Scholars will work on their individualized learning paths in Exact Path for 40 minutes in Math and 40 minutes of Reading and master two skills per six weeks. **Strategy's Expected Result/Impact:** Increase the percentage of scholars on track for SAT by 10%. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Some Progress	Some Progress	Some Progress	

Strategy 2 Details	Reviews			
	Formative			Summative
	Feb	Apr	June	Aug
Strategy 2: Teachers will use student trackers to monitor student progress and set individualized goals. **Strategy's Expected Result/Impact:** Increase the percentage of scholars on track for SAT by 10%. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers **TEA Priorities:** Connect high school to career and college	Some Progress	Some Progress		

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Our campus goals for Reading STAAR are as follows:

increase the number of 3rd grade scholars performing at Meets or above from 34% in 2024 to 44% by June 2025.
increase the number of 4th grade scholars performing at Meets or above from 44% in 2024 to 54% by June 2025.
increase the number of 5th grade scholars performing at Meets or above from 45% in 2024 to 55% by June 2025.

Performance Objective 1: Increase the percentage of scholars performing at Meets or above on STAAR Reading from 44% to 54% by June 2025.

High Priority

Evaluation Data Sources: 2025 Reading STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Feb	Apr	June	Aug
Strategy 1: Foundational TEKS will be taught daily using district approved resources for Tier 1 instruction including HMH and Study Island. **Strategy's Expected Result/Impact:** Increase the percentage of scholars at Waterford Oaks performing at Meets or above from 38% to 53% Meets or Higher on 2025 STAAR Reading. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	Some Progress	Some Progress	Some Progress	

Strategy 2 Details	Reviews			
	Formative			Summative
	Feb	Apr	June	Aug
Strategy 2: Teachers will utilize Longhorn time to focus on individual interventions based on assessment data (2024 STAAR, MAP, and mClass) and track it in Edugence under HB1416. **Strategy's Expected Result/Impact:** Increase the percentage of scholars at Waterford Oaks performing at Meets or above from 38% to 53% Meets or Higher on 2025 STAAR Reading. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers **ESF Levers:** Lever 5: Effective Instruction	Some Progress	Some Progress	Some Progress	

Strategy 3 Details	Reviews			
	Formative			Summative
	Feb	Apr	June	Aug
Strategy 3: All students will complete 40 minutes per week on Exact Path and master two skills per six weeks. **Strategy's Expected Result/Impact:** Increase the percentage of scholars at Waterford Oaks performing at Meets or above from 38% to 53% Meets or Higher on 2025 STAAR Reading. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	Some Progress	Some Progress	Some Progress	

Strategy 4 Details	Reviews			
	Formative			Summative
	Feb	Apr	June	Aug
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. **Strategy's Expected Result/Impact:** Increase the percentage of scholars at Waterford Oaks performing at Meets or above from 38% to 53% Meets or Higher on 2025 STAAR Reading. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers	Some Progress	Some Progress	Some Progress	

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Our campus goals for Math STAAR are as follows:

increase the number of 3rd grade scholars performing at Meets or above from 34% in 2024 to 45% by June 2025.
increase the number of 4th grade scholars performing at Meets or above from 32% in 2024 to 42% by June 2025.
increase the number of 5th grade scholars performing at Meets or above from 36% in 2024 to 46% by June 2025.

Performance Objective 1: Increase the percentage of scholars performing at Meets or above from 34% to 44% Meets or Higher on STAAR Math by June 2025.

