

Cedar Hill Independent School District



Cedar Hill High School

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

Goal 1: The percentage of third graders scoring at Meet+ on STAAR Reading will increase from 38% in August 2025 to 46% by August 2030.

Performance Objective 1 High Priority

Increase the percentage of scholars scoring Meets+ by 14% (33% to 47%) and Masters by 10% (3% to 13%) on the English I and increase scholars scoring Meet+ by 10% (39% to 49%) and Masters by 10% (2% to 12%) English II EOC by June 2027.

Evaluation Data Source: MAP

STAAR

DCCA

Unit Tests

IXL

No Red Ink

Teacher-made Assessments

Strategy 1 Targeted Support Strategy

Administrators will facilitate weekly PLCs for English I and II classes focused on writing exemplars, student work analysis, lesson internalization, and professional development of high-yielding instructional strategies.

Strategy's Expected Result/Impact: The expected result is to improve students' reading comprehension, purposeful writing, and application skills as prescribed by STAAR/TEKS. Improve teachers' ability to effectively plan for learning and teaching.

Staff Responsible for Monitoring: Teachers

Assistant Principal

Principal

Problem Statements: Student Learning 1, 3, 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

September

December

March

June

Strategy 2 Targeted Support Strategy

Administrators will conduct 10 weekly instructional walk-throughs with actionable teach

feedback to tiered teachers using Hattie's 8 and instructional priorities.

Strategy's Expected Result/Impact: The expected result is to improve students' reading comprehension and purposeful writing skills as prescribed by STAAR/TEKS.
Improve each teacher's ability to effectively teach, differentiate, and spiral content for every scholar.

Staff Responsible for Monitoring: Assistant Principal
Principal

Problem Statements: Student Learning 1, 3, 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

September

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March

June

Strategy 3 Targeted Support Strategy

Teachers and administrators will create and monitor students in need of intervention using weekly academic benchmark data and attendance data, as available using the MTSS protocols.

Strategy's Expected Result/Impact: The expected result is to improve students' reading comprehension and purposeful writing skills as prescribed by STAAR/TEKS.
Increase the attendance rate of scholars in danger of not receiving credits or dropping out of school.

Staff Responsible for Monitoring: Assistant Principal
Principal
Core Content Teachers
MTSS Committee

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

September

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Strategy 4 Targeted Support Strategy

Host tutoring sessions reviewing reading and writing strategies to improve reading comprehension and purposeful writing.

Strategy's Expected Result/Impact: The expected result is to improve students' reading comprehension and purposeful writing skills as prescribed by STAAR/TEKS.

Staff Responsible for Monitoring: ELAR Teachers
Administrator Supervising the English Department

Problem Statements: Student Learning 1, 3, 8

Funding Sources: Extra Duty Pay for Teachers 211 / Title I (Improving Basic Programs), 211 E 11 6116 00 001 7 24 000 EXTRA DUTY-PROF, \$6,300

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 6: Campus Finance and Operations

Formative Reviews

No Progress

September

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Lack of scholars in all subgroups making required academic growth in EI, EII, and AI.	* Lack of systemic data tracking to guide instruction. * Lack of scalable intervention systems (Rtl) to address cumulative foundational learning gaps. * High teacher/staff turnover rates impact ability to maintain momentum within our instructional practices and systems. * Ineffective Tier I instruction. * Ineffective instructional practices to address achievement gaps among all subpopulations
3	Only 43% of our scholars made Meets on STAAR EOC in English I and Only 7% made Masters on STAAR EOC.	* Lack of rigor in teacher practices * Inconsistent implementation of Tier I instruction to enable the ability to obtain critical thinking levels
4	Only 43% of our scholars made Meets on STAAR EOC in English II and Only 3 % made Masters on STAAR EOC.	* Lack of rigor in teacher practices * Inconsistent implementation of Tier I instruction to enable the ability to obtain critical thinking levels

8

Increase the number of scholars that are TSIA met on ELAR and Math from 84% to 90%.

* Lack of the intentional development needed create lessons that promote higher thinking skills, discussion, and application of required skills

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Attendance rate is 91%, which has a direct correlation to our Graduation rate of 91.3%.

