



AP Data

Preliminary
STAAR Data

District
Improvement Plan

Instructional Shifts

We Noticed- Fall	What We Did-December	What's Next?
• Teacher Effectiveness • Leadership (Instructional Support) • Tier 2-3 Math Curriculum for Tier 1 Instruction	• 15 to WIN (Soft rollout) • Affinity Groups • Success Criteria • Most effective staff assigned to groups • Elite 8 - Elevating the Instructional Core • 2nd grade departmentalized • Shift Leadership Meetings	• Teacher Capacity • Principal Accountability (Academic Monitoring of Instructional Delivery) • Leveling UP (15 to WIN) Monthly Report and Principal Response



Response to Data



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Response to Interventions -

MTSS
Goal Book
Evaluation



RTI Monitor Tracking
Campus Specialist
Instructional Core Enhancement



ACADEMIC FOCUS

-  Unit Assessment Check Points
-  Affinity Groups Professional Learning
-  Master Schedule Minute Changes (Elementary)
-  Instructional Block Adjustment
-  Clearly Defined Blended Learning Approach
-  Creation of "First 25" for Pre-K & Kinder
-  Realignment of Coordinator roles

Goals 1, 2, and 4 

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Next Steps

August: Preliminary STAAR scores

HB8 SST Adjustment Discussion
(Student Success Tool 2027-2028)

Attainable Campus Goal Targets



Response to Data



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District Improvement Plan

July 2026

Leadership Toolkit



Sibme



Response to Data

Visible Curriculum



Update Playbook

Cedar Hill Independent School District



CHSD Academic Playbook



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2026–2027

District Improvement Plan



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District Educational Improvement Committee (DEIC)

The DEIC advises the Superintendent in establishing and reviewing the District's educational goals, objectives, and major District-wide classroom instructional programs identified by the Board or its designee. The committee serves exclusively in an advisory role.

BAQ(Local)



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Process

- District Educational Improvement Committee (DEIC) assists in developing the Comprehensive Needs Assessment.
 - Evaluate data
 - Identify the problem/problems based on data
 - Identify the root cause of the problem
- District leadership develops the performance objectives and strategies to attain the Board Goals
- DEIC votes by consensus



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PURPOSE

- Assess the academic achievement of all students
- Set the district/campus performance objectives
- Identify strategies for how the district/campus goals will be met
- Determine the resources and identifies the staff needed to implement the plan
- Set timelines for reaching the goals
- Measure progress periodically
- Provide for a program to encourage parental involvement
- Include goals and strategies to support social-emotional growth and development of students

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DEIC Meeting – July 21, 2026

- Teachers
- Campus Administration
- Parents
- District Leadership



Upcoming Meeting Dates:

September 22, 2026, December 15, 2026, March 23, 2027



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District Improvement Plan

- Student Enrollment and Retention Demographics
- Tier 1/STAAR Growth, GT/Advanced Performance, and CCMR Pathways Student Learning
- Systemic Standardizations & Operational Execution District Processes and Procedures
- Culture, Safety & Stakeholder Engagement Perceptions



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- **Goal 1:** The percentage of third grader scoring at Meets + on STAAR Reading will increase from 38% in August 2025 to 46% by August 2030.
- **Goal 2:** The percentage of 3rd-Grade Meets+ on STAAR Math will increase from 36% in August 2025 to 51% in August 2030.
- **Goal 3:** The percentage of students graduating CCMR-ready, as measured by state accountability metrics, will increase from 80% in August 2025 to 90% in August 2030.
- **Goal 4:** The percentage of eighth graders achieving Meets + on Science STAAR will grow from 34% in August 2025 to 48% in 2030.

Board Goals



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Guardrail 1: The Superintendent shall not compromise student engagement and social emotional wellness

Guardrail 2: The Superintendent shall not allow a low level of staff effectiveness

Guardrail 3: The Superintendent shall not compromise building relationships with CHISD families and stakeholders

Guardrail 4: The Superintendent shall not compromise the equitable distribution of resources

Guardrail 5: The Superintendent shall not compromise the physical and emotional safety of staff and students



Superintendent Guardrails

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Problem Statement:

Must be purely data-driven, objective descriptions of performance gaps or operational trends—free of assumptions, blame, or pre-packaged solutions.



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Root Cause:

Must isolate internal, adult-controlled practices, operational processes, or system gaps that the district directly influences (rather than external student factors).



