

Cedar Hill Independent School District

Collegiate Academy

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

The Mission of Cedar Hill Collegiate Academy Middle School is to develop resilient scholars who excel academically and are empowered to serve.

Vision

The vision of Cedar Hill Collegiate Academy Middle School is: Unlocking Every Longhorn's Potential.

Value Statement

Pride, Purpose, and Perseverance

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Goals

Goal 1: The percentage of sixth-eighth grade schoalrs at Meets+ on STAAR Reading will increase from 78% in August 2025 to 85% in June 2026.

Performance Objective 1: Sixth Grade Reading STAAR will increase from 74% Meets+ in August 2025 to 81% in June 2026.

HB3 Goal

Evaluation Data Sources: STAAR EOY
MAP BOY, MOY, EOY

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement daily routines to build reading fluency (e.g., repeated readings, partner fluency practice) and reinforce comprehension of grade-level academic vocabulary through Frayer models and context clue strategies. Strategy's Expected Result/Impact: Improved fluency and stronger vocabulary knowledge will support scholars in accurately summarizing, inferring, and answering text-based STAAR items. Staff Responsible for Monitoring: 6th Grade ELA Teacher, Campus Administrators Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 3, 4 Funding Sources: Extra-Duty Pay - 199- General Fund - \$250	Formative			Summative
	Jan	Mar	May	July
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: During the 2024-2025 school year, only 35% of eighth-grade scholars met the TSIA Reading benchmark, limiting early college readiness opportunities for the majority of students. Root Cause: Teachers need to provide additional support in developing foundational literacy and academic vocabulary, particularly for scholars identified as at risk or from ESL backgrounds.
Student Learning
Problem Statement 3: English Learners (Current) demonstrated 45% Meets and 10% Masters, trailing campus averages in every subject. Root Cause: Teachers need to expand academic language development and structured scaffolds to access grade-level content and accelerate progress for scholars. Problem Statement 4: Special Education scholars performed well below campus averages, with only 35% Meets and 11% Masters compared to 63% and 27% overall. Root Cause: Teachers need to ensure that supports and accommodations meet individual student needs, which requires strengthening intervention systems and engaging in ongoing professional learning.

Goal 1: The percentage of sixth-eighth grade schoalrs at Meets+ on STAAR Reading will increase from 78% in August 2025 to 85% in June 2026.

Performance Objective 2: Seventh Grade Reading STAAR will increase from 82% Meets+ in August 2025 to 89% in June 2026.

HB3 Goal

Evaluation Data Sources: STAAR EOY
MAP BOY, MOY, EOY

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide scaffolded practice in analyzing the author's craft (e.g., figurative language, tone, textual evidence) and compare how text structures (cause-and-effect, problem-and-solution, chronological) impact meaning, with guided use of annotation strategies. Strategy's Expected Result/Impact: Scholars will deepen their ability to interpret complex texts and cite relevant evidence, improving accuracy on STAAR questions that require higher-order analysis. Staff Responsible for Monitoring: 7th Grade ELA Teachers, Campus Administrators Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 3, 4 Funding Sources: Extra-Duty Pay - 199- General Fund - \$250	Formative			Summative
	Jan	Mar	May	July
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: During the 2024-2025 school year, only 35% of eighth-grade scholars met the TSIA Reading benchmark, limiting early college readiness opportunities for the majority of students. Root Cause: Teachers need to provide additional support in developing foundational literacy and academic vocabulary, particularly for scholars identified as at risk or from ESL backgrounds.

Student Learning

Problem Statement 3: English Learners (Current) demonstrated 45% Meets and 10% Masters, trailing campus averages in every subject. **Root Cause:** Teachers need to expand academic language development and structured scaffolds to access grade-level content and accelerate progress for scholars.

Problem Statement 4: Special Education scholars performed well below campus averages, with only 35% Meets and 11% Masters compared to 63% and 27% overall. **Root Cause:** Teachers need to ensure that supports and accommodations meet individual student needs, which requires strengthening intervention systems and engaging in ongoing professional learning.

Goal 1: The percentage of sixth-eighth grade schoalrs at Meets+ on STAAR Reading will increase from 78% in August 2025 to 85% in June 2026.