* Lack of consequences, clear expectations for students, systemic communication with parents.
* Lack of incentives to celebrate positive, appropriate student behaviors.
* Lack of culture and relationship building between scholars and staff.
* Lack of the creation of an environment for learning conducive to meet the learning styles and/or needs of all scholars

Goal 2

Goal 2: The percentage of 3rd-Grade Meets+ on STAAR Math will increase from 36% in August 2025 to 51% in August 2030.

Performance Objective 1 High Priority

Increase the percentage of scholars scoring Meets+ by 25% (15% to 40%) and Masters by 12% (3% to 15%) on the Algebra I EOC by June 2027.

Evaluation Data Source: MAP
STAAR
DCCA
Unit Tests
IXL
Teacher-made Assessments

Strategy 1 Targeted Support Strategy

Administrators will facilitate weekly PLCs in Algebra I classes focused on math exemplars, student work analysis, lesson internalization, data analysis, and professional development.

Strategy's Expected Result/Impact: The expected result is to improve students' mathematical , problem-solving, and critical thinking as prescribed by STAAR/TEKS.
Improve teachers' ability to effectively plan for learning and teaching.

Staff Responsible for Monitoring: Teachers
Assistant Principal
Principal

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

September

December

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June

Strategy 2 Targeted Support Strategy

Administrators will conduct 10 weekly instructional walk-throughs with actionable teach feedback to tiered teachers using Hattie's 8 and instructional priorities.

Strategy's Expected Result/Impact: The expected result is to improve students' mathematical , problem-solving, and critical thinking as prescribed by STAAR/TEKS.
Improve teachers' ability to effectively plan for learning and teaching.

Staff Responsible for Monitoring: Teachers

Assistant Principal

Principal

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

September

December

March

June

Strategy 3 Targeted Support Strategy

Teachers and administrators will create and monitor students in need of intervention using weekly academic benchmark data and attendance data, as available using the MTSS protocols.

Strategy's Expected Result/Impact: The expected result is to improve students' mathematics/ algebraic skills as prescribed by STAAR/TEKS.
Increase the attendance rate of scholars in danger of not receiving credits or dropping out of school.

Staff Responsible for Monitoring: Administrators

Instructional Coach

Core Content Teachers

MTSS Committee

Problem Statements: Student Learning 2, 8 - School Processes & Programs 1

Funding Sources: Instructional Coach 211 / Title I (Improving Basic Programs), \$252,270

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

September

December

March

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Strategy 4 Targeted Support Strategy

Host tutoring sessions reviewing mathematic/algebraic strategies to improve mathematic/ algebraic skill development based on the appropriate TEKS/skill gaps.

Strategy's Expected Result/Impact: The expected result is to improve students' mathematic/ algebraic skill development as prescribed by STAAR/TEKS.

Staff Responsible for Monitoring: Math Teachers
Instructional Coach
Supervising Administrator for Math Department

Problem Statements: Student Learning 1, 2

Funding Sources: Extra Duty Pay for Teacher 211 / Title I (Improving Basic Programs), 211 E 11 6116 00 001 7 24 000 EXTRA DUTY-PROF, \$6,300, Instructional Coach 211 / Title I (Improving Basic Programs), \$252,270

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 6: Campus Finance and Operations

Formative Reviews

No Progress				
September	December	March	June	

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Lack of scholars in all subgroups making required academic growth in EI, EII, and AI.	* Lack of systemic data tracking to guide instruction. * Lack of scalable intervention systems (Rtl) to address cumulative foundational learning gaps. * High teacher/staff turnover rates impact ability to maintain momentum within our instructional practices and systems. * Ineffective Tier I instruction. * Ineffective instructional practices to address achievement gaps among all subpopulations
2	Only 12% of our scholars made Meets on STAAR EOC in Algebra I and Only 2% made Masters on STAAR EOC.	* Lack of rigor in teacher practices * Inconsistent implementation of Tier I instruction to enable the ability to obtain critical thinking levels

8

Increase the number of scholars that are TSIA met on ELAR and Math from 84% to 90%.

* Lack of the intentional development needed create lessons that promote higher thinking skills, discussion, and application of required skills

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Attendance rate is 91%, which has a direct correlation to our Graduation rate of 91.3%.

