

Cedar Hill Independent School District

District Improvement Plan

2025-2026

Accountability Rating: C



Mission Statement

The mission of Cedar Hill Independent School District is to develop resilient scholars who excel academically and are empowered to serve.

Vision

Unlocking every Longhorn's potential.

Goals

At CHISD, we will ensure:

Goal #1- Increase the percentage of 3rd grade scholars reading at or above grade level

Goal #2- Increase the percentage of 3rd grade scholars at or above grade level in math

Goal #3- Increase the percentage of scholars that are graduating CCMR ready as measure by the Texas Accountability System

Goal #4- Increase the percentage of 8th grade scholars at or above grade level in science

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

There were a total of 30 DEIC members who participated in analyzing data and providing insight as to what the perceived opportunities for growth are or those opportunities that were determined based on the data provided. It was discovered that there is a breakdown in communication within CHISD as well as with the community as a whole in some instances. Also, improving staff efficacy has to be a priority to facilitate the student growth required to become an 'A' rated district.

Demographics

Demographics Summary

Student Ethnic Demographics:

African American 65.20%

Hispanic 27.30%

White 2.5%

American Indian 0.3%

Asian 0.9%

Pacific Islander 0.1%

Two or More Races 3.7%

Subpops

64.3% EcoDis

9.4% Special Education

8.5% Emerging Bilingual

Attendance/Enrollment

Attendance Rate : 93%

Chronic Absenteeism: 22% (lag data; 24-25 has yet to be released)

Enrollment: 6259

Student Withdrawals: 648 scholars. 23% of these scholars left to attend charter schools within the CHISD boundaries, Duncanville ISD, Desoto ISD, or Lancaster ISD.

Top 3 discipline offenses:

Disruptive Behavior

Insubordination

General violation of the Student Code of Conduct

Graduation Rate: 96% (lag data for the class of 2024)

CCMR: 95%

Dual Credit Enrollment (23%-12th, 24%-11th, 30%-10th, 35%-9th)

Teacher Data:

93.3% were certified

8.2% were new to the profession

39.4% had one to five years of experience

Demographics Strengths

- Graduation Rate
- Offer dual credit enrollment which is increasing constantly
- CCMR Rate
- Student Diversity

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 22% of the students are chronically absent which negatively impact student outcome goals.

Root Cause: The system for contacting and following up with chronically absent families is not followed with fidelity.

Problem Statement 2: Disruptive behavior negatively impact scholar outcomes and the classroom learning environment.

Root Cause: There is no system and/or training to minimize disruptive behavior in the classrooms.

Problem Statement 3: 648 scholars withdrew from the district decreasing CHISD enrollment and funding.

Root Cause: There is a lack of engagement with the Cedar Hill community which has the potential to increase students withdrawing to neighboring school districts or charters.

Student Learning

Student Learning Summary

40% of students are at or above grade level in 3rd grade reading

32% of students are at or above grade level in 3rd grade math

36% of the students are at or above grade level in 8th grade science

32% of the students are at or above grade level on ALL ELAR assessments

30% of the students are at or above grade level on ALL math assessments

23% of all 3-8 graders are at or above grade level in math AND reading.

33% of the students are at or above grade level in ACT/SAT all subjects

52.5% of the preK students are academically ready for Kindergarten based on End of the year assessments

Overall Score is a 74 which is a C

Student Learning Strengths

- There was incremental improvement at each level
- Reading is the highest performing area

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a dip in scores when students transition from one level to the next (5th to 6th or 8th to 9th).

Root Cause: The students have to transition from one level of rigor and instruction to the next level.

Problem Statement 2 (Prioritized): Only 74% of the scholars met the student growth target on NWEA and/or STAAR.

Root Cause: There has to be more teacher training on data analysis to meet student needs and target improvement efforts.

Problem Statement 3 (Prioritized): There is only incremental growth in all content areas.

Root Cause: 27% of CHISD teachers are uncertified and 47.6% have less than five years of teaching experience; therefore students are not taught at the right level of rigor as the standard.

