

Cedar Hill Independent School District

Cedar Hill High School

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

The mission of Cedar Hill High School is to prepare all scholars to excel at life beyond high school.

Vision

The vision of Cedar Hill High School is to provide every scholar the skills they need to maximize their full potential.

Value Statement

Excellence, Everywhere, Everyday.

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Goal 4: Increase Average Daily Attendance by 4% for the 2025-2026 school year to achieve the expected 95% attendance rate. 16

Goals

Goal 1: Increase the percentage of scholars graduating College, Career & Military Ready

Performance Objective 1: 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.

HB3 Goal

Evaluation Data Sources: Texas Academic Performance Report, Student Assessment Data (Industry-Based Certifications, SAT, ACT, TSIA, AP).

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: The implementation of benchmark assessments will provide timely data to adjust instruction, ensuring students are better prepared and increasing the success rate on Industry-Based Certification assessments with a goal of increasing the IBC success rate to 35% by June 2026. Staff Responsible for Monitoring: The assistant principal over CTE and the teachers who teach IBC courses. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1	Formative			Summative
	Jan	Mar	May	July

Strategy 2 Details		Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: The TSIA2 Bootcamps will improve student readiness, leading to an increase of scholars meeting criterion on both Math and Reading TSIA2 to 25% by June 2026. Staff Responsible for Monitoring: The associate principal and principal. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1		Formative			Summative
		Jan	Mar	May	July
Strategy 3 Details		Reviews			
Strategy 3: 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. Strategy's Expected Result/Impact: The assessments will provide a familiarity of the assessment and data will help guide instruction. AP teachers will be better prepared to increase the success of the scholars from 11.3% meeting AP criterion to 20% by June 2026. Staff Responsible for Monitoring: AP teachers, assistant principal, and the principal. TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Jan	Mar	May	July

Strategy 4 Details		Reviews			
Strategy 4: 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. Strategy's Expected Result/Impact: These initiatives will ensure students receive the academic, social, and logistical support needed to stay on track for associate degree completion with a goal of increasing associate degree graduates to 15% by June 2026. Staff Responsible for Monitoring: Associate Principal for Early College Academy (ECA), counselor for ECA and campus principal. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Student Learning 1 - Perceptions 1		Formative			Summative
		Jan	Mar	May	July

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Cedar Hill High School has gaps in core subjects, as shown by 2025 STAAR and TSIA 2 data. US History and Biology show strengths, English I (28% meeting grade level, 5% mastery), English II (40%, 2%), and Algebra I (14%, 9%) show significant room for improvement. TSIA 2 results highlight college readiness concerns, with only 20% of graduates meeting math and 21% meeting reading criteria. Root Cause: Performance disparities at Cedar Hill High School are due to inconsistent instructional practices and limited differentiation to meet diverse student needs. Gaps in targeted interventions and college readiness supports also contribute to lower achievement in key areas.
Perceptions
Problem Statement 1: Although perceptions of Quality Education, Relationships, Safety, and Discipline have improved, Cedar Hill High School's 2025 Youth Truth data shows these perceptions are still in the lower quartile compared to other Texas schools. This indicates that while progress is being made, further efforts are needed to enhance the overall student experience. Root Cause: The gap in perceptions may stem from inconsistent communication and engagement with students as well as gaps in addressing their social-emotional needs. There may be a need for more targeted efforts to create a consistently positive school culture contribute to the lower rankings in comparison to other Texas schools.

Goal 2: Increase the percentage of Algebra 1 scholars scoring Meets or Above

Performance Objective 1: 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.

Evaluation Data Sources: 2026 STAAR EOC, State Interim Assessment, DCCA & NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	May	July
Strategy 1: 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. Strategy's Expected Result/Impact: The expected result is that Algebra I students will demonstrate improved understanding of key concepts, leading to higher performance on assessments and increased mastery of grade-level content. This targeted intervention will contribute to raising the percentage of students meeting the "Approaches" standard in Algebra I from 68% as measured on the 2024-2025 TAPR to 75% by June 2026. Staff Responsible for Monitoring: The Assistant Principal supervising Algebra, the Instructional Specialist, and the teachers. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2				
Strategy 2 Details	Reviews			
	Formative			Summative
	Jan	Mar	May	July
Strategy 2: 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. Strategy's Expected Result/Impact: 90% of Algebra I scholars will master 2 skills per marking period, as measured by Exact Path lessons and assessments. This consistent progress will contribute to raising the percentage of students meeting the "Approaches" standard in Algebra I from 68% on the 2024-2025 TAPR to 75% by June 2026. Staff Responsible for Monitoring: The Assistant Principal supervising Algebra, the Instructional Specialist, and the teachers. Problem Statements: Student Learning 1, 2				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Cedar Hill High School has gaps in core subjects, as shown by 2025 STAAR and TSIA 2 data. US History and Biology show strengths, English I (28% meeting grade level, 5% mastery), English II (40%, 2%), and Algebra I (14%, 9%) show significant room for improvement. TSIA 2 results highlight college readiness concerns, with only 20% of graduates meeting math and 21% meeting reading criteria. **Root Cause:** Performance disparities at Cedar Hill High School are due to inconsistent instructional practices and limited differentiation to meet diverse student needs. Gaps in targeted interventions and college readiness supports also contribute to lower achievement in key areas.