- * Lack of consequences, clear expectations for students, systemic communication with parents.
- * Lack of incentives to celebrate positive, appropriate student behaviors.
- * Lack of culture and relationship building between scholars and staff.
- * Lack of the creation of an environment for learning conducive to meet the learning styles and/or needs of all scholars

Goal 3

Goal 3: The percentage of students graduating CCMR-ready, as measured by state accountability metrics, will increase from 80% in August 2025 to 90% in August 2030.

Performance Objective 1 **High Priority** **HB3 Goal**

Increase the number of scholars that score 3+ on all AP exams from 10% to 50%.

Evaluation Data Source: AP Progress Checks
AP Exams (World History, Human Geography, Research, Literature, Language, Calculus, Statistics, Computer Science)

Strategy 1 **Targeted Support Strategy**

Teachers will incorporate AP-level practice during class, such as DBQs (Document-based Questions), FQRs (Free-response Questions), and other high-level questioning styles.

Strategy's Expected Result/Impact: Teachers will develop their high-level, high-yielding instructional practices.
Scholars will strengthen their ability to think critically, apply knowledge and reason, and analyze complex tasks to improve AP scores.

Staff Responsible for Monitoring: Teachers
Associate Principal
Principal

Problem Statements: Student Learning 6

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

September

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	Increase the number of scholars scoring 3+ on each AP exam from 10% to 60%.	* Lack of the intentional development needed create lessons that promote higher thinking skills, discussion, and application of required skills as assessed by College Board and AP exams. * Lack of intentional dedicated time to prepare students for AP exams. * Lack of parental and student awareness of the value/importance of scholars sitting for AP exams.

Performance Objective 2 High Priority

Improve each scholar's performance on ELAR and Math TSIA from 85% to 90% by partner with Mastery Prep to conduct targeted TSIA Bootcamps prior to the fall assessment to focus on critical skills and test-taking strategies.

Evaluation Data Source: TSIA

Strategy 1 Targeted Support Strategy

Teachers will incorporate high-yielding instructional strategies to support enrichment for scholars.

Strategy's Expected Result/Impact: Teachers will develop their high-level, high-yielding instructional practices.

Scholars will strengthen their ability to think critically, apply knowledge and reason, and analyze complex tasks to improve TSIA scores.

Staff Responsible for Monitoring: Teachers

Associate Principal

Principal

Problem Statements: Student Learning 8

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

September

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
8 Increase the number of scholars that are TSIA met on ELAR and Math from 84% to 90%.	* Lack of the intentional development needed create lessons that promote higher thinking skills, discussion, and application of required skills

Performance Objective 3 High Priority

Increase student participation on Industry-Based Certification (IBCs) assessments by creating benchmark assessments aligned with certification standards from 35% to 55%.

Evaluation Data Source: IBC Exams

Strategy 1 Targeted Support Strategy

Teachers will create opportunities for students to practice the skills necessary to complete in industry-based competitions and to sit for IBC exams.

Strategy's Expected Result/Impact: Increase the number of scholars that earn IBCs in their choice pathway(s).

Staff Responsible for Monitoring: CTE Teachers
Assistant Principal
Principal

Problem Statements: Student Learning 7

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress			
September	December	March	June

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
7 Increase the number of scholars obtaining IBCs from 35% to 60%.	* Lack of CTEs teacher follow through on preparing students for IBC competitions (i.e. after-school tutorials, etc.)

Goal 4

Goal 4: The percentage of eighth graders achieving Meets + on Science STAAR will grow from 34% in August 2025 to 48% in 2030.

Performance Objective 1 High Priority

Increase the percentage of scholars scoring Meets+ by 8% (45% to 53%) and Masters by 5% (8% to 13%) on the Biology EOC by June 2027.

Evaluation Data Source: MAP
STAAR
DCCA
Unit Tests
Edmentum
Lead4ward Rocking Review
Teacher-made Assessments

Strategy 1 Targeted Support Strategy

Administrators will facilitate weekly PLCs in Algebra I classes focused on math exemplars, student work analysis, lesson internalization, data analysis, and professional development.