District Processes & Programs

District Processes & Programs Summary

The DEIC committee was used as a focus group to determine whether or not the individuals had knowledge of the District's programs and processes.

- There is a new Math curriculum at the elementary level - Blue Bonnet
- The English Language Arts/Reading curriculum at the elementary level (Amplify: K-2; HMH: 3-5)
- There are signature programs (Collegiate, Montessori, Fine Arts, Early College High School)
- There are CTE programs
- CHISD has the Teacher Incentive Allotment
- There is professional learning in CHISD.
- CHISD has its own transportation company (field trips, routes, etc).

District Processes & Programs Strengths

- There is a wealth of resources for teachers to use.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): All stakeholders including the district personnel were not knowledgeable about all of the processes and programs discussed.

Root Cause: There has not been adequate communication plans to inform all stakeholders about District processes and programs.

Problem Statement 2 (Prioritized): 100% of the faculty and staff who are in the DEIC contend professional learning does not meet them at their needs.

Root Cause: The PD is not differentiated based on resources utilized, number of years of service, or district function (ie admin assistants and attendance clerks).

Problem Statement 3 (Prioritized): All teachers are not considered when developing performance pay (Teacher incentive allotment)

Root Cause: The TIA process was not developed for every teacher.

Perceptions

Perceptions Summary

The DEIC committee was used as a focus group to provide feedback about the districts perception in the community both within CHISD and in the greater community.

Perceptions Strengths

- There is community engagement.
- There is a partnership between the city and the school district
- The choice programs (collegiate pathway, ECA, and montessori)
- The CTE program (culinary in particular)
- HYLO (Hillside Youth Leadership Organization)
- There is support provided to Longhorns in need (i.e. Longhorn closet)
- There is Longhorn pride and a winning tradition
- There are community resources
- Great communication from campuses

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a decline in enrollment. 648 students left CHISD last year.

Root Cause: There is poor academic performance.

Problem Statement 2 (Prioritized): CHISD is not meeting the needs of the special education students.

Root Cause: The class sizes for students with the most severe needs are too large.

Problem Statement 3: Teacher retention is low except for uncertified and new teachers (1-3 years experience).

Root Cause: Teacher salaries in our district are lower compared to neighboring districts making it difficult to remain competitive.

Priority Problem Statements

Problem Statement 1: 22% of the students are chronically absent which negatively impact student outcome goals.

Root Cause 1: The system for contacting and following up with chronically absent families is not followed with fidelity.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Only 74% of the scholars met the student growth target on NWEA and/or STAAR.

Root Cause 2: There has to be more teacher training on data analysis to meet student needs and target improvement efforts.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is only incremental growth in all content areas.

Root Cause 3: 27% of CHISD teachers are uncertified and 47.6% have less than five years of teaching experience; therefore students are not taught at the right level of rigor as the standard.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a decline in enrollment. 648 students left CHISD last year.

Root Cause 4: There is poor academic performance.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: CHISD is not meeting the needs of the special education students.

Root Cause 5: The class sizes for students with the most severe needs are too large.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: All stakeholders including the district personnel were not knowledgeable about all of the processes and programs discussed.

Root Cause 6: There has not been adequate communication plans to inform all stakeholders about District processes and programs.

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 7: 100% of the faculty and staff who are in the DEIC contend professional learning does not meet them at their needs.

Root Cause 7: The PD is not differentiated based on resources utilized, number of years of service, or district function (ie admin assistants and attendance clerks).

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 8: All teachers are not considered when developing performance pay (Teacher incentive allotment)

Root Cause 8: The TIA process was not developed for every teacher.

Problem Statement 8 Areas: District Processes & Programs

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- RDA 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
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool

- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

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

Performance Objective 1: Increase the percentage of Kindergarten through second grade scholars at or above the 60th percentile on NWEA MAP growth from 38% BOY to 41% EOY.

