Cedar Hill Independent School District

Cedar Hill High School

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 19, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

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SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

Texas Instructional Leadership

Which, if any, program is your school system interested in to support this strategy?

Texas Instructional Leadership

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Region 10, Great Minds PBC, SustainED Leaders, The Commit Partnership

How many district staff members will be responsible for capacity building with this campus?

5

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

At this time, we are using our Title I funding for extra duty pay for teachers providing daily tutorials either after-school or on Saturdays, as assigned.

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

NA

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

Due to teacher vacancies in STAAR EOC-tested areas, campus leadership has strategically reassigned highly qualified, certified teachers to ensure scholars continue to receive strong instruction while administrators actively recruit and interview candidates for permanent placement. This approach prioritizes instructional continuity and places our strongest available teachers in areas with the greatest student need.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?

Yes

How many instructional minutes per week are in the master schedule for 9-12 Math curriculum delivery?

180

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 Math curriculum?

Yes

Please select the adopted curriculum for: 9-12 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 RLA?

Yes

How many instructional minutes per week are in the master schedule for 9-12 RLA curriculum delivery?

180

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 RLA curriculum?

Yes

How many instructional days are included in the 2026-2027 calendar?

170

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	BOY/MOY/ EOY	District assessments (DCCAs) will be used as a data point to determine where our scholars are academically and to guide our instructional response. Following each assessment, our administrative team, department chairs, and teachers will analyze the data to identify trends, areas of strength, learning gaps, and scholars who need additional support. The data will be used to inform PLC conversations, instructional planning, differentiation, intervention, and enrichment. We will also use the results, along with classroom performance and other formative data, to identify scholars who may require additional tiered support through our MTSS process. Additionally, district assessment results will help us monitor the effectiveness of our instructional practices over time.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	Certification Based Assessment	Campus	Weekly	Certification-Based Assessments (CBAs) are used to measure scholars' mastery of the knowledge, skills, and competencies required to earn industry-recognized certifications within their Career and Technical Education (CTE) pathways. These assessments provide valuable information regarding student readiness for certification examinations and their ability to apply industry-specific skills. Teachers use CBA results to identify areas of strength, address learning gaps, differentiate instruction, and provide targeted interventions and additional practice opportunities. Campus leadership and CTE teachers monitor assessment results, certification attempts, and successful credential attainment to evaluate program effectiveness and make instructional adjustments. Additionally, CBA data are used to support College, Career, and Military Readiness (CCMR) goals by helping scholars prepare for and earn industry-based certifications aligned with their programs of study.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	SAT/PSAT	District	Semester	PSAT and SAT assessments measure scholars' college readiness in reading, writing, and mathematics. At Cedar Hill High School, results are used to monitor academic growth, identify learning gaps, guide instructional planning, and provide targeted interventions. These assessments also support college admissions, scholarship opportunities, and College, Career, and Military Readiness (CCMR) goals, helping ensure scholars are prepared for postsecondary success.
Other	TSIA/TSIA2	District	Semester	The Texas Success Initiative Assessment (TSIA2) measures scholars' college readiness in mathematics and English Language Arts and Reading (ELAR). At Cedar Hill High School, TSIA2 results are used to identify academic strengths and learning gaps, provide targeted interventions, and determine readiness for college-level coursework. Teachers, counselors, and campus leadership use assessment data to monitor student progress, guide instructional decisions, support dual-credit eligibility, and increase College, Career, and Military Readiness (CCMR) outcomes. Our goal is to ensure scholars meet college-readiness benchmarks and graduate prepared for postsecondary success.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

Teams will monitor assessment performance through data dives during weekly PLCs (as data becomes available). Teachers, department chairs, and administrators will review district assessment, common assessment, and classroom performance data to identify individual scholar needs, student groups requiring additional support, standards that have not been mastered, and areas of instructional strength.

PLCs will use the data to determine who learned it, who did not, what we will do when scholars have not learned it, and how we will extend learning for scholars who have already demonstrated mastery. Teams will develop instructional responses that may include reteaching, small-group instruction, reassessment, intervention, enrichment, and MTSS support.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

Our RtI process will focus on intervention and progress monitoring of scholars who are performing below grade level or demonstrating academic challenges.

Priority will be given to scholars who are failing, significantly below grade level, unsuccessful on previous EOCs, experiencing declining performance, or demonstrating multiple indicators of academic risk.

Scholars who are not making adequate progress with Tier 1 supports will receive targeted intervention based on the specific skill or standard they have not mastered. Interventions may include small-group instruction, tutorials, targeted skill practice, reassessment, or additional instructional time. For example, our scholars are using teacher-created lessons and IXL to during daily intervention periods.

However, we are providing skill practice for all scholars, including as enrichment.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by content area.