Strategy's Expected Result/Impact: The expected result is to improve students' problem-solving and critical thinking as prescribed by STAAR/TEKS.
Improve teachers' ability to effectively plan for learning and teaching.

Staff Responsible for Monitoring: Teachers
Assistant Principal
Principal

Problem Statements: Student Learning 5

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

September

December

March

June

Strategy 2 Targeted Support Strategy

Administrators will conduct 10 weekly instructional walk-throughs with actionable teach feedback to tiered teachers using Hattie's 8 and instructional priorities.

Strategy's Expected Result/Impact: The expected result is to improve students' problem-solving and critical thinking as prescribed by STAAR/TEKS.
Improve teachers' ability to effectively plan for learning and teaching.

Staff Responsible for Monitoring: Assistant Principal
Principal

Problem Statements: Student Learning 5

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

September

December

March

June

Strategy 3 Targeted Support Strategy

Teachers and administrators will create and monitor students in need of intervention using weekly academic benchmark data and attendance data, as available using the MTSS protocols.

Strategy's Expected Result/Impact: The expected result is to improve students' critical thinking and problem-solving as prescribed by STAAR/TEKS.
Increase the attendance rate of scholars in danger of not receiving credits or dropping out of school.

Staff Responsible for Monitoring: Administrators
Instructional Coaches
Core Content Teachers
MTSS Committee

Problem Statements: Student Learning 5 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

September

December

March

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

5

Only 36% of our scholars made Meets on STAAR EOC in Biology and Only 8% made Masters on STAAR EOC.

- * Lack of rigor in teacher practices
- * Inconsistent implementation of Tier I instruction to enable the ability to obtain critical thinking levels

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Attendance rate is 91%, which has a direct correlation to our Graduation rate of 91.3%.

- * Lack of consequences, clear expectations for students, systemic communication with parents.
- * Lack of incentives to celebrate positive, appropriate student behaviors.
- * Lack of culture and relationship building between scholars and staff.
- * Lack of the creation of an environment for learning conducive to meet the learning styles and/or needs of all scholars

Goal 5

Goal 5: The Average Daily Attendance rate at Cedar Hill High School will increase by 4% for the 2026-2027 school year to achieve the expected 95% attendance rate.

Performance Objective 1 High Priority

The campus will reduce the percentage of referrals for students in each grade level by 15%.

Evaluation Data Source: Attendance reports
Discipline reports

Strategy 1 Targeted Support Strategy

Administrators will conduct staggered hall sweeps during transitions identified with the most violations.

Strategy's Expected Result/Impact: The goal is improve skipping class, which increases campus management infractions.

Staff Responsible for Monitoring: Attendance clerks
Administrators

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

No Progress

September

December

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Strategy 2 Targeted Support Strategy

Partner with the District's Behavioral Specialist to provide assistance and resources with Tier 2 Behavior Response to Intervention.

Strategy's Expected Result/Impact: The goal is improve behaviors of concern, including skipping, which increases campus management infractions.

Staff Responsible for Monitoring: Behavior Specialist
Administrators
Counselors

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

No Progress

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Strategy 3 Targeted Support Strategy

MTSS team will meet weekly to conduct Truancy Prevention Meetings (TPM) and Behavior Rtl meetings to address Tier 2 and Tier 3 identified students.

Strategy's Expected Result/Impact: The goal is improve behaviors of concern, including skipping, which increases campus management infractions.

Staff Responsible for Monitoring: MTSS Team

Administrators

Counselors

Teachers

Behavior Specialist

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

No Progress

September

December

March

June

Strategy 4 Targeted Support Strategy

Implement a campus incentive plan for scholars at the end of each marking period.

Strategy's Expected Result/Impact: The goal is to improve behavior by celebrating students for behavior compliance, attendance, and grades.

Staff Responsible for Monitoring: Counselors

Administrators

Behavior Specialist

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

No Progress

September

December

March

June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Attendance rate is 91%, which has a direct correlation to our Graduation rate of 91.3%.	* Lack of consequences, clear expectations for students, systemic communication with parents. * Lack of incentives to celebrate positive, appropriate student behaviors. * Lack of culture and relationship building between scholars and staff. * Lack of the creation of an environment for learning conducive to meet the learning styles and/or needs of all scholars