Problem Statement 2: 57% Cedar Hill High School Scholars who took Algebra I during the 2024 - 2025 school year demonstrated growth as measured by the NWEA MAP Assessment. **Root Cause:** Limited student engagement or motivation negatively impacts growth. Interventions and support systems not used consistently. Additionally, high absenteeism hindered student growth.

Goal 2: Increase the percentage of Algebra 1 scholars scoring Meets or Above

Performance Objective 2: 80% of Spring 2026 EOC re-testers will earn Approaches or higher on the Algebra I EOC.

Evaluation Data Sources: 2026 STAAR EOC, State Interim Assessment, DCCA & NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Cedar Hill High School will utilize Longhorn Time, dedicated RtI 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. Strategy's Expected Result/Impact: Improved performance on Algebra I assessments. Staff Responsible for Monitoring: The Assistant Principal supervising Algebra, the Instructional Specialist, and the teachers. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative			Summative
	Jan	Mar	May	July
Strategy 2 Details	Reviews			
Strategy 2: All scholars who have not passed the Algebra I EOC will be enrolled in Algebraic Reasoning to focus instruction on the foundations of Algebra. Strategy's Expected Result/Impact: Scholars who have not yet passed the Algebra I EOC will pass the assessment. Staff Responsible for Monitoring: The Assistant Principal supervising Algebra, the Instructional Specialist, and the teachers. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative			Summative
	Jan	Mar	May	July

Strategy 3 Details	Reviews			
Strategy 3: 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. Strategy's Expected Result/Impact: Individual scholar learning gaps will be closed in order to help the scholar achieve grade level learning. Staff Responsible for Monitoring: The Assistant Principal supervising Algebra, the Instructional Specialist, and the teachers. 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	Formative			Summative
	Jan	Mar	May	July
Strategy 4 Details	Reviews			
Strategy 4: Scholars will complete weekly standards assignments in Sirius with a goal of earning a 70% or higher on 2 out of 3 attempts. Strategy's Expected Result/Impact: Scholars will increase grade level knowledge of the content area to increase the success rates on the EOC. Staff Responsible for Monitoring: The Assistant Principal supervising Algebra, the Instructional Specialist, and the teachers. 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	Formative			Summative
	Jan	Mar	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Cedar Hill High School has gaps in core subjects, as shown by 2025 STAAR and TSIA 2 data. US History and Biology show strengths, English I (28% meeting grade level, 5% mastery), English II (40%, 2%), and Algebra I (14%, 9%) show significant room for improvement. TSIA 2 results highlight college readiness concerns, with only 20% of graduates meeting math and 21% meeting reading criteria. Root Cause: Performance disparities at Cedar Hill High School are due to inconsistent instructional practices and limited differentiation to meet diverse student needs. Gaps in targeted interventions and college readiness supports also contribute to lower achievement in key areas.

Student Learning

Problem Statement 2: 57% Cedar Hill High School Scholars who took Algebra I during the 2024 - 2025 school year demonstrated growth as measured by the NWEA MAP Assessment. **Root Cause:** Limited student engagement or motivation negatively impacts growth. Interventions and support systems not used consistently. Additionally, high absenteeism hindered student growth.

Goal 2: Increase the percentage of Algebra 1 scholars scoring Meets or Above

Performance Objective 3: Conduct weekly focused walkthroughs observing student engagement to provide teacher feedback.

Evaluation Data Sources: Walk-through data from Edugence and observational data

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Improve effective Tier I instruction and engagement. Staff Responsible for Monitoring: Administrators and Instructional Coaches Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Jan	Mar	May	July
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Cedar Hill High School has gaps in core subjects, as shown by 2025 STAAR and TSIA 2 data. US History and Biology show strengths, English I (28% meeting grade level, 5% mastery), English II (40%, 2%), and Algebra I (14%, 9%) show significant room for improvement. TSIA 2 results highlight college readiness concerns, with only 20% of graduates meeting math and 21% meeting reading criteria. Root Cause: Performance disparities at Cedar Hill High School are due to inconsistent instructional practices and limited differentiation to meet diverse student needs. Gaps in targeted interventions and college readiness supports also contribute to lower achievement in key areas.
School Processes & Programs
Problem Statement 1: Cedar Hill High School's processes and programs lack full alignment to drive consistent student achievement. While weekly PLCs and assessments are in place, they aren't always applied effectively to improve instruction. Out-of-school interventions struggle due to transportation issues and student apathy. A cohesive approach is needed to improve student outcomes and provide support for scholars. Root Cause: Inconsistent alignment between instructional practices and intervention programs, along with barriers like transportation and student disengagement, limits the effectiveness of student support. The lack of coordinated, data-driven strategies prevents timely and targeted interventions for struggling learners.

