



Cedar Hill ISD

2025-2026 Campus Improvement Plan

Cedar Hill HS

Goal	Performance Objectives	Strategies
Goal 1: Increase the percentage of scholars graduating College, Career & Military Ready	Increase the percentage of scholars graduating College, Career, and Military Ready (CCMR) to from 89% as measured on the 2024-2025 TEA reporting to 93% by June 2026.	To improve student performance on Industry-Based Certification assessments, Cedar Hill High School will create benchmark assessments aligned with certification standards. These benchmarks will be administered at the end of the first semester to monitor progress and adjust instructional strategies as needed. Data from these assessments will guide targeted interventions to ensure students are adequately prepared for certification exams.

		To enhance student preparedness for the TSIA2, Cedar Hill High School will partner with Mastery Prep to conduct targeted TSIA Bootcamps prior to the fall assessment. These boot camps will focus on critical skills and test-taking strategies to improve student performance. Data from practice tests will guide additional support and interventions for students needing further preparation.
		To ensure AP teachers are well-prepared and aligned with College Board standards, they will complete all required training programs recommended by College Board to enhance their instructional skills and subject knowledge. Additionally, AP teachers will administer the Benchmark Assessments provided by College Board to evaluate student progress and identify areas for targeted improvement. This combined approach will foster a consistent and data-driven teaching environment, improving student outcomes in AP courses.

		To increase the percentage of scholars earning an associate degree the campus will expand dual credit opportunities and implement targeted support programs. This includes offering a Summer Bridge course to help scholars transition to college-level coursework, strengthening the relationship with the Dallas College Success Coach by providing an on-campus workspace and opportunities for scholars to meet with her regularly, and launching a College Transition course for freshmen Dual Credit students to ensure early preparation and success. These initiatives will ensure students receive the academic, social, and logistical support needed to stay on track for associate degree completion.
Goal 2: Increase the percentage of Algebra 1 scholars scoring Meets or Above	Increase the percentage of scholars scoring Meets and Above on the Algebra I EOC from 19% as measured on the 2024-2025 TAPR to 30% by June 2026.	Cedar Hill High School will utilize Longhorn Time, a dedicated 30-minute intervention period in every class, to provide targeted academic support for students in Algebra I, who need additional help. Teachers will use this time to address individual student needs, review challenging concepts in Algebra I, and offer remediation or enrichment activities. Data from

		assessments will guide the focus of these sessions to ensure all students receive the necessary interventions to improve their academic performance in Algebra I.
		In Algebra I, scholars will dedicate at least 40 minutes each week to working on Exact Path lessons and assessments within their Individual Learning Plan, with the goal of having 90% of scholars master 2 skills (earning two "trophies") per marking period. This focused effort will contribute to improving overall Algebra I performance and help increase the percentage of students meeting the "Approaches" standard from 68% on the 2024-2025 TAPR to 75% by June 2026.
	80% of Spring 2026 EOC re-testers will earn Approaches or higher on the Algebra I EOC.	Cedar Hill High School will utilize Longhorn Time, dedicated Rtl every Friday, to provide targeted academic support for students who need additional help. Teachers will use this time to address individual student needs, review challenging concepts, and offer remediation or enrichment activities. Data from assessments will guide the focus of these sessions to ensure all students receive the necessary interventions to improve

		their academic performance.
		All scholars who have not passed the Algebra I EOC will be enrolled in Algebraic Reasoning to focus instruction on the foundations of Algebra.
		Scholars will spend a minimum of 40 minutes per week completing Exact Path lessons and assessments with a goal of earning two "trophies" per grading cycle.
		Scholars will complete weekly standards assignments in Sirius with a goal of earning a 70% or higher on 2 out of 3 attempts.
Goal 3: Increase the percentage of English I and II scholars scoring Meets or Above	Increase the percentage of scholars scoring Meets and Above on the English I EOC (32%) and English II EOC (42%) as measured on the 2024-2025 TAPR to 55% by June 2026.	Cedar Hill High School will utilize Longhorn Time, a dedicated time every Friday, to provide targeted academic support for students in English I and II, who need additional help. Teachers will use this time to address individual student needs, review challenging concepts in English I and II, and offer remediation or enrichment activities. Data from assessments will guide the focus of these sessions to ensure all students receive the necessary interventions to

		improve their academic performance in English I and II.
		Complete weekly standards lessons in Sirius with a goal of 80% of scholars earning a 70% or higher on completed standards lessons on 2 out of 3 attempts per marking period.
		Scholars will complete Exact Path lessons and assessments within their Individual Learning Path with a goal of 90% of scholars mastering 2 skills per marking period.
	Conduct weekly focused walkthroughs observing student engagement to provide teacher feedback.	Administrators and Instructional Coaches will monitor classes and PLC meetings to provide feedback and support to teachers as appropriate to each teacher's ability level.
Goal 4: Increase Average Daily Attendance by 4% for the 2025-2026 school year to achieve the expected 95% attendance rate.	Reduce the percentage of referrals for students skipping class by 15%.	Conduct weekly, staggered hall sweeps.
		Utilize District's Behavior Specialist to provide assistance with TIER 2 Behavior Response to Intervention.
		Conduct weekly Truancy Prevention Measures (TPM) meetings with students and parents for students with three unexcused absences.

		Recognize perfect attendance students during class meetings at the end of each marking period.
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