How frequently will PLCs occur?

PLCs occur weekly or as needed based on data.

Who will facilitate PLCs?

PLCs are facilitated by district curriculum coordinator, administrators, or lead teachers if identified as a high-performing teacher.

Who is required to attend PLCs?

All teachers of that content and the administrator that supervises the content area are required to attend. If anyone is absent, the administrator and/or district curriculum coordinator supports the teacher individually.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

CHISD/CHHS is following the Effective Schools Framework.

Upload PLC agenda (optional):

PLC_Meeting_Agenda_Template.pdf

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal	CHHS Teacher Expectations	Courtney Washington	All Staff
Other Campus Admin (Assistant Principals, Instructional Coaches)	Campus Management	Assistant Principals/ Associate Principal	All Staff
Teacher	Special Education Legal: Roles, Responsibilities, Progress Monitoring, the ARD Process	Teacher	All Staff
Principal Manager	Accountability and Campus Rating	District Data Specialist	All Professional Staff
Other Campus Admin (Assistant Principals, Instructional Coaches)	TTESS	Assistant Principal	All Professional Staff

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Teachers are tiered based on student performance data, classroom management, and instructional delivery. The tiering process allows the leadership team to identify individual areas of need and provide targeted coaching, professional development, modeling, and instructional support. Progress is monitored through classroom observations, calibration walks, student data, and feedback to determine growth and adjust support as needed.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

The district has adopted Sibme as the evaluation and instructional feedback platform. Embedded within the platform are two evaluative tools: Instructional Priorities and Hattie's 8. Administrators will use these tools during classroom observations and instructional walks to provide teachers with consistent, targeted feedback. Data collected through Sibme will also help identify trends, determine coaching and professional learning needs, and monitor teacher growth.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Weekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Teachers and administrators will receive ongoing training and coaching from district and campus leadership that is focused on effectively supporting students in special populations, including Special Education, 504, ELLs, and other at-risk populations. Supports will include training on accommodations and modifications, IEP implementation, differentiated instruction, progress monitoring, data analysis, and legal/compliance requirements.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

Student-Level Data Review Cycles

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

MTSS Committee, Counselors, Attendance Clerks, Administrators

Evidence of Completion – What artifact, data, or observable action will verify completion?

Conduct biweekly/3-week reviews of grades, attendance, discipline, credits, and assessment performance. Assign students needing intervention to an administrator/ counselor/team.
Number of scholars failing 1+ courses; failure rate by course/teacher; attendance %; discipline; credits earned; intervention status
Earlier identification and fewer students falling off track

Support Needed – What training, coaching, resources, or tools are required?

NA

Milestone 2

Description – What specific action or deliverable will be completed?

“15 to Win” / Priority Student Monitoring

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administrators

Evidence of Completion – What artifact, data, or observable action will verify completion?

Each administrator identifies a manageable group of students at risk and monitors them individually.
Baseline/current grades; missing assignments; attendance; credits; assessment growth; student contacts; intervention dates
Demonstrates movement of individual students from at-risk to on-track

Support Needed – What training, coaching, resources, or tools are required?

NA

Milestone 3

Description – What specific action or deliverable will be completed?

Failure Prevention & Grade Recovery

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administrators, Counselors, MTSS Committee,

Evidence of Completion – What artifact, data, or observable action will verify completion?

Review failures every 3 weeks. Require intervention plans for high-failure courses and students with multiple failures.
Failure rate by teacher/course/grade; number students failing 2+ classes; assignment completion; tutoring participation; grade recovery rate
Increased course completion and credits earned

Support Needed – What training, coaching, resources, or tools are required?

NA

Milestone 4

Description – What specific action or deliverable will be completed?

Chronic Absenteeism Intervention

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

MTSS Committee, Counselors, Attendance Clerks, Administrators

Evidence of Completion – What artifact, data, or observable action will verify completion?

Identify students approaching or below attendance expectations; conduct parent conferences, attendance plans, home contacts, Truancy Prevention Measures (TPMs), and referrals as appropriate.
Review attendance reports for chronic absenteeism rate; decrease number students below 90%; absences/tardies; parent contacts; Truancy Prevention Measures (TPMs); attendance before/after intervention
Improved attendance and preservation of credit

Support Needed – What training, coaching, resources, or tools are required?

NA

Milestone 5

Description – What specific action or deliverable will be completed?

Credit & Graduation Tracking

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Counselors, Administrators

Evidence of Completion – What artifact, data, or observable action will verify completion?

Conduct transcript audits and maintain an on-track/off-track list, particularly for juniors and seniors. Create individual graduation plans for deficient students.
Credits earned vs. expected; graduation requirements remaining; EOC status; credit recovery; GPA; CCMR indicators; projected graduates
Higher on-time graduation rate

Support Needed – What training, coaching, resources, or tools are required?