HB3 Goal

Evaluation Data Sources: Reading MAP Growth Kindergarten through second grade BOY,MOY,EOY;
MClass BOY,MOY,EOY

Strategy 1 Details	Reviews			
Strategy 1: Build teacher and campus leadership capacity to implement the District's curriculum at the right level of depth and complexity by providing a variety of professional learning experiences to meet the needs of the teachers (i.e. student data analysis, content specific strategies, curriculum management, etc). Strategy's Expected Result/Impact: Increase the percentage of scholars meeting growth targets on NWEA. Increase the percentage of scholars reading at or above grade level. Staff Responsible for Monitoring: Executive Director of Teaching and Learning Elementary English Language Arts Coordinator Problem Statements: Student Learning 2, 3 - District Processes & Programs 2 Funding Sources: Professional Learning - 255 - ESEA: Title II, Instructional Coaching - 211 - ESEA: Title I, Part A	Formative			Summative
	Jan	Mar	May	July
Strategy 2 Details	Reviews			
Strategy 2: Utilize scholar personalized learning (Exact Path and Study Island) to tailor education to each scholar's unique strengths, needs, interests, and skills, leading to increased student engagement, motivation, and improved learning outcomes. Strategy's Expected Result/Impact: Increase the percentage of scholars meeting growth targets on NWEA. Increase the percentage of scholars at or above grade level in math. Staff Responsible for Monitoring: Executive Director of Teaching and Learning Elementary English Language Arts and Reading Coordinator	Formative			Summative
	Jan	Mar	May	July

Strategy 3 Details	Reviews			
Strategy 3: Utilize MClass Intervention to build scholars' reading skills Strategy's Expected Result/Impact: Increase the percentage of scholars meeting growth targets on NWEA MAP grow in reading Increase the percentage of scholars meeting growth targets based on MClass data Increase the percentage of scholars reading at or above grade level. Staff Responsible for Monitoring: Executive Director of Teaching and Learning Elementary English Language Arts and Reading Coordinator Problem Statements: Student Learning 2, 3 - District Processes & Programs 2	Formative			Summative
	Jan	Mar	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Only 74% of the scholars met the student growth target on NWEA and/or STAAR. Root Cause: There has to be more teacher training on data analysis to meet student needs and target improvement efforts.
Problem Statement 3: There is only incremental growth in all content areas. Root Cause: 27% of CHISD teachers are uncertified and 47.6% have less than five years of teaching experience; therefore students are not taught at the right level of rigor as the standard.
District Processes & Programs
Problem Statement 2: 100% of the faculty and staff who are in the DEIC contend professional learning does not meet them at their needs. Root Cause: The PD is not differentiated based on resources utilized, number of years of service, or district function (ie admin assistants and attendance clerks).

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

Performance Objective 2: The percentage of third graders at Meets+ on STAAR Reading will increase from 38% to 40%.

High Priority

HB3 Goal

Evaluation Data Sources: Reading MAP Growth BOY, MOY, and EOY data
STAAR Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Build teacher and campus leadership capacity to implement the District's curriculum at the right level of depth and complexity by providing a variety of professional learning experiences to meet the needs of the teachers (ie student data analysis, content specific strategies, curriculum management, etc). Strategy's Expected Result/Impact: Increase the percentage of scholars meeting growth targets on NWEA. Increase the percentage of scholars reading at or above grade level. Staff Responsible for Monitoring: Executive Director of Teaching and Learning Elementary English Language Arts and Reading Coordinator Problem Statements: Student Learning 2, 3 - District Processes & Programs 2 Funding Sources: Professional Learning - 255 - ESEA: Title II, Instructional Coaching - 211 - ESEA: Title I, Part A	Formative			Summative
	Jan	Mar	May	July
Strategy 2 Details	Reviews			
Strategy 2: Utilize scholar personalized learning (Exact Path and Study Island) to tailor education to each scholar's unique strengths, needs, interests, and skills, leading to increased student engagement, motivation, and improved learning outcomes. Strategy's Expected Result/Impact: Increase the percentage of scholars meeting growth targets on NWEA. Increase the percentage of scholars reading at or above grade level. Staff Responsible for Monitoring: Executive Director of Teaching and Learning Elementary English Language Arts and Reading Coordinator Problem Statements: Student Learning 2, 3 - District Processes & Programs 2 Funding Sources: Professional Learning - 255 - ESEA: Title II, Instructional Coaches - 211 - ESEA: Title I, Part A	Formative			Summative
	Jan	Mar	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Only 74% of the scholars met the student growth target on NWEA and/or STAAR. **Root Cause:** There has to be more teacher training on data analysis to meet student needs and target improvement efforts.