Performance Objective 3: Eighth Grade Reading STAAR will increase from 81% Meets+ in August 2025 to 88% in June 2026.

HB3 Goal

Evaluation Data Sources: STAAR EOY
MAP BOY, MOY, EOY

Strategy 1 Details	Reviews			
Strategy 1: Teachers will guide scholars in synthesizing ideas across genres and texts while using academic organizers such as Frayer models for vocabulary development and AVID Cornell notes for structured comprehension and evidence collection. Strategy's Expected Result/Impact: Consistent use of synthesis strategies and structured organizers will enhance comprehension, organization of ideas, and analytical responses, directly increasing Meets+ performance on STAAR Reading and preparing scholars for English I EOC. Staff Responsible for Monitoring: 8th Grade ELA Teachers, ESL Support Staff, Campus Administration. Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 3, 4 Funding Sources: Extra-Duty Pay - STEM Grant - \$500	Formative			Summative
	Jan	Mar	May	July
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: During the 2024-2025 school year, only 35% of eighth-grade scholars met the TSIA Reading benchmark, limiting early college readiness opportunities for the majority of students. Root Cause: Teachers need to provide additional support in developing foundational literacy and academic vocabulary, particularly for scholars identified as at risk or from ESL backgrounds.

Student Learning

Problem Statement 3: English Learners (Current) demonstrated 45% Meets and 10% Masters, trailing campus averages in every subject. **Root Cause:** Teachers need to expand academic language development and structured scaffolds to access grade-level content and accelerate progress for scholars.

Problem Statement 4: Special Education scholars performed well below campus averages, with only 35% Meets and 11% Masters compared to 63% and 27% overall. **Root Cause:** Teachers need to ensure that supports and accommodations meet individual student needs, which requires strengthening intervention systems and engaging in ongoing professional learning.

Goal 2: The percentage of sixth-eighth grade schoalrs at Meets+ on STAAR Math will increase from 48% in August 2025 to 55% in June 2026.

Performance Objective 1: Sixth-grade Math STAAR will increase from 48% Meets+ in August 2025 to 55% in June 2026.

HB3 Goal
Evaluation Data Sources: STAAR EOY
MAP BOY, MOY, EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	May	July
Strategy 1: Teachers will embed daily practice of multiplication and division facts (e.g., fluency drills, number talks, fact families) alongside spiral review of fractions, decimals, and ratios using models and real-world applications. Strategy's Expected Result/Impact: Improved automaticity with multiplication and division will reduce cognitive load, enabling scholars to solve proportionality and rational number problems on STAAR more effectively. Staff Responsible for Monitoring: 6th Grade Math Teacher, Math Elective Teacher, Campus Administration. Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3, 4 Funding Sources: Extra-Duty Pay - 199- General Fund - \$250				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: During the 2024-2025 school year, Mathematics results showed only 47% Meets and 14% Masters, significantly lower than RLA outcomes. Root Cause: Teachers need to create additional opportunities to develop problem-solving strategies and practice applying mathematical concepts in authentic contexts for scholars.
Problem Statement 3: English Learners (Current) demonstrated 45% Meets and 10% Masters, trailing campus averages in every subject. Root Cause: Teachers need to expand academic language development and structured scaffolds to access grade-level content and accelerate progress for scholars.
Problem Statement 4: Special Education scholars performed well below campus averages, with only 35% Meets and 11% Masters compared to 63% and 27% overall. Root Cause: Teachers need to ensure that supports and accommodations meet individual student needs, which requires strengthening intervention systems and engaging in ongoing professional learning.

Goal 2: The percentage of sixth-eighth grade schoalrs at Meets+ on STAAR Math will increase from 48% in August 2025 to 55% in June 2026.

Performance Objective 2: Seventh-grade (8th-grade math content) STAAR will increase from 43% Meets+ in August 2025 to 50% in June 2026.