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Strategy Alignment:

Strategies must directly eliminate the identified root cause so that district resources (staff time, professional development, and funding) drive sustainable outcomes.





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Problem

Cedar Hill ISD is experiencing a sustained multi-year trend of declining student enrollment.

Systemic gaps in student retention
Increased school choice options

Gap

Strategies

Targeted Outcome:
Strengthen campus culture, provide and support frameworks.

Demographics -Student Enrollment and Retention



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Problem

Tier I Instruction

Gifted and Talented

Advanced
Academics

CCMR Pathways

- Lack of Instructional Frameworks Implementation
- Advanced Learning Strategies
- CCMR strategy
- Comprehensive CTE alignment

Gap

Strategies

Targeted Outcome:

Strengthen instructional delivery, strengthen MTSS. Increase high performing scholars academic rigor. Opportunities for school choice.

Student Learning - Tier 1/STAAR Growth, GT/Advanced Performance, and CCMR Pathways



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Strategies

Targeted Outcome:

Tier 1 & HQIM support
Enforce daily literacy
and math instruction;
instructional coaching
cycles and PLC data-
unpacks.

Targeted Outcome:

GT Differentiation,
training AP Teachers
in AP Summer
Institute.

Certificate or Certified
to teach.

Strategies

Targeted Outcome:

Strengthen CCMR &
Advanced Placement
through, TSIA2 question
items into 6th–12th core
curriculum.

Strategies

**Student Learning - Tier 1/STAAR Growth, GT/Advanced
Performance, and CCMR Pathways (cont.)**



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Problem

Instructional Coaching
Structures

Aligning Data Sync
Workflows

Lack of standardized
coaching frameworks,
feedback protocols,
and systematic
leadership monitoring
processes.

Data sync delays,
impeding real-time
access.

Strategies

Standardized Coaching

Ensure real-time roster
accuracy and
instructional data
access.

(PLC) protocols to
analyze data

Gap

District Processes and Procedures
Systemic Standardizations & Operational Execution



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Problem

Scholar academic growth, engagement, and attendance can be negatively impacted.

Dedicated mental health support personnel and integrated wraparound services to proactively address student social-emotional barriers and connect families with community resources.

Strategies

Social Workers
Safety and Security
Health Prevention

Gap

Perceptions

Culture, Safety & Stakeholder Engagement



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Focus Area	Step 1: Needs Assessment Data	Step 2: Systemic Root Cause	Step 3: Targeted Goal & Strategy
Demographics (Enrollment & Retention)	Sustained multi-year decline reaching an all-time low for 2026–2027.	Retention leaks during grade transitions (5th–6th & 8th–9th), increase school options.	Goal 5: Transition frameworks, Campus Social Workers, SRO safety presence, and Family Advisory Councils.
Student Learning (Tier 1 & STAAR Growth)	Stagnant K–12 growth (45% K–3 MAP growth; 51% STAAR growth).	Lack of Tier 1 HQIM instructional framework impementation impacts scholar STAAR growth.	Goals 1, 2 & 4: Daily curriculum routines, coaching cycles, CRA math, 3-D science labs, and PLC data-unpacks.
Advanced Performance (GT & CCMR)	GT performance gaps; heavy scholar reliance on College Bridge for CCMR. Build stronger AP outcomes.	CCMR opportunities and lack of standardized advanced learning extension/differentiation routines.	Goal 3: TSIA prep starting in 6th grade, increase rigor for AP courses, and expanded CTE/IBC pathways.
Processes & Programs (Operations & Execution)	Delays in Skyward/ClassLink data syncs; variable real time coaching that is aligned.	Deficiency in cross-platform sync workflows and leadership walkthrough coaching frameworks. MTSS Protocols.	Guardrail #2: Automated Skyward/ClassLink sync protocols, PLC data-unpacks, and standardized coaching.
Perceptions (Culture & Safety)	Social-emotional needs and family instability impacting growth and attendance.	Campus mental health personnel and wraparound support structures.	Goal 5: Campus Social Workers, SRO presence, routine safety drills, SHAC engagement, and suicide prevention protocols.

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2026–2027

Next Steps



- Review the 2026–2027 Performance Objectives.
- September Board Meeting Vote on Performance Objectives.
- September Board Meeting Campus Improvement Plans will be submitted.



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? Questions