Problem Statement 3: There is only incremental growth in all content areas. **Root Cause:** 27% of CHISD teachers are uncertified and 47.6% have less than five years of teaching experience; therefore students are not taught at the right level of rigor as the standard.

District Processes & Programs

Problem Statement 2: 100% of the faculty and staff who are in the DEIC contend professional learning does not meet them at their needs. **Root Cause:** The PD is not differentiated based on resources utilized, number of years of service, or district function (ie admin assistants and attendance clerks).

Goal 2: Goal 2: The percentage of third graders at Meets+ on STAAR Math will increase from 36% in August 2025 to 51% by August 2030

Performance Objective 1: Percent of First and Second grade scholars at or above the 60th percentile on NWEA MAP Grow in Math from 44% BOY to 47% EOY.

HB3 Goal
Evaluation Data Sources: Math MAP Growth Grade 1 - 2 BOY, MOY, and EOY data

Strategy 1 Details	Reviews			
Strategy 1: Build teacher and campus leadership capacity to implement the District's curriculum at the right level of depth and complexity by providing a variety of professional learning experiences to meet the needs of the teachers (ie student data analysis, content specific strategies, curriculum management, etc). Strategy's Expected Result/Impact: Increase the percentage of scholars meeting growth targets on NWEA. Increase the percentage of scholars at or above grade level in math Staff Responsible for Monitoring: Executive Director of Teaching and Learning Elementary Math Coordinator Problem Statements: Student Learning 2, 3 - District Processes & Programs 2 Funding Sources: Professional Learning - 255 - ESEA: Title II, Instructional Coaching - 211 - ESEA: Title I, Part A	Formative			Summative
	Jan	Mar	May	July
Strategy 2 Details	Reviews			
Strategy 2: Utilize scholar personalized learning (Exact Path and Study Island) to tailor education to each scholar's unique strengths, needs, interests, and skills, leading to increased student engagement, motivation, and improved learning outcomes. Strategy's Expected Result/Impact: Increase the percentage of scholars meeting growth targets on NWEA. Increase the percentage of scholars at or above grade level in math Staff Responsible for Monitoring: Executive Director of Teaching and Learning Elementary Math Coordinator Problem Statements: Student Learning 2, 3 - District Processes & Programs 2 Funding Sources: Professional Learning - 255 - ESEA: Title II, Instructional Coaching - 211 - ESEA: Title I, Part A	Formative			Summative
	Jan	Mar	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Only 74% of the scholars met the student growth target on NWEA and/or STAAR. **Root Cause:** There has to be more teacher training on data analysis to meet student needs and target improvement efforts.

Problem Statement 3: There is only incremental growth in all content areas. **Root Cause:** 27% of CHISD teachers are uncertified and 47.6% have less than five years of teaching experience; therefore students are not taught at the right level of rigor as the standard.

District Processes & Programs

Problem Statement 2: 100% of the faculty and staff who are in the DEIC contend professional learning does not meet them at their needs. **Root Cause:** The PD is not differentiated based on resources utilized, number of years of service, or district function (ie admin assistants and attendance clerks).