Goal 3: Increase the percentage of English I and II scholars scoring Meets or Above

Performance Objective 1: 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.

Evaluation Data Sources: 2025 STAAR EOC, State Interim Assessment, DCCA & NWEA MAP

Strategy 1 Details		Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: The expected result is that English I and II students will demonstrate improved understanding of key concepts, leading to higher performance on assessments and increased mastery of grade-level content. This targeted intervention will contribute to raising the percentage of students meeting the "Approaches" standard in English I and II from 57% as measured on the 2024-2025 TAPR to 65% by June 2026. Staff Responsible for Monitoring: The Assistant Principal over English, the Instructional Coach, and the teachers. ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1		Formative			Summative
		Jan	Mar	May	July
Strategy 2 Details		Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: The expected result is that English I and II students will demonstrate improved understanding of key concepts, leading to higher performance on assessments and increased mastery of grade-level content. This targeted intervention will contribute to raising the percentage of students meeting the "Approaches" standard in English I and II from 57% as measured on the 2024-2025 TAPR to 65% by June 2026. Staff Responsible for Monitoring: The Assistant Principal over English, the Instructional Coach, and the teachers. Problem Statements: Student Learning 1		Formative			Summative
		Jan	Mar	May	July

Strategy 3 Details	Reviews			
Strategy 3: 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. Strategy's Expected Result/Impact: Individual scholar learning gaps will be closed in order to help the scholar achieve grade level learning. Staff Responsible for Monitoring: The Assistant Principal over English, the Instructional Coach, and the teachers. Problem Statements: Student Learning 1	Formative			Summative
	Jan	Mar	May	July
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
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Goal 3: Increase the percentage of English I and II scholars scoring Meets or Above

Performance Objective 2: Conduct weekly focused walkthroughs observing student engagement to provide teacher feedback.

Evaluation Data Sources: Walk-through data from Edugence and observational data

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Improve effective Tier I instruction and engagement. Staff Responsible for Monitoring: Administrators and Instructional Coaches Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Jan	Mar	May	July
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
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School Processes & Programs
Problem Statement 1: Cedar Hill High School's processes and programs lack full alignment to drive consistent student achievement. While weekly PLCs and assessments are in place, they aren't always applied effectively to improve instruction. Out-of-school interventions struggle due to transportation issues and student apathy. A cohesive approach is needed to improve student outcomes and provide support for scholars. Root Cause: Inconsistent alignment between instructional practices and intervention programs, along with barriers like transportation and student disengagement, limits the effectiveness of student support. The lack of coordinated, data-driven strategies prevents timely and targeted interventions for struggling learners.

Goal 4: Increase Average Daily Attendance by 4% for the 2025-2026 school year to achieve the expected 95% attendance rate.

Performance Objective 1: Reduce the percentage of referrals for students skipping class by 15%.

Evaluation Data Sources: Attendance reports, referrals, truancy reports.

Strategy 1 Details	Reviews			
Strategy 1: Conduct weekly, staggered hall sweeps. Strategy's Expected Result/Impact: The goal is improve behavior is it relates to attendance by 15%. Staff Responsible for Monitoring: The Attendance Clerks, the Assistant Principals, the teachers, and the Principal. Problem Statements: Perceptions 1	Formative			Summative
	Jan	Mar	May	July
Strategy 2 Details	Reviews			
Strategy 2: Utilize District's Behavior Specialist to provide assistance with TIER 2 Behavior Response to Intervention. Strategy's Expected Result/Impact: The goal is improve behavior is it relates to attendance by 15%. Staff Responsible for Monitoring: The Behavior Specialist, the Assistant Principals, the Counselors and the Principal. Problem Statements: Perceptions 1	Formative			Summative
	Jan	Mar	May	July
Strategy 3 Details	Reviews			
Strategy 3: Conduct weekly Truancy Prevention Measures (TPM) meetings with students and parents for students with three unexcused absences. Strategy's Expected Result/Impact: The goal is improve behavior is it relates to attendance by 15%. Staff Responsible for Monitoring: The Behavior Specialist, the Assistant Principals, the Counselors and the Principal. Problem Statements: Perceptions 1	Formative			Summative
	Jan	Mar	May	July

Strategy 4 Details	Reviews			
Strategy 4: Recognize perfect attendance students during class meetings at the end of each marking period. Strategy's Expected Result/Impact: The goal is improve behavior is it relates to attendance by 15%. Staff Responsible for Monitoring: The Behavior Specialist, the Assistant Principals, the Counselors and the Principal. Problem Statements: Perceptions 1	Formative			Summative
	Jan	Mar	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
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