HB3 Goal

Evaluation Data Sources: STAAR EOY
MAP BOY, MOY, EOY

Strategy 1 Details		Reviews			
Strategy 1: Teachers will provide structured practice in solving multi-step equations and inequalities, graphing linear relationships, and analyzing function tables/graphs, while explicitly modeling how to use calculator functions (e.g., fraction/decimal conversions, order of operations, graphing utilities) to support problem-solving. Strategy's Expected Result/Impact: Increased proficiency with algebraic concepts and calculator fluency will build readiness for 8th-grade Algebra standards, while equipping scholars with strategies to maximize STAAR performance. Staff Responsible for Monitoring: 7th Grade Math Teacher, Math Elective Teacher, Campus Administrators Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3, 4 Funding Sources: Extra-Duty Pay - 199- General Fund - \$250		Formative			Summative
		Jan	Mar	May	July

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: During the 2024-2025 school year, Mathematics results showed only 47% Meets and 14% Masters, significantly lower than RLA outcomes. Root Cause: Teachers need to create additional opportunities to develop problem-solving strategies and practice applying mathematical concepts in authentic contexts for scholars.
Problem Statement 3: English Learners (Current) demonstrated 45% Meets and 10% Masters, trailing campus averages in every subject. Root Cause: Teachers need to expand academic language development and structured scaffolds to access grade-level content and accelerate progress for scholars.

Student Learning

Problem Statement 4: Special Education scholars performed well below campus averages, with only 35% Meets and 11% Masters compared to 63% and 27% overall. **Root Cause:** Teachers need to ensure that supports and accommodations meet individual student needs, which requires strengthening intervention systems and engaging in ongoing professional learning.

Goal 2: The percentage of sixth-eighth grade schoalrs at Meets+ on STAAR Math will increase from 48% in August 2025 to 55% in June 2026.

Performance Objective 3: Eighth-grade Math STAAR (Algebra I) will increase from 54% Meets+ in August 2025 to 61% in June 2026.

HB3 Goal

Evaluation Data Sources: STAAR EOY
MAP BOY, MOY, EOY

Strategy 1 Details	Reviews			
Strategy 1: 8th-grade Algebra I teachers will provide peer-tutoring and small-group workshops where 8th-graders model solving multi-step equations, graphing linear functions, and interpreting real-world function scenarios. Strategy's Expected Result/Impact: Structured mentorship and algebraic modeling will accelerate foundational readiness across the grade level, supporting system-wide growth in math. Staff Responsible for Monitoring: Algebra I Teachers, Math Elective Teacher, Campus Administration. Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3, 4 - Perceptions 2 Funding Sources: Extra-Duty Pay - 199- General Fund - \$250	Formative			Summative
	Jan	Mar	May	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: During the 2024-2025 school year, Mathematics results showed only 47% Meets and 14% Masters, significantly lower than RLA outcomes. Root Cause: Teachers need to create additional opportunities to develop problem-solving strategies and practice applying mathematical concepts in authentic contexts for scholars.
Problem Statement 3: English Learners (Current) demonstrated 45% Meets and 10% Masters, trailing campus averages in every subject. Root Cause: Teachers need to expand academic language development and structured scaffolds to access grade-level content and accelerate progress for scholars.
Problem Statement 4: Special Education scholars performed well below campus averages, with only 35% Meets and 11% Masters compared to 63% and 27% overall. Root Cause: Teachers need to ensure that supports and accommodations meet individual student needs, which requires strengthening intervention systems and engaging in ongoing professional learning.

Perceptions

Problem Statement 2: During the 2024-2025 school year, only 31% of students reported high engagement, compared to 65% of families. **Root Cause:** Scholars may perceive limited voice and choice in learning, while families primarily view engagement through opportunities and activities.

Goal 3: The percentage of 8th graders meeting TSIA Reading to support the district's goal for CCMR will increase from 35% in May 2025 to 45% in May 2026.