Goal 2: Goal 2: The percentage of third graders at Meets+ on STAAR Math will increase from 36% in August 2025 to 51% by August 2030

Performance Objective 2: The percentage of third graders at Meets+ on STAAR Math will increase from 36% to 39%

High Priority

HB3 Goal

Evaluation Data Sources: Math NWEA MAP Grow BOY, MOY, EOY
STAAR Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Build teacher and campus leadership capacity to implement the District's curriculum at the right level of depth and complexity by providing a variety of professional learning experiences to meet the needs of the teachers (i.e. student data analysis, content specific strategies, curriculum management, etc. Strategy's Expected Result/Impact: Increase the percentage of scholars meeting growth targets on NWEA. Increase the percentage of scholars at or above grade level in math Staff Responsible for Monitoring: Executive Director of Teaching and Learning Elementary Math Coordinator Problem Statements: Student Learning 2, 3 - District Processes & Programs 2 Funding Sources: Professional Learning - 255 - ESEA: Title II	Formative			Summative
	Jan	Mar	May	July
Strategy 2 Details	Reviews			
Strategy 2: Utilize scholar personalized learning (Exact Path and Study Island) to tailor education to each scholar's unique strengths, needs, interests, and skills, leading to increased student engagement, motivation, and improved learning outcomes. Strategy's Expected Result/Impact: Increase the percentage of scholars meeting growth targets on NWEA. Increase the percentage of scholars at or above grade level in math Staff Responsible for Monitoring: Executive Director of Teaching and Learning Elementary Math Coordinator Problem Statements: Student Learning 2, 3 - District Processes & Programs 2	Formative			Summative
	Jan	Mar	May	July
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Only 74% of the scholars met the student growth target on NWEA and/or STAAR. **Root Cause:** There has to be more teacher training on data analysis to meet student needs and target improvement efforts.

Problem Statement 3: There is only incremental growth in all content areas. **Root Cause:** 27% of CHISD teachers are uncertified and 47.6% have less than five years of teaching experience; therefore students are not taught at the right level of rigor as the standard.

District Processes & Programs

Problem Statement 2: 100% of the faculty and staff who are in the DEIC contend professional learning does not meet them at their needs. **Root Cause:** The PD is not differentiated based on resources utilized, number of years of service, or district function (ie admin assistants and attendance clerks).

Goal 3: The percentage of scholars graduating College, Career, and Military Ready as measured by state accountability metrics, will increase from 80% in August 2025 to 90% in August 2030.

Performance Objective 1: Increase the percentage of 11th- and 12th-grade scholars who meet TSI (Texas Success Initiative) benchmarks in ELAR and Math by assessment by 10% for each assessment.

HB3 Goal

Evaluation Data Sources: TSI data: SAT, ACT, and Accuplacer exams

Strategy 1 Details	Reviews			
Strategy 1: Build teacher and campus leadership capacity to implement the District's curriculum at the right level of depth and complexity by providing a variety of professional learning experiences to meet the needs of the teachers (ie student data analysis, content specific strategies, curriculum management, College Entrance Exam exposure, etc). Strategy's Expected Result/Impact: The percentage of student success on college entrance exams TSIA, ACT, and/or SAT. Staff Responsible for Monitoring: Chief Academic Officer Executive Director of Teaching and Learning Executive Director of Guidance and Counseling Problem Statements: Student Learning 2, 3 - District Processes & Programs 2 Funding Sources: Professional Learning - 255 - ESEA: Title II, Instructional Coaching - 211 - ESEA: Title I, Part A, Tutorin - STEM Grant	Formative			Summative
	Jan	Mar	May	July
Strategy 2 Details	Reviews			
Strategy 2: Integrate the CHISD curriculum with Advance Academic supports to expose the students with the academic rigor necessary to be successful on college entrance exams. Strategy's Expected Result/Impact: The percentage of student success on college entrance exams TSIA, ACT, and/or SAT. Staff Responsible for Monitoring: Chief Academic Officer Executive Director of Teaching and Learning Executive Director of Guidance and Counseling Problem Statements: Student Learning 2, 3 - District Processes & Programs 2 Funding Sources: Professional Learning - STEM Grant, Curriculum Integration - 199- General Fund	Formative			Summative
	Jan	Mar	May	July