NA

Milestone 6

Description – What specific action or deliverable will be completed?

Instructional Walkthroughs & Feedback

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administrators, Math Instructional Coach

Evidence of Completion – What artifact, data, or observable action will verify completion?

Administrators conduct frequent classroom walkthroughs focused on instructional priorities and provide timely feedback/coaching.
Increase number walkthroughs; increase percentage classrooms meeting instructional indicators; student engagement; checks for understanding; rigor; feedback/coaching completion
Stronger Tier 1 instruction and increased student achievement

Support Needed – What training, coaching, resources, or tools are required?

NA

Milestone 7

Description – What specific action or deliverable will be completed?

Assessment, Reteach, Reassess Cycle

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Core Teachers, Administrators, Math Instructional Coach

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLCs analyze common/district assessment data by standard and student. Require targeted reteaching followed by reassessment.
Standard/TEKS mastery; baseline vs. reassessment; increase approaching/meets/masters; student growth; achievement gaps
Increased STAAR/EOC and course mastery

Support Needed – What training, coaching, resources, or tools are required?

NA

Milestone 8

Description – What specific action or deliverable will be completed?

Teacher/Department Performance Monitoring

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administrators, Math Instructional Coach

Evidence of Completion – What artifact, data, or observable action will verify completion?

Identify courses and teachers with unusually high failure rates or low assessment performance. Provide coaching, modeling, PLC support, and follow-up observations.
Failure rates; assessment results; walkthrough trends; student growth; coaching dates; implementation evidence
Addresses adult practices contributing to poor student outcomes

Support Needed – What training, coaching, resources, or tools are required?

NA

Milestone 9

Description – What specific action or deliverable will be completed?

MTSS Academic/Attendance Intervention

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

MTSS Team, Attendance Clerks, Administrators

Evidence of Completion – What artifact, data, or observable action will verify completion?

Use Tier 1, 2, and 3 supports based on student need, with clear entry/exit criteria and progress monitoring.
Students by tier; intervention provided; frequency/duration; progress-monitoring results; movement between tiers
Ensures interventions are targeted rather than one-size-fits-all

Support Needed – What training, coaching, resources, or tools are required?

NA

Milestone 10

Description – What specific action or deliverable will be completed?

Senior Graduation Watchlist

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Counselors, Administrators

Evidence of Completion – What artifact, data, or observable action will verify completion?

Maintain a weekly senior dashboard and conduct individual case reviews for every senior not currently on track to graduate.
Credits remaining; attendance; failed courses; EOC/TSIA status; credit recovery progress; graduation plan completion; weekly on-track count
Directly increases the number and percentage of students graduating on time

Support Needed – What training, coaching, resources, or tools are required?

NA

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

District and campus leaders will monitor the successful implementation of this plan through

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Campus leadership, including department chairs, the instructional coach, instructional interventionist, and administrators, will be responsible for regularly reviewing progress toward campus and instructional goals. The team will analyze student performance data, monitor instructional practices, identify areas of concern, and determine necessary adjustments and supports to ensure continued progress toward established goals.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Data from teacher-made and district assessments, attendance reports, progress reports, marking period grades, and discipline reports will be reviewed regularly to determine progress toward campus goals. Campus leadership will use this data to identify trends, determine areas of concern, celebrate growth, and make timely adjustments to instructional, behavioral, and student support strategies.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Goal progress data will be shared with district leadership through scheduled principal meetings, 1 on 1 meetings, data reviews, and campus progress updates. Campus leadership will communicate progress with teachers and staff through leadership meetings, department meetings, PLCs, and staff communications. Relevant information will also be shared with scholars and families as appropriate to ensure transparency, accountability, and continued partnership toward campus goals.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	71
Meets Grade Level	47
Masters Grade Level	13

Not applicable: RLA STAAR goals (SY 26-27)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	87
Meets Grade Level	40
Masters Grade Level	15

Not applicable: Math STAAR goals (SY 26-27)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	60
Masters Grade Level	20

Not applicable: overall STAAR goals (SY 26-27)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

26

Not applicable: Academic Achievement goal (SY 26-27)

No

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

3

Not applicable: ELP Component goal (SY 26-27)

No

Did your school have a graduation class for the 2025-2026 school year?

Yes

Using Component Points, what is your campus goal for the Graduation Component of Domain III in SY 26-27?

14

Using Component Points, what is your campus goal for the School Quality Component of Domain III in SY 26-27?

15

What was your CCMR percentage for your 2025 graduation class?

97

We did not have a 2025 graduating class

No

What was your graduation rate percentage for your 2025 graduating class?

91.3

We did not have a 2025 graduating class

No

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

NA

Upload additional documents (optional):

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