Performance Objective 1: Eighth-grade scholars will have an overall increase in TSIA Reading of 10% by May 2026

Evaluation Data Sources: TSIA EOY

Strategy 1 Details		Reviews			
Strategy 1: Teachers will integrate evidence-based reading strategies (e.g., close reading, annotation, reciprocal teaching, and academic vocabulary routines) into weekly lessons, while providing targeted small-group interventions for scholars performing below benchmark. Strategy's Expected Result/Impact: Scholars will demonstrate improved reading comprehension and academic vocabulary proficiency, leading to a 10% increase in TSIA Reading scores by May 2026. Staff Responsible for Monitoring: 8th Grade ELA Teachers, Campus Administration Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 3, 4 Funding Sources: CCMR/TSIA Supports - STEM Grant - \$500		Formative			Summative
		Jan	Mar	May	July
No Progress Accomplished Continue/Modify Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: During the 2024-2025 school year, only 35% of eighth-grade scholars met the TSIA Reading benchmark, limiting early college readiness opportunities for the majority of students. Root Cause: Teachers need to provide additional support in developing foundational literacy and academic vocabulary, particularly for scholars identified as at risk or from ESL backgrounds.
Student Learning
Problem Statement 3: English Learners (Current) demonstrated 45% Meets and 10% Masters, trailing campus averages in every subject. Root Cause: Teachers need to expand academic language development and structured scaffolds to access grade-level content and accelerate progress for scholars.

Student Learning

Problem Statement 4: Special Education scholars performed well below campus averages, with only 35% Meets and 11% Masters compared to 63% and 27% overall. **Root Cause:** Teachers need to ensure that supports and accommodations meet individual student needs, which requires strengthening intervention systems and engaging in ongoing professional learning.

Goal 4: The percentage of eighth-grade scholars at Meets+ on STAAR Science will increase from 64% in August 2025 to 70% in June 2026.

Performance Objective 1: Eighth-grade scholars will have a 6% increase for Meet+ on STAAR Science EOY in June 2026.

Evaluation Data Sources: STAAR EOY
MAP BOY, MOY, EOY

Strategy 1 Details	Reviews			
Strategy 1: Teachers will analyze unit assessment data and STAAR interim results to identify TEKS with the lowest performance and implement targeted small-group reteach sessions during class and tutorials. Strategy's Expected Result/Impact: Increased mastery of low-performing SEs, leading to improved performance on STAAR Science; more substantial alignment between classroom instruction and tested standards. Staff Responsible for Monitoring: 8th Grade Science Teachers, Campus Administration Title I: 2.51, 2.52 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3, 4 Funding Sources: Extra-Duty Pay - 199- General Fund - \$250, Science Lab Supplies - STEM Grant - \$750	Formative			Summative
	Jan	Mar	May	July
Strategy 2 Details	Reviews			
Strategy 2: Teachers will incorporate literacy strategies (e.g., Cornell notes, Frayer models, claim-evidence-reasoning) into daily lessons to enhance students' comprehension of science vocabulary and academic language. Strategy's Expected Result/Impact: Scholars will demonstrate improved understanding and application of science vocabulary and academic language, contributing to stronger STAAR Science performance. Staff Responsible for Monitoring: 8th Grade Science Teacher, ESL Support Staff, Campus Administrators Title I: 2.51, 2.52 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3, 4	Formative			Summative
	Jan	Mar	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Science mastery rates remain low, with only 23% of Grade 8 scholars achieving Masters, despite strong Approaches performance. Root Cause: During instructional time and enrichment, teachers need to increase higher-order scientific reasoning. Problem Statement 3: English Learners (Current) demonstrated 45% Meets and 10% Masters, trailing campus averages in every subject. Root Cause: Teachers need to expand academic language development and structured scaffolds to access grade-level content and accelerate progress for scholars. Problem Statement 4: Special Education scholars performed well below campus averages, with only 35% Meets and 11% Masters compared to 63% and 27% overall. Root Cause: Teachers need to ensure that supports and accommodations meet individual student needs, which requires strengthening intervention systems and engaging in ongoing professional learning.

Goal 5: By June 2026, scholar involvement in campus decision-making and student voice opportunities will increase by 15%, as measured by participation in student surveys, focus groups, and campus leadership activities.

Performance Objective 1: Increase scholar schoolwide participation and scholar voice.

Evaluation Data Sources: Student Survey

Strategy 1 Details	Reviews			
Strategy 1: Teachers and campus leaders will create regular opportunities for scholars to share feedback (e.g., quarterly student surveys, focus groups, classroom reflections) and incorporate this input into classroom practices and campus initiatives. Strategy's Expected Result/Impact: Increased student voice will strengthen scholar ownership of learning, improve school climate, and enhance engagement in academic and extracurricular activities. Staff Responsible for Monitoring: Campus Administration, Classroom Teachers, Counselor, Student Council Advisor. Title I: 2.531 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 - Perceptions 2 Funding Sources: Scholar Supplies for Academic Bowl - STEM Grant - \$1,000	Formative			Summative
	Jan	Mar	May	July
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: During the 2024-2025 school year, program review showed that the range of extracurricular opportunities remained limited compared to larger campuses. Root Cause: The smaller campus size, programming focused on academics, and resource constraints reduce the variety of program offerings.
Perceptions
Problem Statement 2: During the 2024-2025 school year, only 31% of students reported high engagement, compared to 65% of families. Root Cause: Scholars may perceive limited voice and choice in learning, while families primarily view engagement through opportunities and activities.

Goal 6: By June 2026, the percentage of scholars in Special Education scoring Meets+ on STAAR Reading/Math will increase from 35% to 42%, through the implementation of individualized literacy supports, accommodations, and structured intervention systems.

Performance Objective 1: By June 2026, the percentage of scholars in Special Education scoring Meets+ on STAAR Reading will increase from 35% to 42%,

Evaluation Data Sources: STAAR EOY
MAP BOY, MOY, EOY

Strategy 1 Details	Reviews			
Strategy 1: Teachers will extend individualized literacy accommodations (e.g., chunked text passages, sentence stems, read-aloud, guided annotation, AVID Cornell Notes, peer support, and vocabulary scaffolds) aligned to each scholar's IEP, with documentation in progress-monitoring logs. Strategy's Expected Result/Impact: Special Education scholars will access grade-level reading content more effectively, demonstrate increased comprehension, and close the performance gap on STAAR Reading. Staff Responsible for Monitoring: Special Education Teachers, General Education ELA Teachers, Campus Administration. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 4	Formative			Summative
	Jan	Mar	May	July
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: During the 2024-2025 school year, only 35% of eighth-grade scholars met the TSIA Reading benchmark, limiting early college readiness opportunities for the majority of students. Root Cause: Teachers need to provide additional support in developing foundational literacy and academic vocabulary, particularly for scholars identified as at risk or from ESL backgrounds.

Student Learning

Problem Statement 4: Special Education scholars performed well below campus averages, with only 35% Meets and 11% Masters compared to 63% and 27% overall. **Root Cause:** Teachers need to ensure that supports and accommodations meet individual student needs, which requires strengthening intervention systems and engaging in ongoing professional learning.

Goal 6: By June 2026, the percentage of scholars in Special Education scoring Meets+ on STAAR Reading/Math will increase from 35% to 42%, through the implementation of individualized literacy supports, accommodations, and structured intervention systems.

Performance Objective 2: By June 2026, the percentage of scholars in Special Education scoring Meets+ on Math will increase from 38% to 42%,

Evaluation Data Sources: STAAR EOY
MAP BOY, MOY, EOY

Strategy 1 Details	Reviews			
Strategy 1: Teachers will aggressively monitor through individualized math accommodations (e.g., manipulatives, graphic organizers, calculator supports, extended time, and small-group reteach cycles) aligned with each scholar's IEP, with usage tracked in progress-monitoring logs. Strategy's Expected Result/Impact: Special Education scholars will strengthen access to problem-solving strategies and demonstrate measurable gains toward Meets/Masters, narrowing the gap with campus performance on STAAR Math. Staff Responsible for Monitoring: Special Education Teachers, General Education Math Teachers, Instructional Coach, Campus Administration. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 4	Formative			Summative
	Jan	Mar	May	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: During the 2024-2025 school year, Mathematics results showed only 47% Meets and 14% Masters, significantly lower than RLA outcomes. Root Cause: Teachers need to create additional opportunities to develop problem-solving strategies and practice applying mathematical concepts in authentic contexts for scholars.
Problem Statement 4: Special Education scholars performed well below campus averages, with only 35% Meets and 11% Masters compared to 63% and 27% overall. Root Cause: Teachers need to ensure that supports and accommodations meet individual student needs, which requires strengthening intervention systems and engaging in ongoing professional learning.