Strategy 3 Details	Reviews			
Strategy 3: Provide targeted mini-lessons for weak areas using scaffolding techniques during tutoring for selected students. Strategy's Expected Result/Impact: The percentage of student success on college entrance exams TSIA, ACT, and/or SAT. Staff Responsible for Monitoring: Chief Academic Officer Executive Director of Teaching and Learning Executive Director of Guidance and Counseling Problem Statements: Student Learning 2, 3 - District Processes & Programs 2 Funding Sources: STEM Grant - STEM Grant	Formative			Summative
	Jan	Mar	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Only 74% of the scholars met the student growth target on NWEA and/or STAAR. Root Cause: There has to be more teacher training on data analysis to meet student needs and target improvement efforts.
Problem Statement 3: There is only incremental growth in all content areas. Root Cause: 27% of CHISD teachers are uncertified and 47.6% have less than five years of teaching experience; therefore students are not taught at the right level of rigor as the standard.
District Processes & Programs
Problem Statement 2: 100% of the faculty and staff who are in the DEIC contend professional learning does not meet them at their needs. Root Cause: The PD is not differentiated based on resources utilized, number of years of service, or district function (ie admin assistants and attendance clerks).

Goal 3: The percentage of scholars graduating College, Career, and Military Ready as measured by state accountability metrics, will increase from 80% in August 2025 to 90% in August 2030.

Performance Objective 2: Increase the percentage of scholars who earn an industry-based certification (IBC) while completing a career pathway by 10%.

HB3 Goal

Evaluation Data Sources: Industry-Based Certification, % of scholars on track to complete a career pathway

Strategy 1 Details	Reviews			
Strategy 1: Recruit and retain teachers who are credentialed to teach dual credit classes through Dallas College to increases the number of scholars who obtain Level I IBC certifications. Strategy's Expected Result/Impact: More students are able get Industry Based Certifications at level III and IV Staff Responsible for Monitoring: Executive Director of Human Resources Funding Sources: Teacher credentialling - 199- General Fund	Formative			Summative
	Jan	Mar	May	July
Strategy 2 Details	Reviews			
Strategy 2: Monitor student course requests to ensure more scholars are on track to be a CTE completer (a student has successfully finished a focused sequence of courses within a specific career program or pathway, typically involving 3 or more courses, for a significant number of credits (like 4 or more), often including an advanced or "level 3 or 4" course) Strategy's Expected Result/Impact: More students are CTE completers which increase the number of students who are considered to be CCMR. Staff Responsible for Monitoring: Chief Academic Officer Innovation Coordinator Executive Director of Guidance and Counseling Funding Sources: Professional Learning - Perkins Grant	Formative			Summative
	Jan	Mar	May	July
Strategy 3 Details	Reviews			
Strategy 3: Provide STRIVE/Hilltop students access to virtual CTE classes. Strategy's Expected Result/Impact: There will be a CTE pathway at STRIVE/Hilltop to allow students to get the CTE pathway. Staff Responsible for Monitoring: Innovation Coordinator Executive Director of Teaching and Learning Funding Sources: The Edmentum Course - Perkins Grant	Formative			Summative
	Jan	Mar	May	July

Strategy 4 Details	Reviews			
Strategy 4: Provide targeted mini-lessons to close learning gaps to increase the number of scholars who pass the Level III and Level IV IBC certifications. Strategy's Expected Result/Impact: Increase the number of scholars who are CTE completers. Staff Responsible for Monitoring: Innovation Coordinator Funding Sources: Tutoring - Perkins Grant	Formative			Summative
	Jan	Mar	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: The percentage of 8th graders achieving Meets+ on Science STAAR will grow from 34% in August 2025 to 48% in 2030

Performance Objective 1: Increase the percentage of 8th Grade scholars at or above the 72nd percentile in EOY MAP