High Priority

Evaluation Data Sources: 2025 STAAR Math
EOY Spring 2025 NWEA MAP Math

Strategy 1 Details	Reviews			
	Formative			Summative
	Feb	Apr	June	Aug
Strategy 1: Daily use of high quality instructional materials. Math teachers will utilize Lowman's math lessons on daily basis. (ESF 4.1) **Strategy's Expected Result/Impact:** Increase the percentage of scholars at Waterford Oaks performing at Meets or above from 27% to 45% Meets or Higher on 2025 STAAR Math. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	Some Progress	Some Progress	Some Progress	

Strategy 2 Details	Reviews			
	Formative			Summative
	Feb	Apr	June	Aug
Strategy 2: All students will complete 40 minutes per week on Exact Path and master two skills per six weeks. **Strategy's Expected Result/Impact:** Increase the percentage of scholars at Waterford Oaks performing at Meets or above from 27% to 45% Meets or Higher on 2025 STAAR Math. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	Some Progress	Some Progress	Some Progress	

Strategy 3 Details	Reviews			
	Formative			Summative
	Feb	Apr	June	Aug
Strategy 3: Teachers will intentionally plan for Longhorn Time to focus on individual interventions based on assessment data (2024 STAAR and MAP) **Strategy's Expected Result/Impact:** Increase the percentage of scholars at Waterford Oaks performing at Meets or above from 27% to 45% Meets or Higher on 2025 STAAR Math. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teacher **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Some Progress	Some Progress	Some Progress	

Strategy 4 Details	Reviews			
	Formative			Summative
	Feb	Apr	June	Aug
Strategy 4: Math teachers will model and expect students to use a problem-solving process (UPS Check or Read, Draw, Write). **Strategy's Expected Result/Impact:** Increase the percentage of scholars at Waterford Oaks performing at Meets or above from 27% to 45% Meets or Higher on 2025 STAAR Math. **Staff Responsible for Monitoring:** Principal. Assistant Principal, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	Some Progress	Some Progress	Some Progress	

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Maintain 90% scholar participation in extra-curricular or co-curricular activities.

Performance Objective 1: Increase the percentage of scholars participating in extra-curricular or co-curricula by activities by 10%

Evaluation Data Sources: Club Rosters

Strategy 1 Details	Reviews			
	Formative			Summative
	Feb	Apr	June	Aug
Strategy 1: Offer clubs that align with student interests, such as art, drama, music, coding, sports, gardening, robotics, or environmental conservation **Strategy's Expected Result/Impact:** Increase the percentage of scholars participating in extra-curricular or co-curricula by activities by 10%. **Staff Responsible for Monitoring:** Principal, Club Sponsors, Teachers **ESF Levers:** Lever 3: Positive School Culture	Some Progress	Some Progress	Some Progress	

Strategy 2 Details	Reviews			
	Formative			Summative
	Feb	Apr	June	Aug
Strategy 2: Invite families to participate in club-related events, such as open houses, performances, or community service projects. **Strategy's Expected Result/Impact:** Increase the percentage of scholars participating in extra-curricular or co-curricula by activities by 10% **Staff Responsible for Monitoring:** Principal, Assistant Principal	Some Progress	Some Progress	Some Progress	

Strategy 3 Details	Reviews			
	Formative			Summative
	Feb	Apr	June	Aug
Strategy 3: Collaborate with local organizations, businesses, or professionals to support club activities. **Strategy's Expected Result/Impact:** Increase the percentage of scholars participating in extra-curricular or co-curricula by activities by 10%. **Staff Responsible for Monitoring:** Principal, Assistant Principal **ESF Levers:** Lever 3: Positive School Culture	Some Progress	Some Progress	Some Progress	

No Progress Accomplished Continue/Modify Discontinue

Site Based Decision Making Committee

Committee Role	Name	Position
Principal	Brittney Boyd	Principal
Other School Leader (Nonteaching Professional) #1	Connie Page	Other School Leader (Nonteaching Professional) #1
Teacher #1	Severa Beltran	Teacher #1
Teacher #2	Lacey Jacobs	Teacher #2
Teacher #3	Zella Wright	Teacher #3
Teacher #4	Estonia Edwards	Teacher #4
Parent #1	Candance Johnson	Parent #1
Parent #2	Stephanie Jackson	Parent #2
Community Member #1	Michele Reily	Community Member #1