Evaluation Data Sources: Science MAP Growth Grade 8 BOY, MOY, and EOY data

Strategy 1 Details	Reviews			
Strategy 1: Build teacher and campus leadership capacity to implement the District's curriculum at the right level of depth and complexity by providing a variety of professional learning experiences to meet the needs of the teachers (ie student data analysis, content specific strategies, curriculum management, etc). Strategy's Expected Result/Impact: The percentage of students achieving the 71st percentile on Science NWEA will increase. The percentage of students at or above grade level on the Science STAAR will increase Staff Responsible for Monitoring: Executive Director of Teaching and Learning K-12 Science Instructional Coordinator Problem Statements: Student Learning 2, 3 - District Processes & Programs 2 Funding Sources: Instructional Coaching - 211 - ESEA: Title I, Part A, Professional Learning - 255 - ESEA: Title II	Formative			Summative
	Jan	Mar	May	July
Strategy 2 Details	Reviews			
Strategy 2: Provide targeted mini-lessons for weak areas using scaffolding techniques during tutoring for selected students. Strategy's Expected Result/Impact: Increased scholar success on the MOY and EOY NWEA Increased number of scholars at or above grade level in science based on STAAR. Staff Responsible for Monitoring: Executive Director of Teaching and Learning K-12 Science Instructional Coordinator Problem Statements: Student Learning 2, 3 Funding Sources: Tutoring - STEM Grant - \$80,000	Formative			Summative
	Jan	Mar	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Only 74% of the scholars met the student growth target on NWEA and/or STAAR. Root Cause: There has to be more teacher training on data analysis to meet student needs and target improvement efforts.

Student Learning
Problem Statement 3: There is only incremental growth in all content areas. Root Cause: 27% of CHISD teachers are uncertified and 47.6% have less than five years of teaching experience; therefore students are not taught at the right level of rigor as the standard.
District Processes & Programs
Problem Statement 2: 100% of the faculty and staff who are in the DEIC contend professional learning does not meet them at their needs. Root Cause: The PD is not differentiated based on resources utilized, number of years of service, or district function (ie admin assistants and attendance clerks).

Goal 4: The percentage of 8th graders achieving Meets+ on Science STAAR will grow from 34% in August 2025 to 48% in 2030

Performance Objective 2: Increase the percentage of 8th grade scholars at or above grade level on Science STAAR from 34% to 37%.

Evaluation Data Sources: Science DCCA
NWEA MOY, and EOY

Strategy 1 Details	Reviews			
Strategy 1: Build teacher and campus leadership capacity to implement the District's curriculum at the right level of depth and complexity by providing a variety of professional learning experiences to meet the needs of the teachers (ie student data analysis, content specific strategies, curriculum management, etc). Strategy's Expected Result/Impact: Increased scholar success on the MOY and EOY NWEA Increased number of scholars at or above grade level in science based on STAAR. Staff Responsible for Monitoring: Executive Director of Teaching and Learning K-12 Science Instructional Coordinator Problem Statements: Student Learning 2, 3 - District Processes & Programs 2 Funding Sources: Professional Learning - 255 - ESEA: Title II, Professional Learning - STEM Grant	Formative			Summative
	Jan	Mar	May	July
Strategy 2 Details	Reviews			
Strategy 2: Provide targeted mini-lessons for weak areas using scaffolding techniques during tutoring for selected students. Strategy's Expected Result/Impact: Increased scholar success on the MOY and EOY NWEA Increased number of scholars at or above grade level in science based on STAAR. Staff Responsible for Monitoring: Executive Director of Teaching and Learning K-12 Science Instructional Coordinator Problem Statements: Student Learning 2, 3 - District Processes & Programs 2 Funding Sources: STEM - STEM Grant	Formative			Summative
	Jan	Mar	May	July
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Only 74% of the scholars met the student growth target on NWEA and/or STAAR. Root Cause: There has to be more teacher training on data analysis to meet student needs and target improvement efforts.

Student Learning
Problem Statement 3: There is only incremental growth in all content areas. Root Cause: 27% of CHISD teachers are uncertified and 47.6% have less than five years of teaching experience; therefore students are not taught at the right level of rigor as the standard.
District Processes & Programs
Problem Statement 2: 100% of the faculty and staff who are in the DEIC contend professional learning does not meet them at their needs. Root Cause: The PD is not differentiated based on resources utilized, number of years of service, or district function (ie admin assistants and attendance clerks).

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance