

Called Meeting  
Monday, November 1, 2021 6:30 PM

Third Floor Training Room  
285 Uptown Blvd.  
Cedar Hill, Texas 75104

## **Agenda**

1. CALL TO ORDER  
FIRST ORDER OF BUSINESS - Announcement by the Board President whether a quorum is present, and that the notice of the meeting has been duly called, and posted in the time and manner required by the Texas Open Meetings Act, Texas Government Code Chapter 551.
2. CLOSED SESSION  
Recess to Executive Session, pursuant to Texas Open Meetings Act, Texas Government Code Section:  
  
551.071) Private consultation with the board's attorney,  
551.074) To deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee  
551.082) Considering discipline of a public school child, or complaint or charge against personnel.  
  
If, during the course of the meeting, the Board of Trustees should determine that a closed session is required, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code Section listed above.  
  
The Board will vote on matters in Open Session considered in Closed Session or matters considered if the Board enters into a Closed meeting during the meeting, if applicable.
3. PUBLIC COMMENTS  
The Board encourages comments about the District from members of the public. Anyone who has signed up to speak in advance of the meeting in accordance with procedures may do so at this time. Each participant should address the Board from the podium microphone, stating their name and address before speaking. The Board asks that each participant's comments pertain to District business and be no longer than three (3) minutes. Copies of presentations should be made available to all Trustees and the Superintendent.
4. LONE STAR GOVERNANCE  
Lone Star Governance (LSG) is a continuous-improvement model for governing teams—boards in collaboration with their superintendents—who choose to focus intensely on only one primary objective: Improving student outcomes. Lone Star Governance accomplishes this intense focus through tailored coaching aligned to the five pillars of the Texas Framework for School Board Development: Vision, Accountability, Structure, Advocacy, and Unity.
  - A. Campus Improvement Plan

# Cedar Hill Independent School District BOARD OF TRUSTEES

**Meeting Date:** November 1, 2021

**Presented by:** Dr. Gerald Hudson, Superintendent of Schools

**Subject:** Campus Improvement Plans - Annual Goals

## Information

### **BOARD GOAL:**

- Increase the percentage of scholars graduating college career and military ready
- Increase the percentage of 3rd grade (all students) scholars reading at/or above grade level
- Increase the percentage of Algebra I scholars scoring Meets or above

### **BACKGROUND INFORMATION:**

Each school year, the principal of each campus, with the assistance of the campus level committee, develops, reviews and revises the campus improvement plan. The purpose of this plan is to improve student performance on the state's student achievement indicators for all student populations, as well as improve performance on any other performance measures for special needs populations. The campus improvement plan must be supportive of the objectives of the district improvement plan and must, at a minimum, support the state goals and objectives for education.

### **RECOMMENDATION:**

N/A

### **BOARD ACTION REQUIRED:**

N/A

### **POLICY AUTHORIZATION:**

N/A

### **CONTACT PERSON:**

Ms. Jill Vincent, Executive Director of School Leadership

Dr. Kisha McDonald, Executive Director of School Leadership

### **FUNDING SOURCE:**

N/A

### **ENCLOSURES:**

All CHISD Campus Annual Goals



**CEDAR HILL**  
INDEPENDENT SCHOOL DISTRICT

NAME
Dr. Amanda McCarther, Principal
CAMPUS
Bray Elementary School

CHISD MISSION	CAMPUS MISSION
To develop resilient scholars who excel academically and are empowered to serve.	The mission of Bray Elementary is to empower the whole child through self-recognition of their potential to excel in an evolving society.
CHISD VISION	CAMPUS VISION
Unlocking every Longhorn’s potential	Bray Elementary is striving to become an educational environment invested in providing a robust, core academic curriculum, richly enhanced by fine arts courses.
CHISD MOTTO	CAMPUS MOTTO
Educate. Empower. Inspire.	Every Scholar...Every Day...Whatever It Takes!!!
STUDENT OUTCOME GOALS	SUPPORTING GOALS
<p>Goal #1 Increase the percentage of scholars graduating College, Career &amp; Military Ready</p> <p>Goal #2 Increase the percentage of 3rd grade (all students) scholars reading at or above grade level</p> <p>Goal #3 Increase the percentage of Algebra 1 scholars scoring Meets or Above</p> <p>Goal #4 Increase the percentage of scholars participating in extra- curricular or co-curricular activities</p>	Bray Elementary 3-5 teachers will explicitly and systematically teach foundational reading and knowledge skills (Collective teacher efficacy, Scaffolding, Phonics, Explicit teaching strategies) with fidelity within their daily lesson delivery



NAME
Dr. Xavier Lewis, Principal
CAMPUS
Collegiate Prep Elementary School

CHISD MISSION	CAMPUS MISSION
To develop resilient scholars who excel academically and are empowered to serve.	Scholars at Collegiate Prep will acquire knowledge in purposeful and innovative classrooms, with master educators, committed to growing learners, who are successful in college and all future endeavors.
CHISD VISION	CAMPUS VISION
Unlocking every Longhorn's potential	Leading actively engaged scholars who are critical thinkers to be respectful citizens who are prepared to meet the challenges of a global community.
CHISD MOTTO	CAMPUS MOTTO
Educate. Empower. Inspire.	RISE (Respect, Integrity, Scholarship, Endurance)
STUDENT OUTCOME GOALS	SUPPORTING GOALS
<p>Goal #1 Increase the percentage of scholars graduating College, Career &amp; Military Ready</p> <p>Goal #2 Increase the percentage of 3rd grade (all students) scholars reading at or above grade level</p> <p>Goal #3 Increase the percentage of Algebra 1 scholars scoring Meets or Above</p> <p>Goal #4 Increase the percentage of scholars participating in extra-curricular or co-curricular activities</p>	Collegiate Prep Elementary 3-5 math teachers will ensure all scholar growth through researched based instruction (Aggressive Monitoring, Effective Feedback, Goal Setting, and Effective Questioning) with fidelity within their daily lesson delivery



**CEDAR HILL**  
INDEPENDENT SCHOOL DISTRICT

NAME
Candice Griffin, Principal
CAMPUS
Highlands Elementary School

CHISD MISSION	CAMPUS MISSION
To develop resilient scholars who excel academically and are empowered to serve.	Highlands Elementary School will provide a quality education by educating every child, every day, whatever it takes.
CHISD VISION	CAMPUS VISION
Unlocking every Longhorn's potential	Excellence for every student and staff member
CHISD MOTTO	CAMPUS MOTTO
Educate. Empower. Inspire.	"Unleashing New Opportunities... We Are UNO"
STUDENT OUTCOME GOALS	SUPPORTING GOALS
<p>Goal #1 Increase the percentage of scholars graduating College, Career &amp; Military Ready</p> <p>Goal #2 Increase the percentage of 3rd grade (all students) scholars reading at or above grade level</p> <p>Goal #3 Increase the percentage of Algebra 1 scholars scoring Meets or Above</p> <p>Goal #4 Increase the percentage of scholars participating in extra- curricular or co-curricular activities</p>	Highlands Elementary 2nd and 3rd grade math teachers will deliver an effective mini lesson with aligned objectives and student outcomes with fidelity within their daily lesson delivery



**CEDAR HILL**  
INDEPENDENT SCHOOL DISTRICT

NAME
DeWight Perry, Principal
CAMPUS
High Pointe Elementary School

CHISD MISSION	CAMPUS MISSION
To develop resilient scholars who excel academically and are empowered to serve.	To prepare all scholars to be responsible, respectful life long learners.
CHISD VISION	CAMPUS VISION
Unlocking every Longhorn's potential	To become a prestigious school invested in providing an innovative education that produces scholars who are college and career ready.
CHISD MOTTO	CAMPUS MOTTO
Educate. Empower. Inspire.	Do Whatever it Takes
STUDENT OUTCOME GOALS	SUPPORTING GOALS
<p>Goal #1 Increase the percentage of scholars graduating College, Career &amp; Military Ready</p> <p>Goal #2 Increase the percentage of 3rd grade (all students) scholars reading at or above grade level</p> <p>Goal #3 Increase the percentage of Algebra 1 scholars scoring Meets or Above</p> <p>Goal #4 Increase the percentage of scholars participating in extra- curricular or co-curricular activities</p>	High Point Elementary 2nd - 5th grade math teachers will high quality instruction through research-based practices focused on math vocabulary with fidelity within their daily lesson delivery



**CEDAR HILL**  
INDEPENDENT SCHOOL DISTRICT

NAME
Marquita McCullum, Principal
CAMPUS
Lake Ridge Elementary School

CHISD MISSION	CAMPUS MISSION
To develop resilient scholars who excel academically and are empowered to serve.	Life-long learners will be provided Real world experiences focused on Educating the whole child while connecting the school and community.
CHISD VISION	CAMPUS VISION
Unlocking every Longhorn's potential	Lake Ridge Elementary School strives to be a positive, safe learning environment where scholars are actively engaged and empowered to think critically, communicate effectively, and collaborate respectfully.
CHISD MOTTO	CAMPUS MOTTO
Educate. Empower. Inspire.	The Race for Excellence has No Finish Line.
STUDENT OUTCOME GOALS	SUPPORTING GOALS
<p>Goal #1 Increase the percentage of scholars graduating College, Career &amp; Military Ready</p> <p>Goal #2 Increase the percentage of 3rd grade (all students) scholars reading at or above grade level</p> <p>Goal #3 Increase the percentage of Algebra 1 scholars scoring Meets or Above</p> <p>Goal #4 Increase the percentage of scholars participating in extra- curricular or co-curricular activities</p>	Lake Ridge Elementary 3-5 math teachers will implement research-based instructional strategies (Scaffolding, Feedback, Direct Instruction, Small Group, and Technology) with fidelity within their daily lesson delivery.



**CEDAR HILL**  
INDEPENDENT SCHOOL DISTRICT

NAME
Dr. Shata Mackey, Principal
CAMPUS
Plummer Elementary School

CHISD MISSION	CAMPUS MISSION
To develop resilient scholars who excel academically and are empowered to serve.	Empower the scholar with the knowledge and skills that will allow the scholar to be the best version of the scholar.
CHISD VISION	CAMPUS VISION
Unlocking every Longhorn's potential	Become a model campus providing a learning community with a well-rounded education.
CHISD MOTTO	CAMPUS MOTTO
Educate. Empower. Inspire.	Stand together. We are #PlummerStrong.
STUDENT OUTCOME GOALS	SUPPORTING GOALS
<p>Goal #1 Increase the percentage of scholars graduating College, Career &amp; Military Ready</p> <p>Goal #2 Increase the percentage of 3rd grade (all students) scholars reading at or above grade level</p> <p>Goal #3 Increase the percentage of Algebra 1 scholars scoring Meets or Above</p> <p>Goal #4 Increase the percentage of scholars participating in extra-curricular or co-curricular activities</p>	Plummer Elementary 3-5 reading teachers will use aggressive monitoring strategies and provide specific feedback to scholars to monitor and adjust within their daily lesson delivery.



**CEDAR HILL**  
INDEPENDENT SCHOOL DISTRICT

NAME
William Davis, Principal
CAMPUS
Waterford Oaks Elementary School

CHISD MISSION	CAMPUS MISSION
To develop resilient scholars who excel academically and are empowered to serve.	To provide a meaningful foundation for scholars that promotes a love of learning by engaging scholars in rigorous and relevant academic opportunities.
CHISD VISION	CAMPUS VISION
Unlocking every Longhorn's potential	School of excellence with high expectations and success for all
CHISD MOTTO	CAMPUS MOTTO
Educate. Empower. Inspire.	One Dream, One Team, One Heartbeat
STUDENT OUTCOME GOALS	SUPPORTING GOALS
<p>Goal #1 Increase the percentage of scholars graduating College, Career &amp; Military Ready</p> <p>Goal #2 Increase the percentage of 3rd grade (all students) scholars reading at or above grade level</p> <p>Goal #3 Increase the percentage of Algebra 1 scholars scoring Meets or Above</p> <p>Goal #4 Increase the percentage of scholars participating in extra- curricular or co-curricular activities</p>	Waterford Oaks Elementary 2-5 math teachers will implement research-based instructional strategies (Scaffolding, Feedback, Direct Instruction, Small Group, and Technology) with fidelity within their daily lesson delivery.



**CEDAR HILL**  
INDEPENDENT SCHOOL DISTRICT

NAME
Jared Peters, Principal
CAMPUS
Bessie Coleman Middle School

CHISD MISSION	CAMPUS MISSION
To develop resilient scholars who excel academically and are empowered to serve.	The mission of Bessie Coleman Middle School is to develop scholars to be well rounded global citizens who are prepared to compete in a global market
CHISD VISION	CAMPUS VISION
Unlocking every Longhorn's potential	The staff and scholars of BCMS believe that anything is possible through collaboration, rigor, relevance, and relationships. We are committed to becoming a national premier middle school by providing an excellent, effort-based education for all scholars.
CHISD MOTTO	CAMPUS MOTTO
Educate. Empower. Inspire.	Every Scholar. Every Day
STUDENT OUTCOME GOALS	SUPPORTING GOALS
<p>Goal #1 Increase the percentage of scholars graduating College, Career &amp; Military Ready</p> <p>Goal #2 Increase the percentage of 3rd grade (all students) scholars reading at or above grade level</p> <p>Goal #3 Increase the percentage of Algebra 1 scholars scoring Meets or Above</p> <p>Goal #4 Increase the percentage of scholars participating in extra- curricular or co-curricular activities</p>	Bessie Coleman Middle School math teachers will implement research-based instructional strategies (Backwards Design-DOL, Aggressive Monitoring, RTI via small group instruction, Multiple Response Strategies) with fidelity within their daily lesson delivery.



NAME
John Edmun, Principal
CAMPUS
Collegiate Academy and High School

CHISD MISSION	CAMPUS MISSION
To develop resilient scholars who excel academically and are empowered to serve.	Cedar Hill Collegiate Academy and High School is to recognize, support, and promote success for highly motivated self-directed scholars while emphasizing rigor and excellence in academics, integrated technologies, and community service in a culturally diverse collegiate setting.
CHISD VISION	CAMPUS VISION
Unlocking every Longhorn's potential	Cedar Hill Collegiate Academy and High School is to empower scholars with the knowledge, skills, character, and love of learning to be globally competitive and conscientious contributors to the betterment of their communities and society at large.
CHISD MOTTO	CAMPUS MOTTO
Educate. Empower. Inspire.	P3- Pride, Purpose, and Perseverance
STUDENT OUTCOME GOALS	SUPPORTING GOALS
<p>Goal #1 Increase the percentage of scholars graduating College, Career &amp; Military Ready</p> <p>Goal #2 Increase the percentage of 3rd grade (all students) scholars reading at or above grade level</p> <p>Goal #3 Increase the percentage of Algebra 1 scholars scoring Meets or Above</p> <p>Goal #4 Increase the percentage of scholars participating in extra-curricular or co-curricular activities</p>	<p>Academy- Collegiate Academy MS math teachers will ensure the instructional delivery of researched based strategies(Aggressive Monitoring and RTI - small group instruction) with fidelity within their daily lesson delivery.</p> <p>High- Collegiate HS English I and English II teachers will focus on the instructional delivery of researched based strategies (Annotation, Conferring, and Vocabulary) with fidelity within their daily lesson delivery.</p>



**CEDAR HILL**  
INDEPENDENT SCHOOL DISTRICT

NAME
John Ensley, Principal
CAMPUS
W.S. Permenter Middle School

CHISD MISSION	CAMPUS MISSION
To develop resilient scholars who excel academically and are empowered to serve.	The mission of W.S. Permenter Middle School is to develop lifelong learners through the pursuit of academic excellence, individual leadership, and real life experiences.
CHISD VISION	CAMPUS VISION
Unlocking every Longhorn's potential	Permenter Middle School is a community that ensures all students learn how to be agile, make adjustments, and live free in order to not be bound by societal norms and issues that restrict achievement.
CHISD MOTTO	CAMPUS MOTTO
Educate. Empower. Inspire.	"Excellence At All Times"
STUDENT OUTCOME GOALS	SUPPORTING GOALS
<p>Goal #1 Increase the percentage of scholars graduating College, Career &amp; Military Ready</p> <p>Goal #2 Increase the percentage of 3rd grade (all students) scholars reading at or above grade level</p> <p>Goal #3 Increase the percentage of Algebra 1 scholars scoring Meets or Above</p> <p>Goal #4 Increase the percentage of scholars participating in extra- curricular or co-curricular activities</p>	W.S. Permenter MS math teachers will implement research-based strategies (Aggressive Monitoring, RTI via Small Group Instruction, Multiple Response Strategies, and Annotation) with fidelity within in their daily lesson delivery.



**CEDAR HILL**  
INDEPENDENT SCHOOL DISTRICT

NAME
Shay Whittaker, Principal
CAMPUS
Cedar Hill High School

CHISD MISSION	CAMPUS MISSION
To develop resilient scholars who excel academically and are empowered to serve.	Cedar Hill High School is a diverse learning community that empowers scholars to embrace a tradition of excellence and prepares them to meet the challenges of the future.
CHISD VISION	CAMPUS VISION
Unlocking every Longhorn's potential	Honor achievement and promote pride in ourselves, in our school, and in our community.
CHISD MOTTO	CAMPUS MOTTO
Educate. Empower. Inspire.	Excellence Everyday in Every Way
STUDENT OUTCOME GOALS	SUPPORTING GOALS
<p>Goal #1 Increase the percentage of scholars graduating College, Career &amp; Military Ready</p> <p>Goal #2 Increase the percentage of 3rd grade (all students) scholars reading at or above grade level</p> <p>Goal #3 Increase the percentage of Algebra 1 scholars scoring Meets or Above</p> <p>Goal #4 Increase the percentage of scholars participating in extra- curricular or co-curricular activities</p>	Cedar Hill HS math teachers will follow aggressive monitoring protocols with fidelity within their daily lesson delivery.

**EDUCATE.  
EMPOWER.  
INSPIRE.**



**CHISD Campus Improvement  
Plans 2021-2022**

# CEDAR HILL ISD: Student Outcome Goals

## **S.O.G. 1**

Increase the percentage of scholars graduating College, Career, and Military Ready.

## **S.O.G. 2**

Increase the percentage of third grade (all students) scholars reading at or above grade level.

## **S.O.G. 3**

Increase the percentage of Algebra I scholars scoring Meets or above.

## **S.O.G. 4**

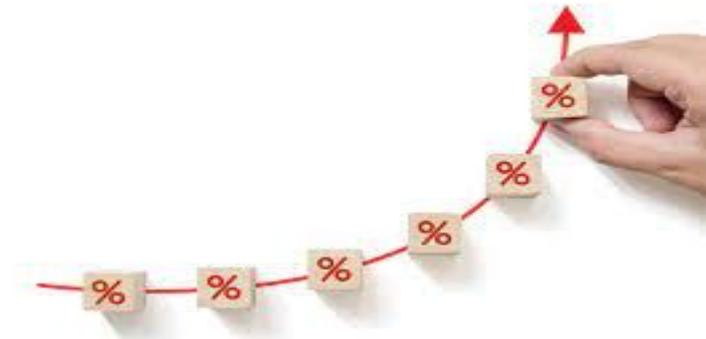
Increase the percentage of scholars participating in extra-curricular and co-curricular activities.





# The Schoolwide Planning Process is the Campus Needs Assessment

The aim of the **CNA**...



# The CHISD Schoolwide Planning Process

Comprehensive Needs Assessment  
Summary

Campus Improvement  
Plan  
Plan Do Study Act

Program Evaluation  
**Cadence of  
Accountability**

**What are our  
needs and  
where do we  
focus our  
efforts?**

**What research-based  
instructional  
strategies and  
activities will help us  
meet our students  
achievement goals?**

**Were we  
successful in  
addressing our  
needs and  
focus areas?**

**New for  
2021-2022  
School  
year**



# Data Informed Decisions



# TEA Effective Schools Framework



# The ESF is a Statewide Vision of Best Practices: 5 Prioritized Levers with Essential Actions

## **Prioritized Level 1: Strong School Leadership and Planning**

- Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities*
- Focused plan development and regular monitoring of implementation and outcomes*

## **Prioritized Level 2: Strategic Staffing**

- Recruit, select, assign, induct, and retain a full staff of highly qualified educators*

## **Prioritized Level 3: Positive School Culture**

- Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations*
- Explicit behavioral expectations and management systems for students and staff*
- Proactive and responsive student support services*
- Involving families and community*

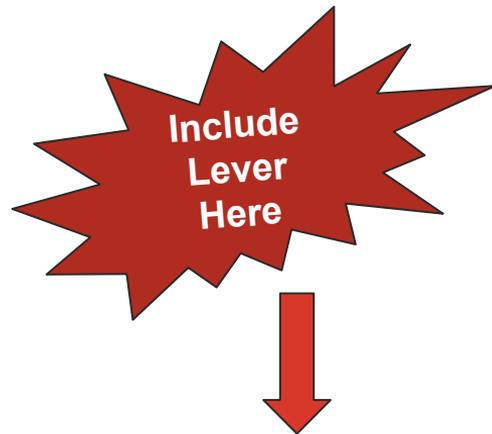
## **Prioritized Level 4: High-Quality Instructional Materials and Assessments**

- Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments*

## **Prioritized Level 5: Effective Instruction**

- Effective classroom routines and instructional strategies*
- Build teacher capacity through observation and feedback cycles*
- Data-driven instruction*
- MTSS for students with learning gaps*

# Effective Schools Framework



**Plan:** What are the key actions to be taken in the upcoming year toward accomplishment of the goal? *(the one to five most important things to get done on this plan are... Include high yield strategies with the research based percentile gains*

Key Actions	Effective School Framework Lever/ Essential Action
1. Master Schedule - Defined PLC time for Algebra I teachers	Lever 1 - Strong School Leadership and Planning
2. Development of an Algebra I Mini-Lesson Rubric	Lever 5 - Effective Instruction
3. Professional Development- Mini Lesson ( Daily Direct Instruction)	Lever 5 - Effective Instruction
4. Data analysis PLC to review formative and summative assessments and develop action plans to address areas of concern.	Lever 1 - Strong School Leadership Lever 5 - Effective Instruction
5. Create an observation, feedback and coaching cycle for systematic feedback on mini-lesson rubric	Lever 2 - Effective, Well Supported Teachers

# Funding Source and Title I Codes

New for  
2021 - 2022  
School  
year

<b>D</b> 1 <sup>st</sup> Quarter Action Plan #1 July 1 – October 16	<b>DO: Create action plan for Quarter #1 based on data analysis</b> Create the action plan for the 1 <sup>st</sup> Quarter below. What steps do you need to take to reach the year-long strategy?				
<b>Step</b> What steps will you and your team take?	<b>Measure /Indicator</b> What data will be collected? OR How will you know the step is completed?	<b>End Date</b> When will work be completed?	<b>Person(s) Responsible</b>	<b>Funding Source</b>	<b>Title I Codes</b>
Review Campus Needs Assessment	Sign in Sheets	June 2020	Campus Site Team (Sign-in sheet attached)	N/A	1.1
Develop a written parent and family engagement policy ;that's in English and Spanish	Completion of the policy document	September 2020	Campus Site Team (Sign-in sheet attached)	N/A	3.1
Develop School-parent compact	Sign in Sheets, Documents with suggested changes	September 2020	Campus Site Team (Sign-in sheet attached)	N/A	3.2
Parent video of focused instructional strategy (English I and English II)	Upload video to the Campus Website and/or the learning platform	October 2020 Ongoing	COVID Faculty & Staff	N/A	3.3
Utilize/Create a walkthrough form and calendar to monitor usage of Modeling, Think-Alouds, high interaction instructional strategies, and teaching in the Power Zone.	Completed walkthrough forms with documented feedback and action plan.	October 2020 Ongoing	COVID Administrators COVID Faculty	N/A	2.4 2.5 2.6
Provide Training on the use of Achieve 3000 and NWEA MAP	100% of Core instructional staff trained on Achieve 3000 and NWEA MAP	September 2020	COVID Administrators	Title 1 \$800	2.5 2.6

# QUESTIONS



## B. District Improvement Plan

# Cedar Hill Independent School District BOARD OF TRUSTEES

**Meeting Date:** November 1, 2021

**Presented by:** Dr. Gerald Hudson, Superintendent of Schools

**Subject:** District Improvement Plan

## Information

### **BOARD GOAL:**

- Increase the percentage of scholars graduating college career and military ready
- Increase the percentage of 3rd grade (all students) scholars reading at/or above grade level
- Increase the percentage of Algebra I scholars scoring Meets or above
- Increase the percentage of scholars participating in extra-curricular or co-curricular activities

### **BACKGROUND INFORMATION:**

Each year the district creates an improvement plan based on a comprehensive needs assessment. For 2021 – 2022 school year, the district educational improvement committee has identified areas of opportunity in college, career, and military readiness, English Language Arts and Reading, and math. These focus areas are in alignment with the Board goals.

CHISD has begun the use of the continuous improvement process where all department goals are in alignment with Board goals. Those focus areas of each department are outlined in the district scorecard which is a part of the district improvement plan. The department goals will be evaluated each quarter through the continuous improvement process.

### **RECOMMENDATION:**

N/A

### **BOARD ACTION REQUIRED:**

N/A

### **POLICY AUTHORIZATION:**

N/A

### **CONTACT PERSON:**

Ms. Shemeka Millner-Williams, Assistant Superintendent of Curriculum and Instruction  
Ms. Janine Fields, Chief of Staff

### **FUNDING SOURCE:**

N/A

### **ENCLOSURES:**

CHISD 2021-2022 District Improvement Plan  
District Improvement Plan Presentation

# **Cedar Hill Independent School District**

## **District Improvement Plan**

**2021-2022**

**Accountability Rating: Not Rated: Declared State of Disaster**



# 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.

## Board Goals and Priority

At CHISD, we will ensure:

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

Goal #2- Increase the percentage of 3rd grade (all students) scholars reading at or above grade level

Goal #3- Increase the percentage of Algebra 1 scholars scoring Meets or Above

Goal #4- Increase the percentage of scholars participating in extra-curricular or co-curricular activities

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Goal 2: Increase the percentage of 3rd grade (All students) scholars Reading at/or above grade level from 32% to 70% by 2024 (2021-2022 target is 48%).	12
Goal 3: Increase the percentage of Algebra 1 scholars scoring Meets or Above will increase from 52% to 75% by 2024 (2021-2022 target is 64%).	17
Goal 4: Increase the percentage of scholars participating in extra-curricular or co-curricular from 50% to 90% by August 2025 (2021-2022 target is 60%).	20

# Comprehensive Needs Assessment

Revised/Approved: August 1, 2021

## Demographics

### Demographics Summary

2020-2021 Cedar Hill ISD student data shows a total enrollment of 7,250 scholars. The student population is made up of 52% male students and 48% female students. Cedar Hill ISD serves an ethnically diverse community, with 66% of our student being African American, 25% Hispanic, 4% identifying as Two or More Races, approximately 3% White and 1% Asian. 62% of scholars in Cedar Hill are Economically Disadvantaged, 8% English Language Learners and 8% of our scholars receive Special Education Services. Cedar Hill ISD employs 880 full-time staff members, with 458 of those staff members being teachers. We have experienced relative stability in ethnic diversity for the five years, but have experienced a slight decline in enrollment in the past 3 years, losing approximately 400 students during that time. The percentages of students being served in English Language Learner and Special Education programs has remained stable over the past 3 years. Cedar Hill currently serves 5% of its scholars in the Gifted and Talented Program and 41% of high school students in Career and Technical Education Programs. Our most recent Texas Academic Performance report indicates a 14% mobility rate among Cedar Hill ISD scholars.

### Demographics Strengths

- Elementary class sizes remain at or below the state average in CHISD.
- Our students are served by a diverse staff that is trending to reflect our student population.
- 31% of CHISD teachers hold a Master's Degree or higher and 59% have 6 or more years classroom experience.

### Demographic Needs

- Increased instructional awareness of best practice for providing high quality instruction to English Language Learners
- Increased opportunity to identify students who are gifted and talented.
- Increased recruitment and employment of Bilingual and English as a Second Language Teachers to support growing student population
- Increased offerings of choice programs to impact downward trend in overall student enrollment

# Student Achievement

## Student Achievement Summary

Preliminary STAAR/EOC data from Spring 2021 was reviewed and analyzed during the needs assessment process. This process has as its primary focus attendance, achievement at the approaches, meets and mastery levels of STAAR/EOC, and other academic assessment data. Careful consideration is also given to student demographic groups and at-risk data to ensure equitable supports are provided to ensure success for all scholars. In Spring 2021 in-person CHISD scholars were required to complete the STAAR/EOC Assessment, however scholars who were engaged in online virtual instruction were encouraged, but not required, to come to campuses to participate in assessment. The district made significant efforts to bring in as many scholars for testing as possible. STAAR/EOC Participation declined from 100% in 2019 ( the last year of state testing prior to COVID-19) to 87% in Spring 2021. Overall data is as follows:

	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>Reading</b>	66%	39%	13%
<b>Math</b>	48%	19%	7%
<b>Science</b>	62%	30%	9%
<b>Social Studies</b>	63%	35%	15%
<b>Writing</b>	53%	23%	4%

This data will establish a new baseline of performance for improvement efforts in Cedar Hill ISD, as state standards for each content area and test have been adjusted due to the pandemic's impact on student achievement throughout the state and nation.

All Goals of the Cedar Hill District Improvement Plan align directly to Lone Star Governance Student Outcome Goals established by the CHISD Board of Trustees in collaboration with district leadership.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Federal Report Card Data
- RDA data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- 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, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- 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
- 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff 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
- TTESS data
- T-PESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other 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

# Goals

**Goal 1:** Increase the percentage of scholars graduating CCMR from 53% to 75% by August 2024 (2021-2022 target is 64%).

**Performance Objective 1:** Increase student participation in CCMR programs and courses.

**HB3 Goal**

**Evaluation Data Sources:** Student participation rate in CCMR programs and courses

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Identify and inform students and parents of recommended AP coursework using the AP Potential Report, with priority attention to underrepresented student populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student participation in Advanced Placement courses.</p> <p><b>Staff Responsible for Monitoring:</b> Guidance and Counseling</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Align Early College Academy enrollment to the ECHS blueprint through counseling and recruitment of identified students.</p> <p><b>Strategy's Expected Result/Impact:</b> Participation in ECHS will align to the program blueprint.</p> <p><b>Staff Responsible for Monitoring:</b> Guidance and Counseling</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Host military recruiters on a monthly basis and offer the Armed Services Vocational Aptitude Battery (ASVAB) to interested students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students enlisting in the military.</p> <p><b>Staff Responsible for Monitoring:</b> Guidance and Counseling</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Increase the number of externships, business partnerships, business mentors, CTE courses, and career/tech organizations available to students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student participation in CTE programming and courses.</p> <p><b>Staff Responsible for Monitoring:</b> Innovation</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Develop a system to monitor elementary student progress toward CCMR readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student engagement in elementary grades for long term increase in CCMR programs and courses.</p> <p><b>Staff Responsible for Monitoring:</b> Guidance and Counseling</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Increase the percentage of scholars graduating CCMR from 53% to 75% by August 2024 (2021-2022 target is 64%).

**Performance Objective 2:** Increase student performance on CCMR assessments.

**HB3 Goal**

**Evaluation Data Sources:** TSIA scores, AP scores, DC scores.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create a dual credit facilitator handbook and provide ongoing training to ensure they have the skills and support to draft action plans targeting improved scores.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase dual credit scores.</p> <p><b>Staff Responsible for Monitoring:</b> Guidance and Counseling</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide CCMR training for teachers aimed at tips and strategies to align instruction to TSIA.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase TSIA scores</p> <p><b>Staff Responsible for Monitoring:</b> Guidance and Counseling</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Administer TSIA as an end of course exam for 8th and 9th graders.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase TSIA scores</p> <p><b>Staff Responsible for Monitoring:</b> Guidance and Counseling</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Increase student and teacher participation in NMSI study sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase AP scores</p> <p><b>Staff Responsible for Monitoring:</b> Innovation</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Increase SAT preparation opportunities for middle and high school students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase SAT scores</p> <p><b>Staff Responsible for Monitoring:</b> Guidance and Counseling</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Conduct semester degree audits with Dallas College to monitor student progress and provide individual support toward earning their Associate Degree. <b>Strategy's Expected Result/Impact:</b> Increase number of students graduating with an Associate Degree <b>Staff Responsible for Monitoring:</b> Guidance and Counseling <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Scholars graduate with completed IEP or Workforce readiness (draft language) <b>Strategy's Expected Result/Impact:</b> Increase number of students completing IEP or graduating Workforce Ready <b>Staff Responsible for Monitoring:</b> Special Education <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Increase the percentage of 3rd grade (All students) scholars Reading at/or above grade level from 32% to 70% by 2024 (2021-2022 target is 48%).

**Performance Objective 1:** Scholars in grades K-3 will participate in in person research based-based diagnostic screening assessments at the beginning, middle and end of year during the 2021-2022 school year.

**HB3 Goal**

**Evaluation Data Sources:** BOY,MOY & EOY MAPS Assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All campuses will administer NWEA MAPS assessments in Reading and Language at beginning, middle, and end of year.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and Administrators will gather data on scholar strengths and areas of opportunity to enhance instructional planning and intervention support alignment to needs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Executive Directors Director of Accountability and Assessment</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will participate in Professional Learning Community meetings weekly to review student data trends, work samples and learn and share instructional strategies across classrooms and content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity by facilitating campus instructional leader developed professional learning opportunities through job-embedded professional development.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Executive Directors Asst. Superintendent of C &amp; I</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus Administrators and teachers in grades Kindergarten- 2nd grade will participate in Texas Education Agency Reading Academies to master the art and science of teaching reading through application based training.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher capacity in implementing best practices for literacy instruction, identifying reading difficulties and intervening at the appropriate level to promote learning.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Executive Directors Elementary ELAR &amp; BL Curriculum Coordinators Asst. Superintendent of C &amp; I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Increase the percentage of 3rd grade (All students) scholars Reading at/or above grade level from 32% to 70% by 2024 (2021-2022 target is 48%).

**Performance Objective 2:** The district will establish and implement common literacy expectations associated with all content areas that support the development of reading, writing and critical thinking skills.

**Evaluation Data Sources:** EOY Maps Assessment  
EOY STARR/EOC 2021-22

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The district will provide horizontally and vertically aligned professional learning opportunities to establish and support the development of common instructional practices where applicable in district ELAR classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in instructional variability across ELAR classrooms which will allow for increase scholar capacity to make academic connections to previous learning.</p> <p><b>Staff Responsible for Monitoring:</b> District ELAR Coordinators Executive Directors Asst. Superintendent of C &amp; I</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will implement Collin's Writing Instructional Practice across all grade levels and contents to support scholar development in written language .</p> <p><b>Strategy's Expected Result/Impact:</b> Scholars will increase ability to effectively communicate understanding in various forms of written text.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Executive Directors Asst. Superintendent of C &amp; I</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Increase the percentage of 3rd grade (All students) scholars Reading at/or above grade level from 32% to 70% by 2024 (2021-2022 target is 48%).

**Performance Objective 3:** The district will implement a comprehensive tiered system of instruction, intervention, and enrichment for reading in all grade levels.

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All campuses will provide ongoing extended day reading learning opportunities for identified scholars .  <b>Strategy's Expected Result/Impact:</b> Scholars will receive strategic reteach of identified reading skills to promote increased mastery of content .  <b>Staff Responsible for Monitoring:</b> Campus Principals                      Executive Directors                      Asst. Superintendent of C &amp; I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All CHISD campuses will implement "Longhorn Time" reading intervention /enrichment periods within the school day.  <b>Strategy's Expected Result/Impact:</b> Students will receive strategic reteach of identified reading skills to promote mastery of content.  <b>Staff Responsible for Monitoring:</b> Campus Principals                      Executive Directors                      Asst. Superintendent of C &amp; I  <b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The district will provide Academic Interventionists at each campus to support identified students at greatest need of learning acceleration as measured by STAAR 2021/ NWEA MAPS.  <b>Strategy's Expected Result/Impact:</b> Identified scholars will receive additional instruction in skills deficit identified by NWEA MAPS Assessments to close instructional gaps and return to grade level instruction.  <b>Staff Responsible for Monitoring:</b> Campus Principals                      Executive Directors                      Asst. Superintendent of C &amp; I  <b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The district will implement Amplify Reading Instructional Program during Tier I instruction in grades Kinder- 5th grade with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholars will develop foundational reading and comprehension skills that meet or exceed grade level standard.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Campus Principals Executive Directors Curriculum Team Asst. Superintendent of C &amp; I</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> District leaders will collaborate with campus leaders to conduct periodic Instructional Walks in ELAR classrooms focused on identified instructional priorities.</p> <p><b>Strategy's Expected Result/Impact:</b> Inform level of consistency of implementation across district campuses and inform next steps for Principals and Academics Team.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Superintendent of C &amp; I Chief of Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <span>No Progress</span> </div> <div style="text-align: center;">  <span>Accomplished</span> </div> <div style="text-align: center;">  <span>Continue/Modify</span> </div> <div style="text-align: center;">  <span>Discontinue</span> </div> </div>				

**Goal 2:** Increase the percentage of 3rd grade (All students) scholars Reading at/or above grade level from 32% to 70% by 2024 (2021-2022 target is 48%).

**Performance Objective 4:** The district will establish a family literacy program in all elementary schools by EOY.

**Evaluation Data Sources:** Parent surveys  
Agendas and sign-in sheets for Family Literacy Events

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All CHISD Campuses will host a Family Literacy Event to provide families with the opportunity to acquire strategies to promote literacy at home and establish ongoing home/school partnerships.</p> <p><b>Strategy's Expected Result/Impact:</b> CHISD parents will gain access to best practices to support literacy development in partnership with the school.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Executive Directors Asst. Superintendent of C &amp; I</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** Increase the percentage of Algebra 1 scholars scoring Meets or Above will increase from 52% to 75% by 2024 (2021-2022 target is 64%).

**Performance Objective 1:** All campus administrators and teachers will set and monitor measurable student achievement in mathematics in grades K- 12.

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus leaders will lead classroom teachers to establish classroom achievement goals aligned to campus mathematics goals in Professional Learning Communities.</p> <p><b>Strategy's Expected Result/Impact:</b> Strategic planning to ensure that classroom goal attainment will meet or exceed campus goal attainment.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Executive Directors</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus leaders will conduct periodic data analysis with mathematics teacher in Professional Learning Communities to plan for effective reteach through collaboration and leveraging instructor strengths.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher capacity to provide high quality instruction aligned to TEKS standards.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> CHISD scholars will participate in data analysis ,goal setting, and individual progress monitoring following each assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> CHISD will know and understand individual learning targets and take guided ownership of their learning.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Campus Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** Increase the percentage of Algebra 1 scholars scoring Meets or Above will increase from 52% to 75% by 2024 (2021-2022 target is 64%).

**Performance Objective 2:** Instructional planning and adjustments in all mathematics classrooms will be driven by extensive review and use of student assessment data.

**HB3 Goal**

**Evaluation Data Sources:** District Common Assessments  
 NWEA MAPS BOY, EOY, MOY  
 IXL BOY, MOY, EOY  
 STAAR/EOC

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will monitor and adjust instruction based on data analysis and strategic plans for intervention/enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> CHISD scholars will have multiple opportunities to master or exceed mastery of learning objectives</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Curriculum Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will utilize IXL instructional software to provide differentiated learning opportunities for scholars based on individual need.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholars will close identified skills gaps to improve on- grade level performance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Executive Directors Asst. Superintendent of C &amp; I</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> 0% No Progress</span> <span> 100% Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Increase the percentage of Algebra 1 scholars scoring Meets or Above will increase from 52% to 75% by 2024 (2021-2022 target is 64%).

**Performance Objective 3:** The district will implement a comprehensive tiered system of instruction, intervention, and enrichment for mathematics at all grade levels.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All campuses will provide ongoing extended day learning opportunities in mathematics for identified scholars .</p> <p><b>Strategy's Expected Result/Impact:</b> Scholars will receive strategic reteach of identified mathematics skills to promote increased mastery of content .</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Executive Directors Asst. Superintendent of C &amp; I</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All CHISD campuses will implement "Longhorn Time" intervention /enrichment periods within the school day to focus on mathematics skills deficits.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive strategic reteach of identified mathematics skills to promote mastery of content.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Executive Directors Asst. Superintendent of C &amp; I</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> District leaders will collaborate with campus leaders to conduct periodic Instructional Walks in Mathematics classrooms focused on identified instructional priorities.</p> <p><b>Strategy's Expected Result/Impact:</b> Inform level of consistency of implementation across district campuses and inform next steps for Principals and Academics Team.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Superintendent of C &amp; I Chief of Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Increase the percentage of scholars participating in extra-curricular or co-curricular from 50% to 90% by August 2025 (2021-2022 target is 60%).

**Performance Objective 1:** Increase the student and teacher interest in extra-curricular and co-curricular activities.

**Evaluation Data Sources:** Number of clubs and organizations, participation rates

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase teacher ownership by providing opportunities for teachers to identify and create clubs and organizations.  <b>Strategy's Expected Result/Impact:</b> Increase club and organization offerings and increase teacher ownership  <b>Staff Responsible for Monitoring:</b> Innovation  <b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize data from student culture survey to provide student interventions aimed at increasing student efficacy and engagement.  <b>Strategy's Expected Result/Impact:</b> Increase student interest in extra-curricular and co-curricular activities  <b>Staff Responsible for Monitoring:</b> Guidance and Counseling  <b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize data from student culture survey to identify student interests and increase the range of club and organization offerings.  <b>Strategy's Expected Result/Impact:</b> Increase student interest and participation in clubs and organizations  <b>Staff Responsible for Monitoring:</b> Innovation  <b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement STEM clubs at elementary (during the school day) and at middle school (outside the school day).  <b>Strategy's Expected Result/Impact:</b> Increase student interest and participation in clubs and organizations  <b>Staff Responsible for Monitoring:</b> Innovation  <b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**EDUCATE.  
EMPOWER.  
INSPIRE.**



**District Improvement Plan  
2021-2022**



## **Mission**

To develop resilient scholars who excel academically and are empowered to serve

## **Vision**

Unlocking every Longhorn's potential

## **Motto**

Educate. Empower. Inspire.





## 2021-2022 Changes:

- Updated Template
- COVID Implications and the Unfinished Learning Plan
- System Refinements
  - Dashboard
  - Individuals Responsible
  - District Committees



# CEDAR HILL ISD: Student Outcome Goals

## **S.O.G. 1**

Increase the percentage of scholars graduating College, Career, and Military Ready.

## **S.O.G. 2**

Increase the percentage of third grade (all students) scholars reading at or above grade level.

## **S.O.G. 3**

Increase the percentage of Algebra I scholars scoring Meets or above.

## **S.O.G. 4**

Increase the percentage of scholars participating in extra-curricular and co-curricular activities.



# Planning and Decision Making Process

**Comprehensive Needs Assessment & Performance Objectives**

**Root Cause Analysis**

**Strategy Identification**

**Implementation, Monitoring, & Refinement**

**Outcomes Analysis**

## **Board Policy BQ (Legal & Local)**

A board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:

1. Are mutually supportive to accomplish the identified objectives; and
2. At a minimum, support the state goals and objectives under Education Code Chapter 4.



# Progress Monitoring

Cedar Hill ISD Dashboard

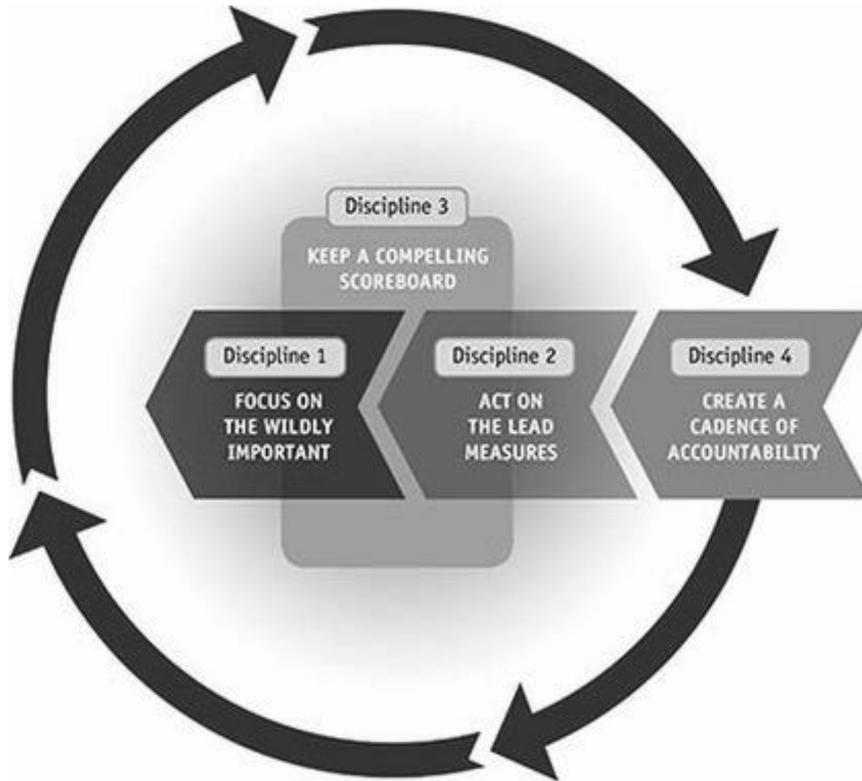
Key Strategic Measure		Reporting Timelines												
1. Student Outcome Goals (SOG - Lone Star Governance)		1.1 % of scholars who are CCMR - Dr. Jackson 1.2 % of scholars at or above grade level in reading - Ms. Millner 1.3 % of scholars at or above grade level in Algebra I - Ms. Millner 1.4 % of students participating in extra and/or co-curricular activities - Mr. Graham												
Quarterly Reports to Board		AP Data	CNA/CIP	Goals 2 & 3		Goals 1 & 4		Goals 2 & 3	Goals 1 & 4		Goals 2 & 3	Goals 1 & 4	STAA R/EO C	
Leading Indicator Measure		Reported By	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.
% of scholars that meet the PSAT, SAT, ACT, AP, Dual Credit or TSIA standard for College Readiness or take a College Prep Course in ELAR and Math		Koenig			x	x	x	x			x	x	x	
% of students qualifying to take dual credit by passing TSIA - reading and math		Koenig							x					
% of student projected to meet college indicators in SAT and ACT in MAP Reading and Map Math		Rose/Williams			x				x			x		
% seniors without a CCMR making progress on the Texas College Bridge Prep Course		Jackson		x	x	x		x		x				
% of senior scholars completing FAFSA (Federal Application for Free Student Aid)		Jackson			x		x		x			x		
% of AP scholars who score a 3 or higher on the AP exam- district data only		Jackson											x	
% of scholars attending AP study sessions		Lowe			x			x		x				
% of dual credit scholars who received credit for dual credit course		Jackson						x				x		
% scholars on track to earn an Associates Degree		Jackson					X					x		
% of AP teachers attending AP teacher summer institute		Lowe		x				x			x			
% ROTC participation		Lowe		x				x			x			

## Lead Measures -

- Performance measures - formative data to monitor and predict attainment of annual student outcomes
- Fidelity measures - adult behaviors that influence and impact student outcomes



# Continuous Improvement Model - AE (Local)



THE 4 DISCIPLINES OF EXECUTION PROCESS

- **Discipline 1** - Focus on the Student Outcome Goals
  - Implement the District Improvement Plan
- **Discipline 2 & 3**- Review data and refine action plans
  - Dashboard and Scorecard
- **Discipline 4** - Cadence of Accountability
  - Monthly Lone Star Governance meetings
  - Monthly District Committee meetings
  - Quarterly Board Reports
- Community Based Accountability System additions

# QUESTIONS



### C. LSG Goals 2 & 3

**Lone Star Governance**

**Cadence of  
Accountability**

**Student Outcome Goals 2 & 3**



November 1, 2021

# Lone Star Governance

**CEDAR HILL ISD**

## STUDENT OUTCOME GOALS

### **S.O.G. 2**

Increase the percentage of 3rd grade (all students) scholars reading at/or above grade level.

### **S.O.G. 3**

Increase the percentage of Algebra 1 scholars scoring Meets or above.

# Goal 2



Increase the percentage of 3rd grade (all students) scholars reading at/or above grade level

# Goal 2

Increase the percentage of 3rd grade (All students) scholars Reading at/or above grade level from 32% to 70% by 2024

## Annual Targets

19-20 School Year 32%  
20-21 School Year 32%  
21-22 School Year 48%  
22-23 School Year 60%  
23-24 School Year 70%

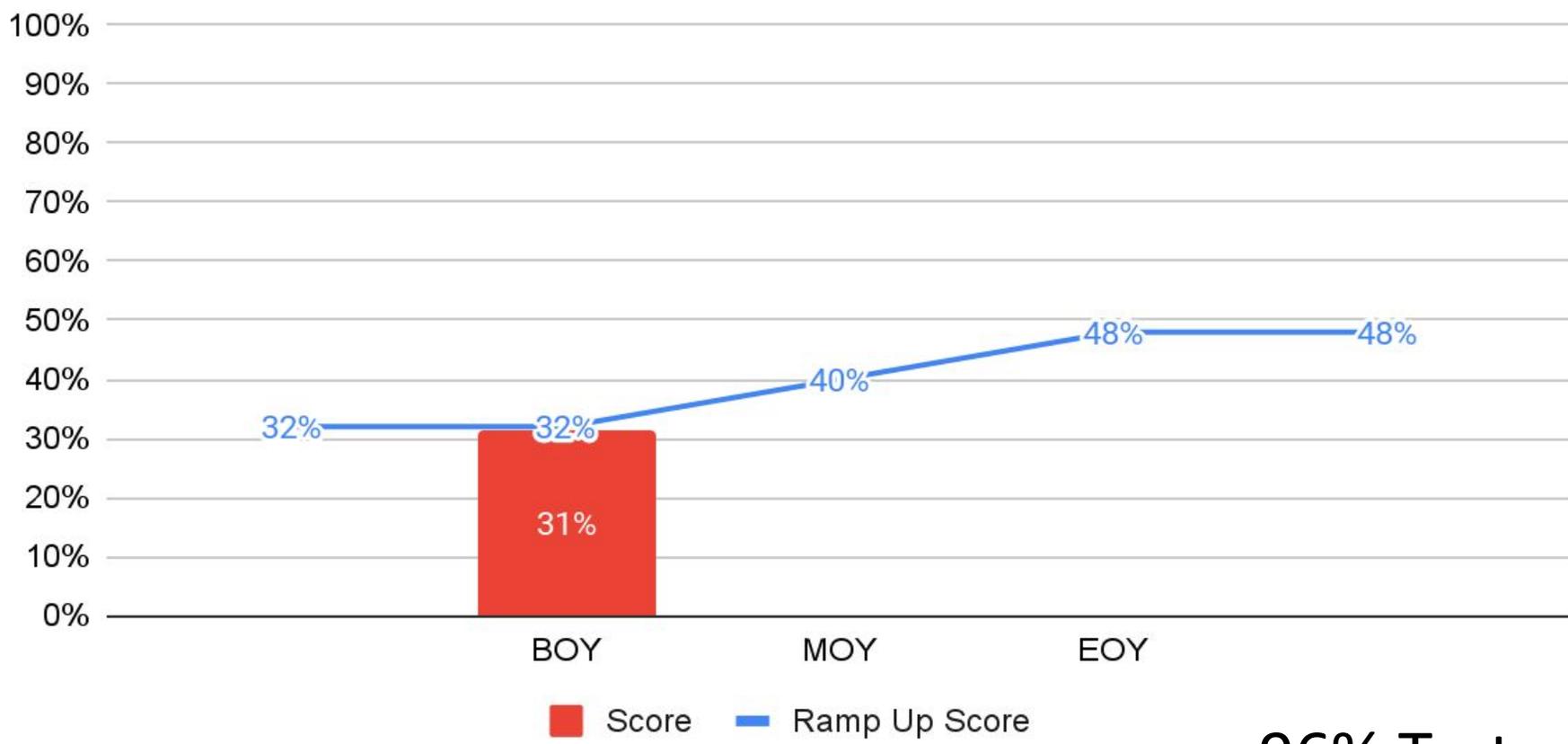
## Goal Progress Measure

% of scholars that meets or exceeds grade level expectations based on NWEA MAP (3rd grade only)



# LSG/SOG #2 % of 3rd Grade Scholars projected to score meets or above on STAAR - Reading (District)

## % of 3rd grade projected to score meets or above on STAAR Reading



96% Tested



Ramp Up Target	
Blue	3% or more above ramp up target
Green	at or above ramp up target by 2%
Yellow	within 10% of ramp up target
Red	below 10% of ramp up target

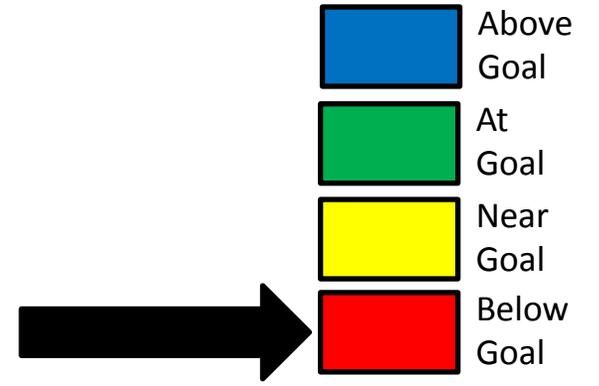
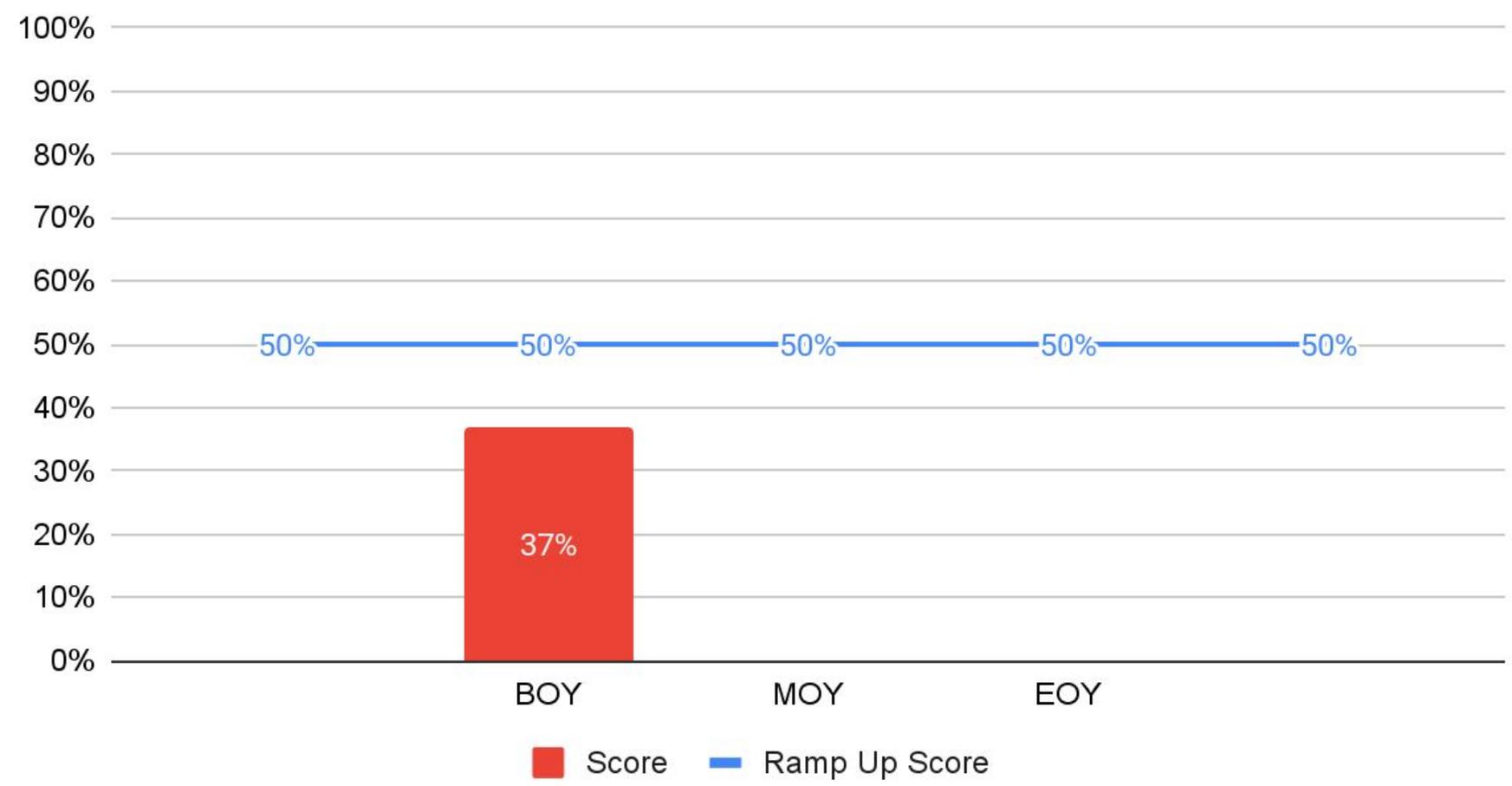
Final Status for this Measure	
Blue	≥ 49%
Green	40-48%
Yellow	30-39%
Red	≤ 29%

Annual Target:
48%



# LSG/SOG #2 % of 3rd Grade Scholars Meeting Growth Target on NWEA Map Growth - Reading (District)

## % of 3rd Grade Scholars Meeting Growth



Final Status for this Measure	
Blue	≥ 56%
Green	50-55%
Yellow	40-49%
Red	≤ 39%

**Annual Target:**  
50%

# LSG/SOG #2 % of 3rd Grade Scholars Meeting Growth Target on NWEA Map Growth - Reading (District)

- What is the problem?

- Grade 3 scholars did not meet the growth target

- What is the Impact Statement including the root cause of the problem?

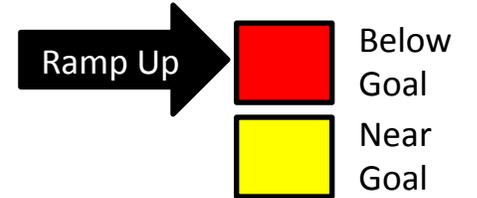
- Diminished teacher capacity to deliver high quality instruction via hybrid instructional settings

- Action to be taken

-We will work with administrators and teachers to set NWEA Goals and track data with students. Administrators and teachers will receive additional professional development on Tier 1 instruction, with a focus on aligning questioning and student work to TEKS standards during aggressive monitoring

- When will you give your team an update?

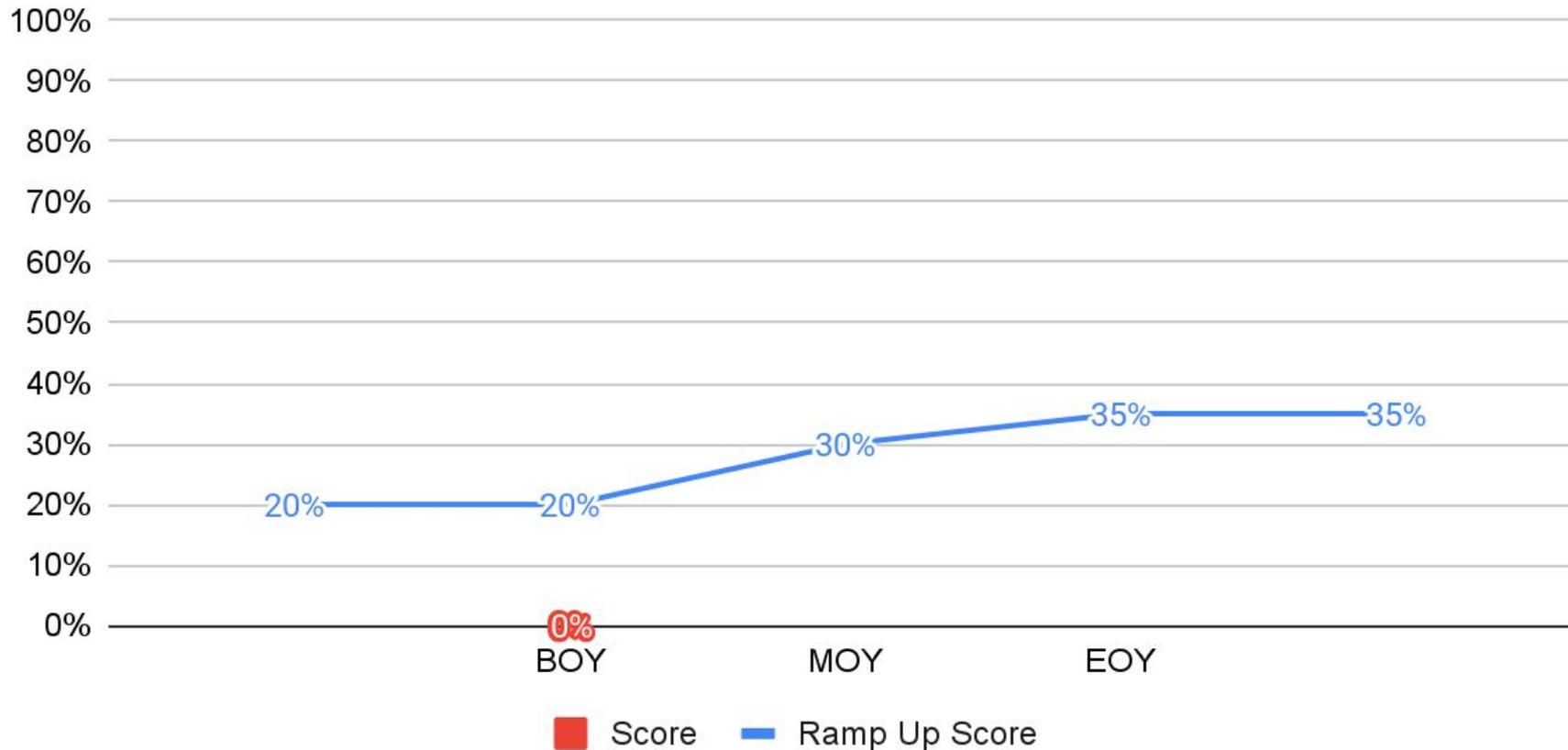
- Update will be provided at MOY





# LSG/SOG #2 % of 3rd grade scholars meeting or exceeding expectations in Map Reading - Special Education

% of 3rd grade scholars served by special education projected to score at or above the meets level



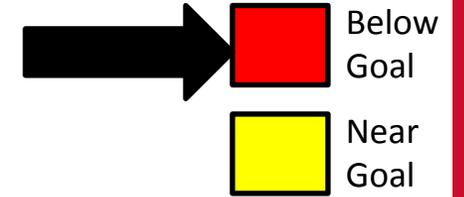
Ramp Up Target	
Blue	3% or more above ramp up target
Green	at or above ramp up target by 2%
Yellow	within 10% of ramp up target
Red	below 10% of ramp up target

Final Status for this Measure	
Blue	$\geq 36\%$
Green	30-35%
Yellow	25-29%
Red	$\leq 24\%$

**Annual Target:**  
35%

# LSG/SOG #2 % of 3rd grade scholars meeting or exceeding expectations in Map Reading - Special Education

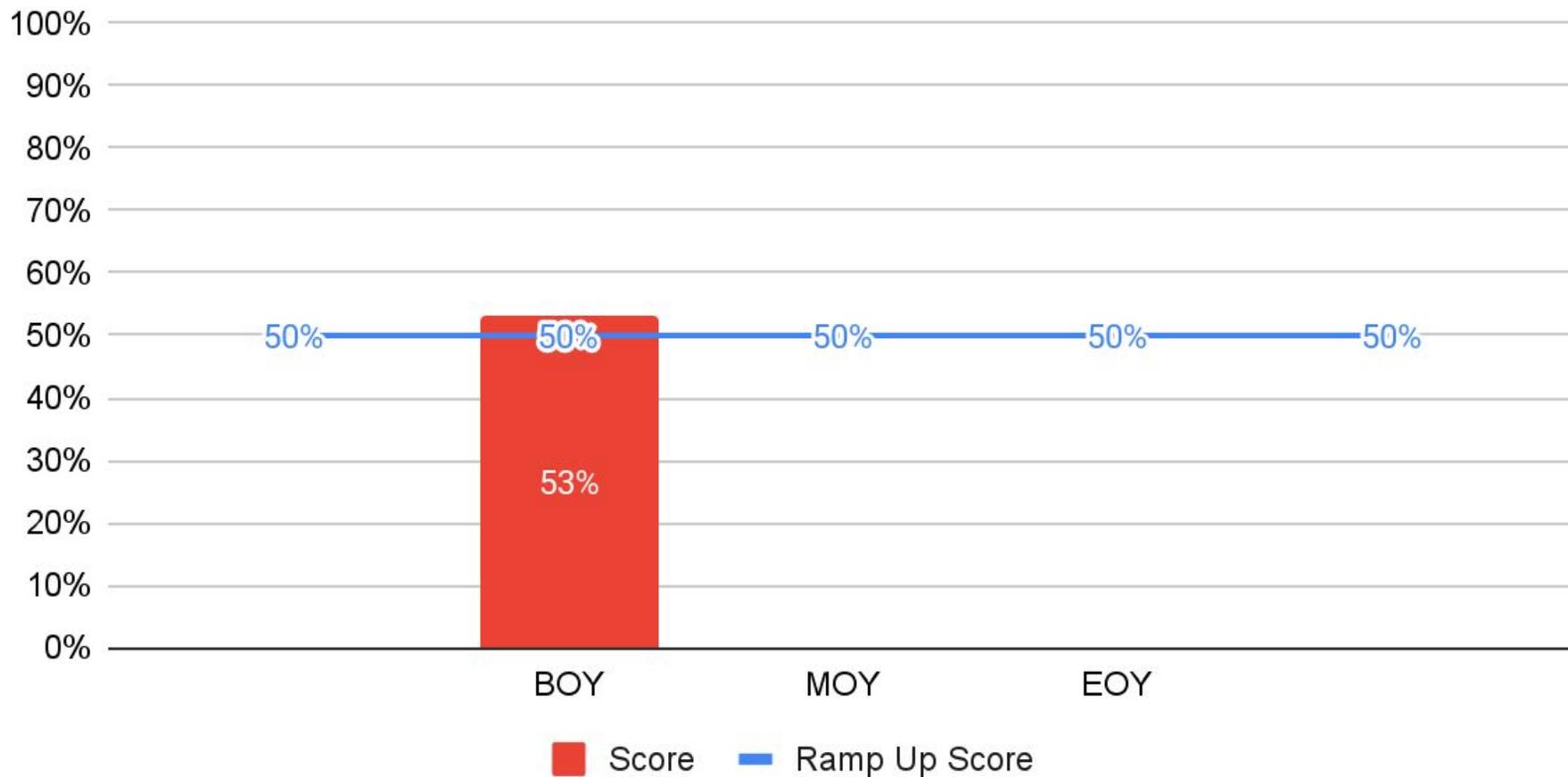
- What is the problem?
  - Even with accommodations, scholars are not meeting grade level expectations on MAP assessment
- What is the root cause of the problem?
  - Diminished teacher capacity to deliver high quality instruction via hybrid instructional settings
- Impact statement of the problem?
  - If this problem continues special education scholars will continue to perform below grade level.
- Action to be taken
  - Collaborate with elementary resource teachers to ensure instruction is aligned to the rigor of the curriculum with attention to goal and objectives for special education
  - Ensure equitable access to on grade level instruction
- When will you give your team an update?
  - Update will be provided at MOY





# LSG/SOG #2 % of 3rd grade scholars meeting reading growth target on NWEA Map Growth- Special Education

% of 3rd grade scholars meeting or exceeding growth expectations in Map reading - Special Education



- Above Goal
- At Goal
- Near Goal
- Below Goal

**Final Status for this Measure**

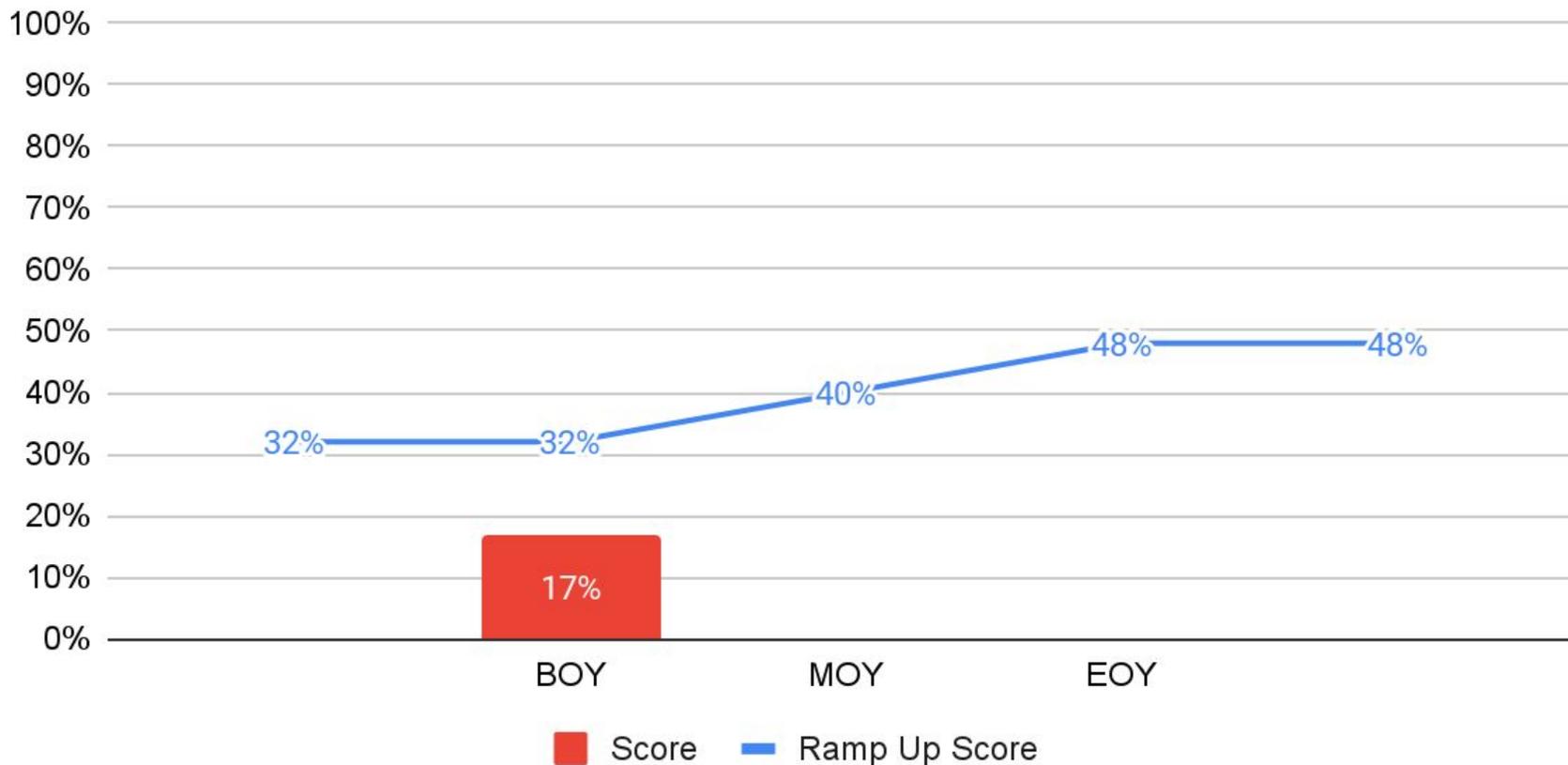
Blue	≥ 51%
Green	45-50%
Yellow	40-44%
Red	≤ 39%

**Annual Target:**  
50%



# LSG/SOG #2 - % of 3rd grade Emergent Bilingual scholars projected to score at or above the meets level (District)

% of 3rd grade Emergent Bilingual scholars projected to score at or above the meets level



Ramp Up Target	
Blue	3% or more above ramp up target
Green	at or above ramp up target by 2%
Yellow	within 10% of ramp up target
Red	below 10% of ramp up target

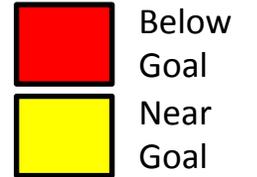
Final Status for this Measure	
Blue	≥ 49%
Green	40-48%
Yellow	30-39%
Red	≤ 29%

**Annual Target:**  
**48%**

# LSG/SOG #2 - % of 3rd grade Emergent Bilingual scholars meeting or exceeding expectations in MAP reading

- What is the problem?

- 83% of Emergent Bilingual scholars are not reading on grade level



- What is the root cause of the problem?

- EL students in third grade are still acquiring English Language
- Diminished teacher capacity to deliver high quality instruction via hybrid instructional settings

- Action to be taken

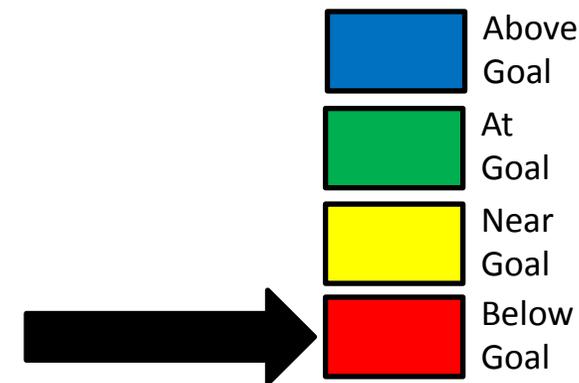
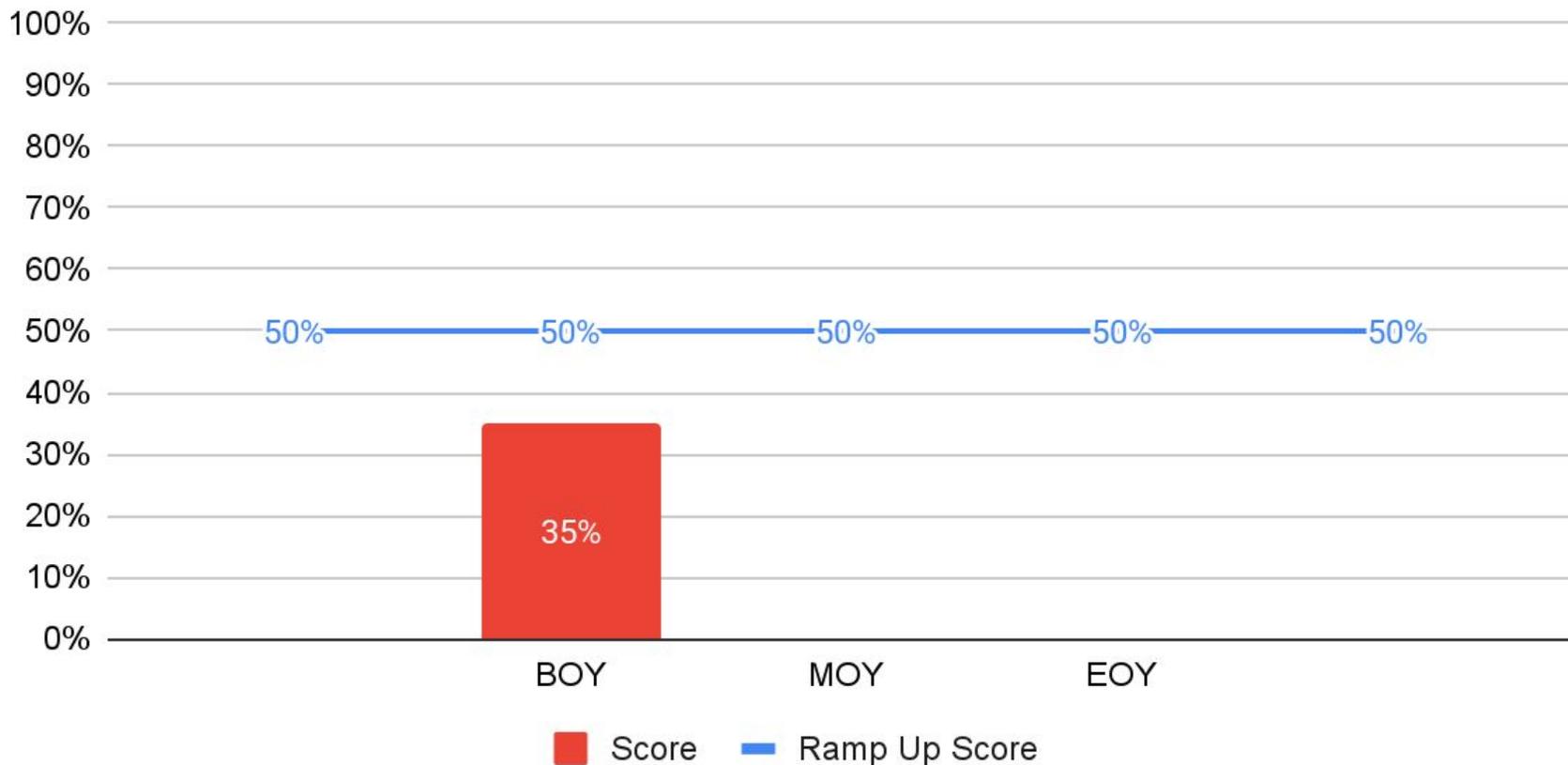
- Campus instructional leaders and teachers will receive professional development to provide and promote language development accommodations to better support Emergent Bilingual scholars
- Teachers will receive additional Professional Development on delivering targeted intervention support to scholars and be provided with resources to use during Longhorn Time

- When will you give your team an update?

- Update will be provided at MOY

# LSG/SOG #2 - % of 3rd grade Emergent Bilingual scholars meeting reading growth target on NWEA Map Growth - Bilingual

% of 3rd grade Emergent Bilingual scholars meeting reading growth target on NWEA MAP



Final Status for this Measure	
	≥ 51%
	45-50%
	40-44%
	≤ 39%

**Annual Target:  
50%**

# LSG/SOG #2 - % of 3rd grade Emergent Bilingual scholars meeting reading growth target on NWEA Map Growth - Bilingual

- What is the problem?

- 65% of 3rd Grade Emergent Bilingual scholars did not meet reading growth targets



- What is the root cause of the problem?

- EL students in third grade are still acquiring English Language
- Diminished teacher capacity to deliver high quality instruction via hybrid instructional settings

- Action to be taken

- Campus instructional leaders and teachers will receive professional development to provide and promote language development accommodations to better support Emergent Bilingual scholars.
- Teachers will receive additional Professional Development on delivering targeted intervention support to scholars and be provided with resources to use during Long Horn Time

- When will you give your team an update?

- Update will be provided at MOY

# Goal 3



Increase the percentage of Algebra I scholars scoring Meets or above.

# Goal 3

Increase the percentage of Algebra 1 scholars scoring Meets of Above will increase from 52% to 75% by 2024

## Annual Targets

19-20 School Year 52%

20-21 School Year 59%

21-22 School Year 64%

22-23 School Year 69%

23-24 School Year 75%

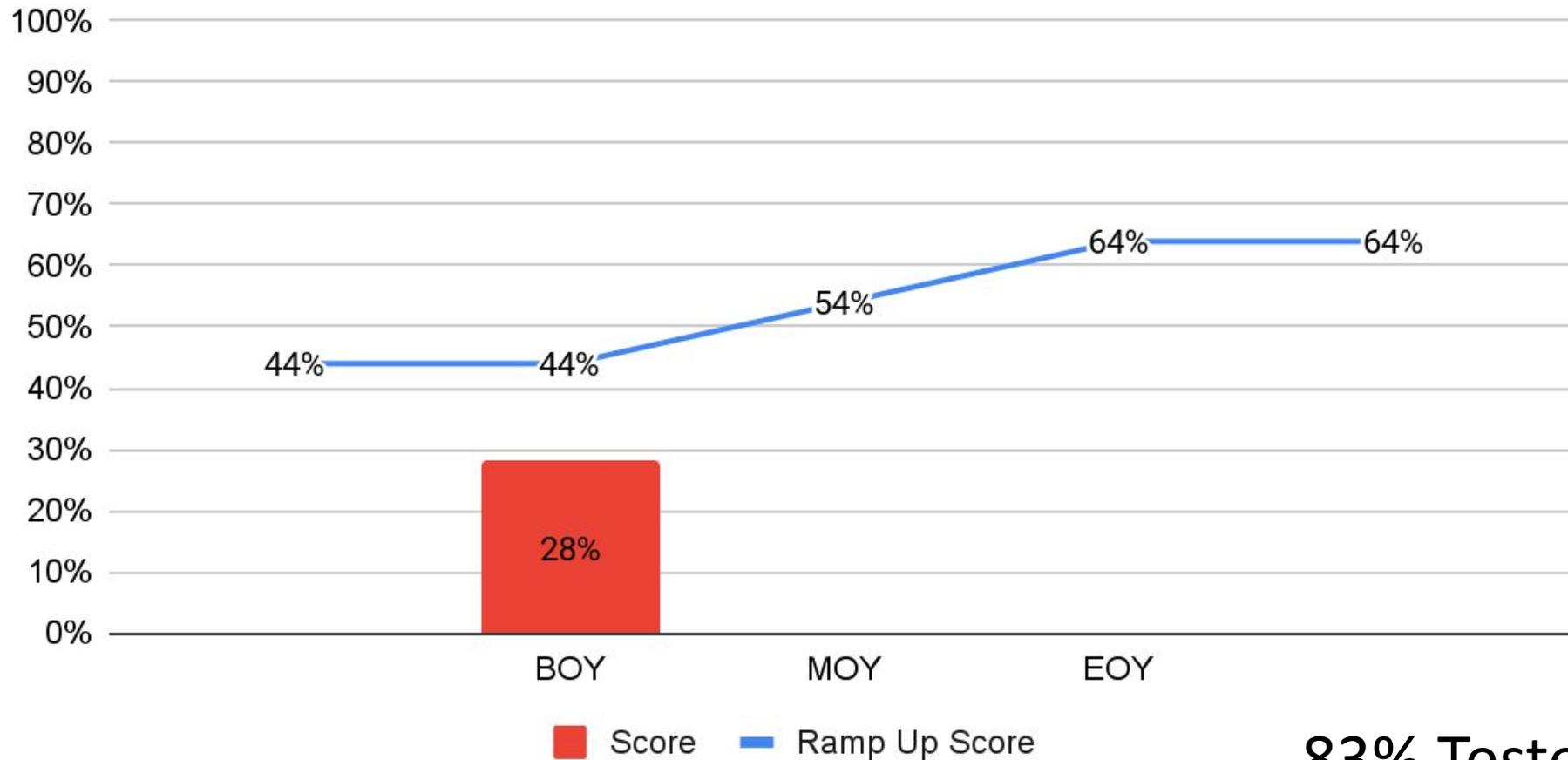
## Goal Progress Measure

% of scholars at or above the meets grade level on NWEA MAP math



# LSG/SOG #3 % of Algebra I scholars at or above the meets grade level on NWEA MAP math (District)

## % of Algebra I scholars projected to score meets or above on STAAR EOC



83% Tested

### Ramp Up Target

■	3% or more above ramp up target
■	at or above ramp up target by 2%
■	within 10% of ramp up target
■	below 10% of ramp up target

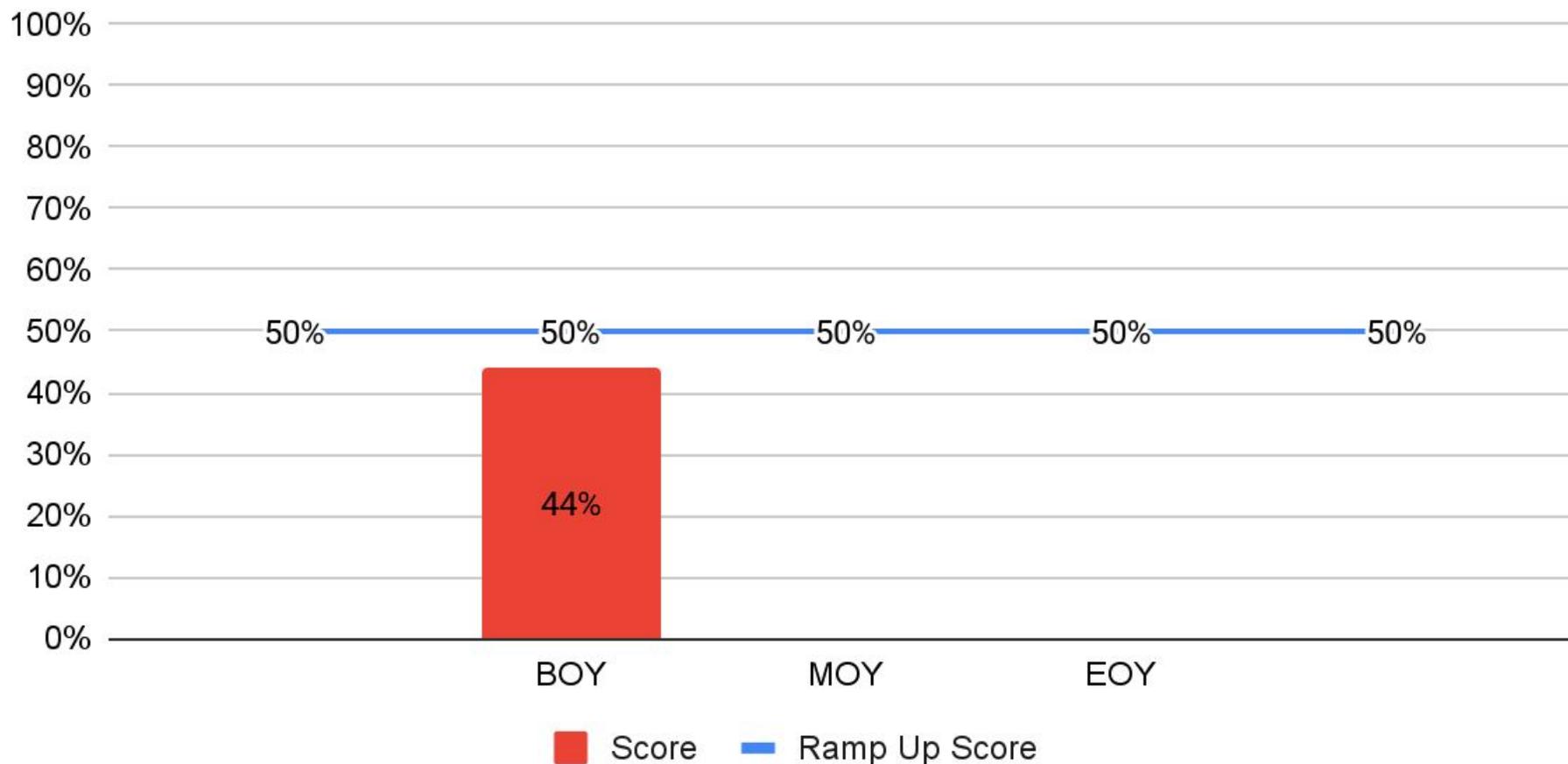
### Final Status for this Measure

■	≥ 65%
■	55% - 64%
■	45% - 54%
■	≤ 44%

Annual Target:  
64%

# LSG/SOG #3 % of Algebra I scholars meeting math growth target on NWEA Map Growth (District)

% of Algebra I scholars meeting math growth target on NWEA Map Growth (District)

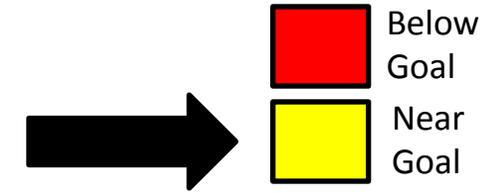


- Above Goal
- At Goal
- Near Goal
- Below Goal

Final Status for this Measure	
	≥ 51%
	45-50%
	40-44%
	≤ 39%

**Annual Target:**  
50%

# LSG/SOG #3 % of Algebra I scholars at or above the meets grade level on NWEA MAP math (District)



## What is the problem?

The data collected from NWEA MAPS revealed:

- 72% of scholars are not predicted to score at the Meets or above
- 56% of scholars did not meet growth projections

## What is the root cause of the problem?

Students and teachers struggled with initial implementation due to teacher vacancies and return to school adjustments

## **Impact statement of the problem**

If all stakeholders understand the importance of the NWEA assessment and use the data to inform intervention and enrichment, then the percent of students meeting NWEA growth targets will increase.

## **Action to be taken**

- Model the use of IXL as a resource to address skills deficits identified by NWEA Maps

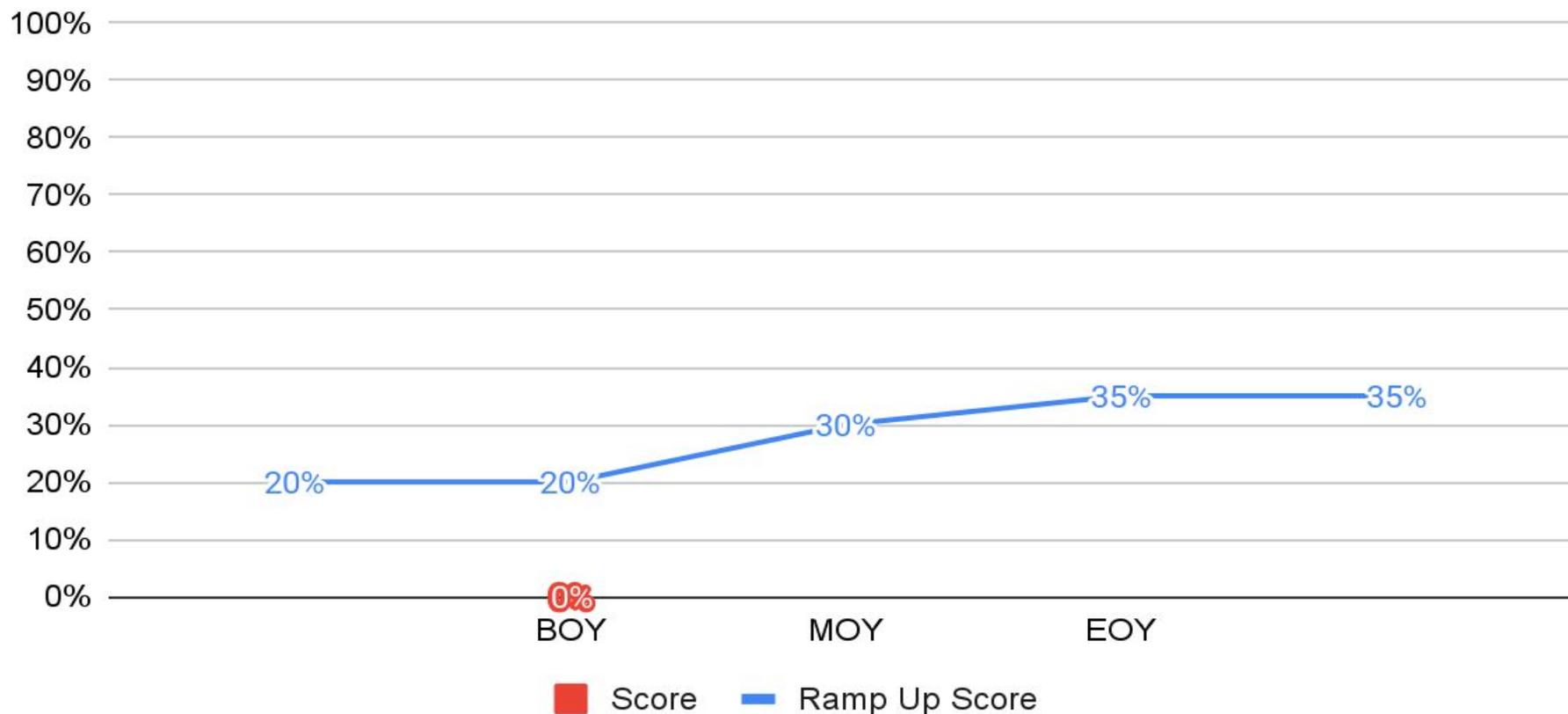
## **When will you give your team an update?**

January 2022



# LSG/SOG #3 % of Algebra I scholars projected to score meets or above on STAAR EOC - Special Education

## % of Algebra I scholars projected to score meets or above on STAAR EOC - Special Education



### Ramp Up Target

Blue	3% or more above ramp up target
Green	at or above ramp up target by 2%
Yellow	within 10% of ramp up target
Red	below 10% of ramp up target

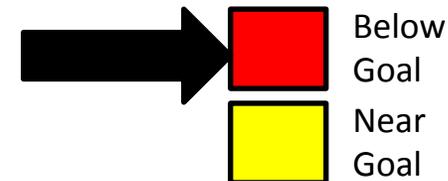
### Final Status for this Measure

Blue	$\geq$ %
Green	35% - 40%
Yellow	30% - 34%
Red	$\leq$ 29%

Annual Target:  
40%

# LSG/SOG #3 % of Algebra I scholars projected to score meets or above on STAAR EOC - Special Education

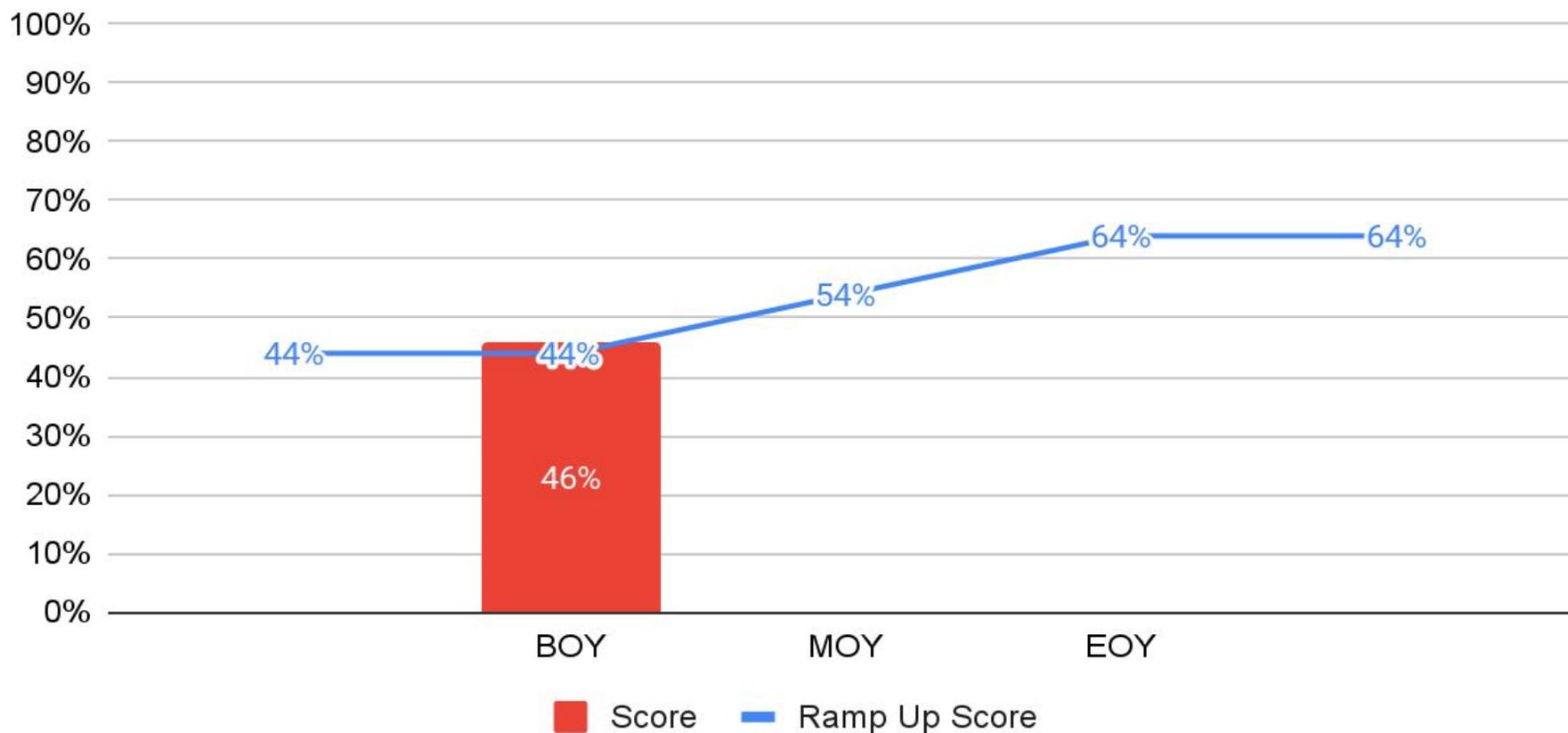
- What is the problem?
  - Special Education students lack foundational skills to support grade level performance in Algebra
- What is the root cause of the problem?
  - Vacancies of certified special education teachers to instruct scholars
  - Utilization of staff at the school to monitor special education outcomes
- Impact statement of the problem?
  - Students will continue to function below grade level until foundational skill gaps are addressed
- Action to be taken
  - Teachers will utilize NWEA MAPS student data reports and student IEPs to address areas of deficiency to accelerate learning.
- When will you give your team an update?
  - Update will be provided at MOY





# LSG/SOG #3 % of Algebra I scholars at or above the meets grade level on NWEA MAP math - Bilingual

% of Algebra Emergent Bilingual scholars meeting or exceeding expectations in MAP Math



Ramp Up Target	
Blue	3% or more above ramp up target
Green	at or above ramp up target by 2%
Yellow	within 10% of ramp up target
Red	below 10% of ramp up target

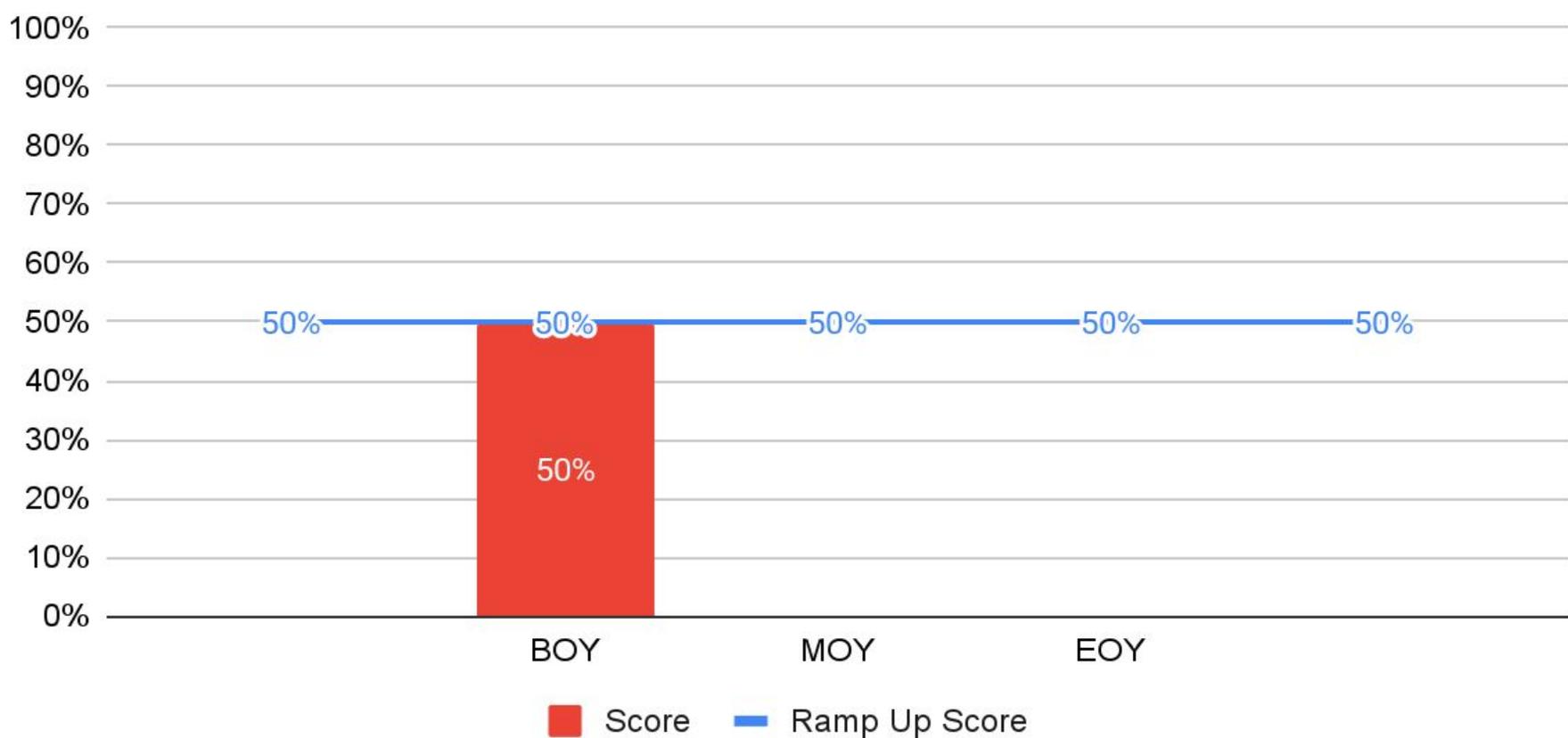
Final Status for this Measure	
Blue	$\geq 65\%$
Green	55% - 64%
Yellow	45% - 54%
Red	$\leq 44\%$

Annual Target:  
64%



# LSG/SOG #3 % of Algebra I Emergent Bilingual scholars meeting math growth target on NWEA MAP Growth - Bilingual

% of Algebra I Emergent Bilingual scholars meeting or exceeding growth expectations in MAP



- Above Goal
- At Goal
- Near Goal
- Below Goal

Final Status for this Measure	
Blue	≥ 51%
Green	45-50%
Yellow	40-44%
Red	≤ 39%

Annual Target: 50%

QUESTIONS?



5. INFORMATION

These items are presented to the Board for information only. No presentations will be made unless specifically requested by the Board.

A. Health Benefit Plans

**Cedar Hill Independent School District  
BOARD OF TRUSTEES**

**Meeting Date:** November 1, 2021

**Presented by:** Dr. Gerald Hudson, Superintendent of Schools

**Subject:** Health Benefit Plan

**Information**

**BACKGROUND INFORMATION:**

The 87th legislative session approved Senate Bill (SB1444) which requires Districts that offer alternative health plan options to decide by December 31, 2021 whether to remain in TRS ActiveCare or make a decision to opt out beginning with the 2022-2023 plan year. Cedar Hill ISD is currently in the process of determining the best option for the employees.

The following guest speaker will present information regarding the health care options for the CHISD employees:

Russ Edwards, Director of Group Medical Services, Financial Benefit Services

**RECOMMENDATION:**

None

**BOARD ACTION REQUIRED:**

None

**POLICY AUTHORIZATION:**

None

**CONTACT PERSON:**

Gilberto Prado, Chief Financial Officer

**FUNDING SOURCE:**

None

**ENCLOSURES:**

FBS Presentation



# Healthcare Information Available Options for 2022-23

Presented by:

➤ Financial Benefit Services



**Russ Edwards**  
*DIRECTOR GROUP  
MEDICAL  
SERVICES*

# Senate Bill 1444

*2021 (87th Legislative Session) - Senate Bill 1444 passed*

- Cannot offer alternate plans alongside TRS-ActiveCare plans for a plan year “on or beginning” after September 1, 2022
- Districts can choose to leave TRS-ActiveCare starting 9/1/2022
  - Notify by December 31, 2021 –9 months in advance
  - Must remain out for 5 years
  - Not a one-time chance, but can decide each year with 9 months notice
- If not participating or rejoining, must remain in TRS-ActiveCare for 5 years
- Doesn't affect state funding (\$75 month) or minimum local funding (\$150 month)

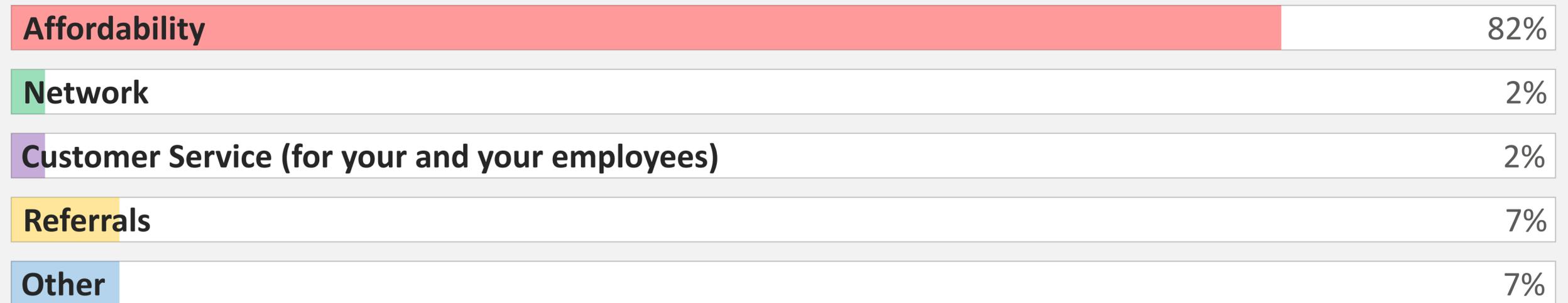
*TRS-ActiveCare – Current/Future*

# TRS Quick Poll

Districts stated in a TRS Quick Poll said that their main frustrations with TRS ActiveCare were:

## What are your main frustrations with TRS-ActiveCare?

Poll Results (single answer required):

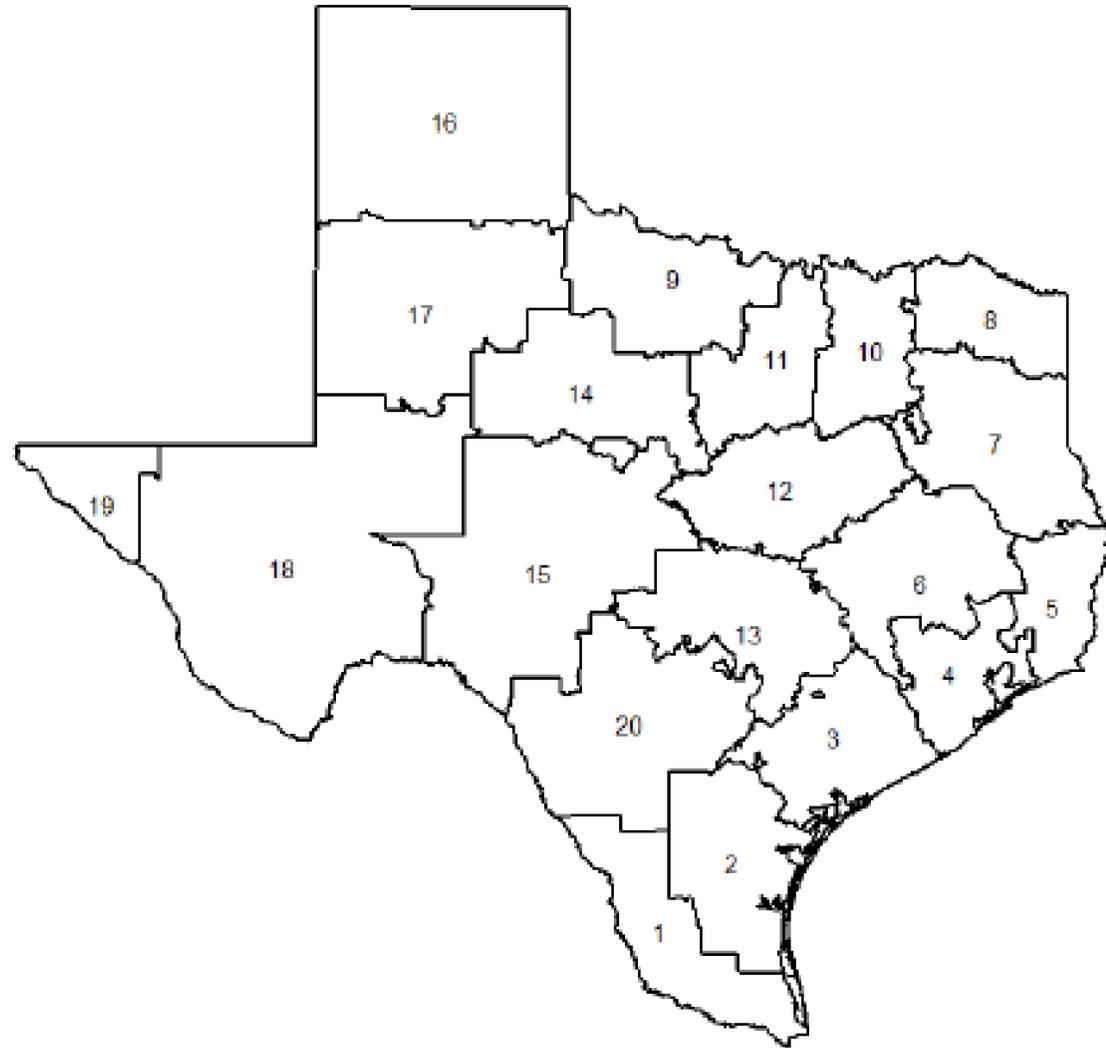


# TRS-ActiveCare – Current/Future

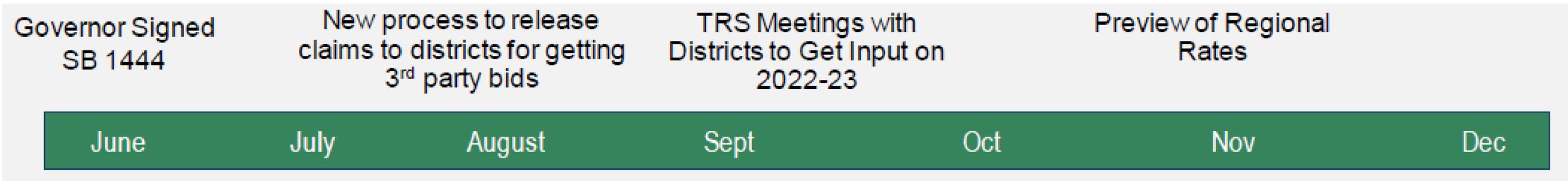
## *TRS-ActiveCare –Current/Future*

- Will begin a regionally rating process
  - Preview of process – late November 2021
- Limited claims information now available
  - Can request twice each year for the past 36 months
- TRS must deliver a study on “alternative methods to deliver benefits” by August 31, 2022 to Legislative groups.
- TRS-ActiveCare rates increased between 5.5% - 8.1% for 2021-22.
- Financial condition of TRS-ActiveCare is not known.





- TRS staff currently developing regional rating methods
- Regional rating will take effect September 1, 2022
- TRS will meet with districts in November/December to provide a preview of regions and rating adjustments
- Currently plan to use Educational Service Center (ESC) regions for regional rating



### Illustration of Regional Dynamics Using Example Data

Region	Cost Per Member	Regional TRS Premiums	Non-TRS Bid
Region A	\$100	\$98	\$102
Region B	\$95	\$93	\$97
Region C	\$90	\$90	\$92
Region D	\$85	\$87	\$87
Region E	\$80	\$82	\$82
Average	\$90	\$90	\$92

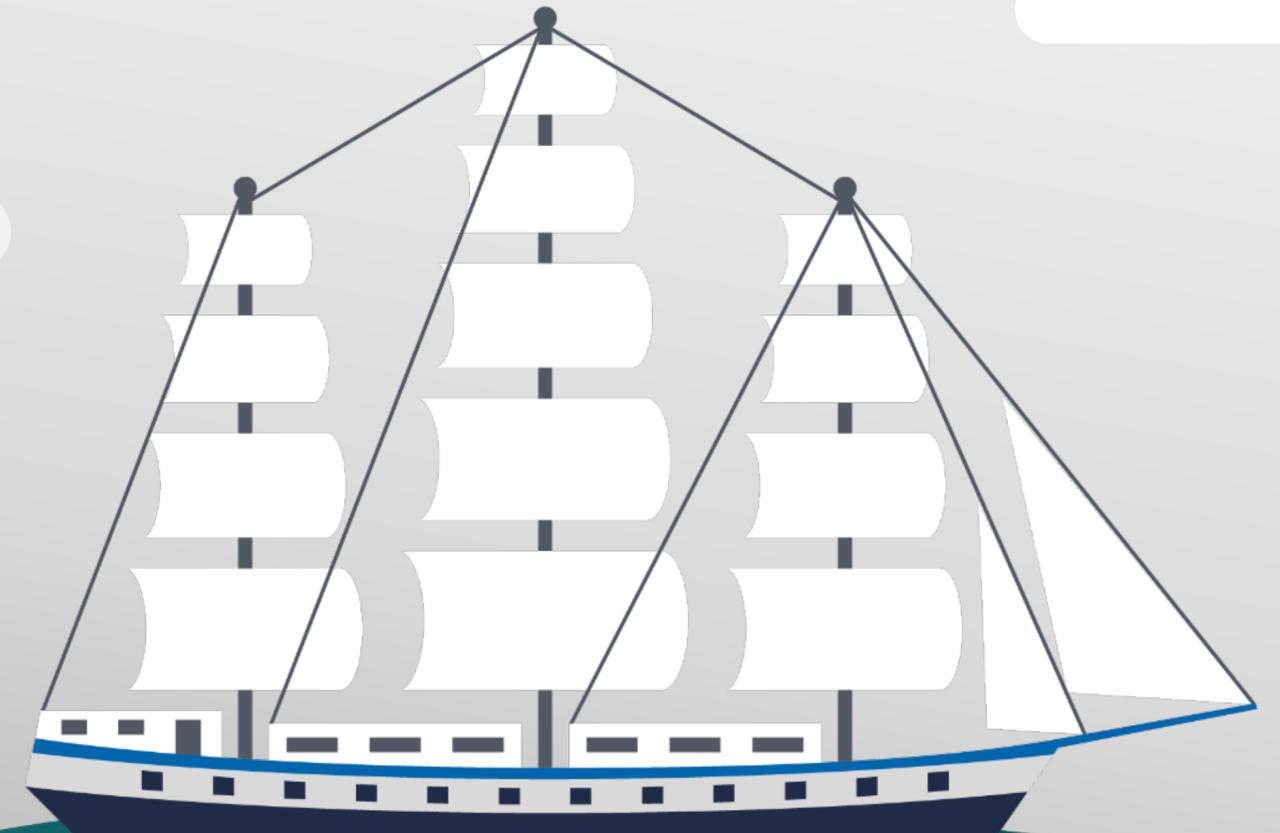
Every region receives a competitive rate even with some smoothing of costs across state

*Figures here are intended as an illustration using artificial data and do not reflect actual estimates or regional rating proposal. Actual degree of smoothing has yet to be determined.*

# Long-Term **Success**



**PPO**



**Directed Care**

## **Group Healthcare Models**

# PPO Discount Model

- ✓ PPO discounted plans are no longer managing healthcare cost
- ✓ Billed charges increase making % off less effective
- ✓ Quality an afterthought
- ✓ One size fits all – resistant to change

**TRS-ActiveCare Model**

# Directed Care Model

- ✓ Uses direct contracts and Medicare+ reimbursements for providers
- ✓ Quality hospitals and facilities who meet quality score standards
- ✓ Program to reduce specialty drug cost
- ✓ Use embedded deductibles to lower out-of-pocket cost (no coinsurance)

**Current TSHBP Model**



# Directed Care Model



## Physician Access

- ✓ Uses a physician only PPO network (national access)
- ✓ Can go to any physician in the network



## Hospital

- ✓ Member must contact "Care Coordinator"
- ✓ Care Coordinator schedules care based on quality and pricing standards



## Specialty Drugs

- ✓ Member are required to apply for patient assistance program

# Understanding Directed Care

- 
- Controls and Reduces Claims Cost
  - Allows members to access all physicians and Specialist
  - Reduces specialty drug cost for most members
  - Reduced out-of-pocket expenses to the members
  - Reduced premiums

- Member choice of hospital is eliminated
- Members unfamiliar with Directed Care process

# PPO Discount versus Directed Care

## Billed Charges

## Example – Billed Charges \$600

*PPO model discounts billed charges to pay providers*

**Discount A**

**Discount A - \$240  
40%**

**Paid Claim  
\$360**

**»» Savings to medical plan of \$210 ««**

*Directed care model uses a fair market price based on Medicare+ to pay providers*

**Medicare +**  
**Medicare**

**Medicare + 150%**  
**Medicare - \$100**

**Paid Claim  
\$150**

# TSHBP Key Indicators



## Claims Over \$200,000

- Actuarial Statically +35
- **TSHBP - 8**



## Specialty Drug Cost

*Per Member Per Month  
(PEPM)*

- Employer Average - \$45.00
- **TSHBP - \$0.25**



## Directed Care PrePay

- Medical Billing Average – 325% of Medicare
- **TSHBP – 131%**



## Plan Rate Increase

*2021-22*

- **TSHBP – 0.0%**
- TRSAC – 5.5% - 8.1%

# TSHBP Plan Model for 2022-23

Directed  
Care



PPO



Blended  
Model  
Directed Care  
& PPO

## Benefits of Blended Model

- ✓ Transitions allows members a choice of plan types
- ✓ Offers significant rate savings for members
- ✓ Reduces cost shifting to employees
- ✓ Creates a long-term plan to reduce claims cost and keep member rates stable



# TSHBP Plan Offerings 2022-23

## TSHBP Current Plans

- ✓ High Deductible (HD)
- ✓ CoPay Plan
- ✓ No change / Embedded Deductible
- ✓ In and out of Network Benefits
- ✓ PPO Physician, Specialist, and Ancillary
- ✓ Directed Care – Hospital Services

## TSHBP New Plans (Additional)

- ✓ Aetna High Deductible (HD)
- ✓ Aetna Signature Plan
- ✓ In Network Benefits
- ✓ PPO Physician and Hospitals
- ✓ Comparable to TRS-ActiveCare
- ✓ Rates are capped to be no more than TRS-ActiveCare

***Identical Eligibility as TRS-ActiveCare***

### Specialty Drug Program Required

TSHBP HD and CoPay - no guarantee  
Aetna HD and Aetna Signature - guaranteed

### Care Coordinator

TSHBP HD and CoPay - mandatory  
Aetna HD and Aetna Signature - optional



**NEW**

	TRS-ActiveCare High Deductible	TSHBP Aetna HD	TSHBP High Deductible (current)
<b>Plan Features</b>	<b>In-Network</b>	<b>In-Network</b>	<b>In-Network</b>
Individual/Family Deductible	\$3,000/\$6,000	\$3,000/\$6,000	\$3,000/\$9,000
Coinsurance	You pay 30% after deductible	You pay 30% after deductible	None - Plan Pays 100% after deductible
Ind/Fam Out of Pocket	\$7,000/\$14,000	\$7,000/\$14,000	\$3,000/\$9,000
Network	BCBS Of Texas	Aetna	HealthSmart
PCP Required	No	No	No
PCP Referral to Specialist	No	No	No
<b>Doctor Visits</b>			
Preventive Care	Yes - \$0 copay	Yes - \$0 copay	Yes - \$0 copay
Primary Care	You pay 30% after deductible	You pay 30% after deductible	Deductible, then Plan pays 100%
Specialist	You pay 30% after deductible	You pay 30% after deductible	Deductible, then Plan pays 100%
Virtual Health	\$30 per consultation	\$30 per consultation	\$30 per consultation
<b>Care Facilities</b>			
Urgent Care	You pay 30% after deductible	You pay 30% after deductible	Deductible, then Plan pays 100%
Emergency Care	You pay 30% after deductible	You pay 30% after deductible	Deductible, then Plan pays 100%
Outpatient Surgery	You pay 30% after deductible	You pay 30% after deductible	Deductible, then Plan pays 100%
<b>Prescription Drug Benefits</b>			
Drug Deductible	Integrated with medical	Integrated with medical	Intergrated with medical
Days Supply	30-Day Supply / 90-Day Supply	30-Day Supply / 90-Day Supply	30-Day Supply / 90-Day Supply
Generics	You pay 20% after deductible; \$0 for certain generics	You pay 20% after deductible; \$0 for certain generics	Deductible, then Plan pays 100%
Preferred Brand	You pay 25% after deductible	You pay 25% after deductible	Deductible, then Plan pays 100%
Non-preferred Brand	You pay 50% after deductible	You pay 50% after deductible	Deductible, then Plan pays 100%
Specialty	You pay 20% after deductible	Full Coverage - PAP Required	Limited - PAP Required



**NEW**

	TRS-ActiveCare Primary	TRS-ActiveCare Primary+	TSHBP Aetna Signature	TSHBP CoPay (Current)
<b>Plan Features</b>				
Individual/Family Deductible	\$2,500/\$5,000	\$1,200/\$3,600	\$2,000/\$4,000	\$3,500/\$10,500
Coinsurance	You pay 30% after deductible	You pay 20% after deductible	You pay 25% after deductible	None - Plan Pays 100% after deductible
Ind/Fam Out of Pocket	\$8,150/\$16,300	\$6,900/\$13,800	\$7,500/\$15,000	\$3,500/\$10,500
Network	BCBS Of Texas	BCBS of Texas	Aetna	HealthSmart
PCP Required	Yes	Yes	No	No
PCP Referral to Specialist	Yes	Yes	No	No
<b>Doctor Visits</b>				
Preventive Care	Yes - \$0 Copay			
Primary Care	\$30 copay	\$30 copay	\$30 copay	\$35 copay
Specialist	\$70 copay	\$70 copay	\$70 copay	\$35 copay
Virtual Health	\$0 per consultation	\$0 per consultation	\$0 per consultation	\$0 per consultation
<b>Care Facilities</b>				
Urgent Care	\$50 copay	\$50 copay	\$50 copay	\$50 copay
Emergency Care	You pay 30% after deductible	You pay 20% after deductible	You pay 25% after deductible	\$500 copay
Outpatient Surgery	You pay 30% after deductible	You pay 20% after deductible	You pay 25% after deductible	\$500 copay
<b>Prescription Drug Benefits</b>				
Drug Deductible	Integrated with medical	\$200 brand deductible	\$500 brand deductible	No deductible
Days Supply	30-Day Supply / 90-Day Supply	30-Day Supply / 90-Day Supply	30-Day Supply / 90-Day Supply	30-Day Supply / 90-Day Supply
Generics	\$15/\$45 copay	\$15/\$45 copay	\$15/\$45 copay	\$0 at selected pharmacies; others \$10/\$20 copay
Preferred Brand	You pay 30% after deductible	You pay 25% after deductible	You pay 25% after deductible	\$35 copay or 50% copay (max \$100)
Non-preferred Brand	You pay 50% after deductible	You pay 50% after deductible	You pay 50% after deductible	\$70 copay or 50% copay (max \$200)
Specialty	You pay 30% after deductible	You pay 20% after deductible	Full Coverage - PAP Required	Limited - PAP Required



# Expected Rates – 2022-23

PLAN HIGHLIGHTS	TSHBP High Deductible (HD)	<b>NEW</b> TSHBP Aetna High Deductible (HD)	TSHBP CoPay	<b>NEW</b> TSHBP Aetna Signature
	Anticipated (2022-23)			
Coverage	Anticipated (2022-23)			
Employee Only	\$368.00	\$450.00	\$409.00	\$504.00
Employee/Child	\$693.00	\$834.00	\$791.00	\$880.00
Employee/Spouse	\$1,025.00	\$1,306.00	\$1,160.00	\$1,355.00
Employee/Family	\$1,346.00	\$1,561.00	\$1,531.00	\$1,663.00
Coverage	In-Network Coverage	In-Network Only	In-Network Coverage	In-Network Only
Network	HealthSmart - National	AETNA	HealthSmart - National	AETNA
Plan Deductible Feature	Deductible, then Plan pays 100%	Deductible, then Plan pays 30%	Copayments, then Plan pays 100%	Deductible, then Plan pays 25%
Individual	\$3,000	\$3,000	\$3,500	\$2,000
Coinsurance	None	You pay 30% after deductible	None	You pay 25% after deductible
Maximum Out-of- Pocket	\$3,000	\$7,000	\$3,500	\$7,500
Required - Primary Care Provider (PCP)	No	No	No	No
Required - PCP Referral to Specialist	No	No	No	No

# Sample ISD Option 2022-23

## High Deductible Plans

▶ Employee Only

High Deductible Plans	Monthly Premium	Deductible	Maximum Out of Pocket
*TRSAC HD	\$472	\$3,000	\$7,000
TSHBP Aetna HD	\$450	\$3,000	\$7,000
TSHBP HD	\$368	\$3,000	\$3,000

*TSHBP HD creates an annual savings of \$1,248 - 28% lower than TRSAC HD*

*\* Modeled with 10% increase in current rates*

# Sample ISD Option 2022-23

## Additional Plans

▶ Employee Only

Additional Plans	Monthly Premium	Deductible	Maximum Out of Pocket
*TRSAC Primary	\$459	\$2,500	\$8,150
*TRSAC Primary +	\$596	\$1,200	\$6,900
TSHBP Aetna Signature	\$504	\$2,000	\$7,500
TSHBP CoPay	\$409	\$3,500	\$3,500

*TSHBP CoPay creates an annual savings of \$2,244 - 48% lower than TRSAC Primary +*

*\* Modeled with 10% increase in current rates*

# Sample ISD Claim Example

## Sue is Having a Baby

High Deductible Plans	Deductible	Coinsurance Other	Sue Pays
TRSAC HD	\$3,000	\$2,960	\$5,960
TSHBP Aetna HD	\$3,000	\$2,960	\$5,960
TSHBP HD	\$3,000	\$0	\$3,000

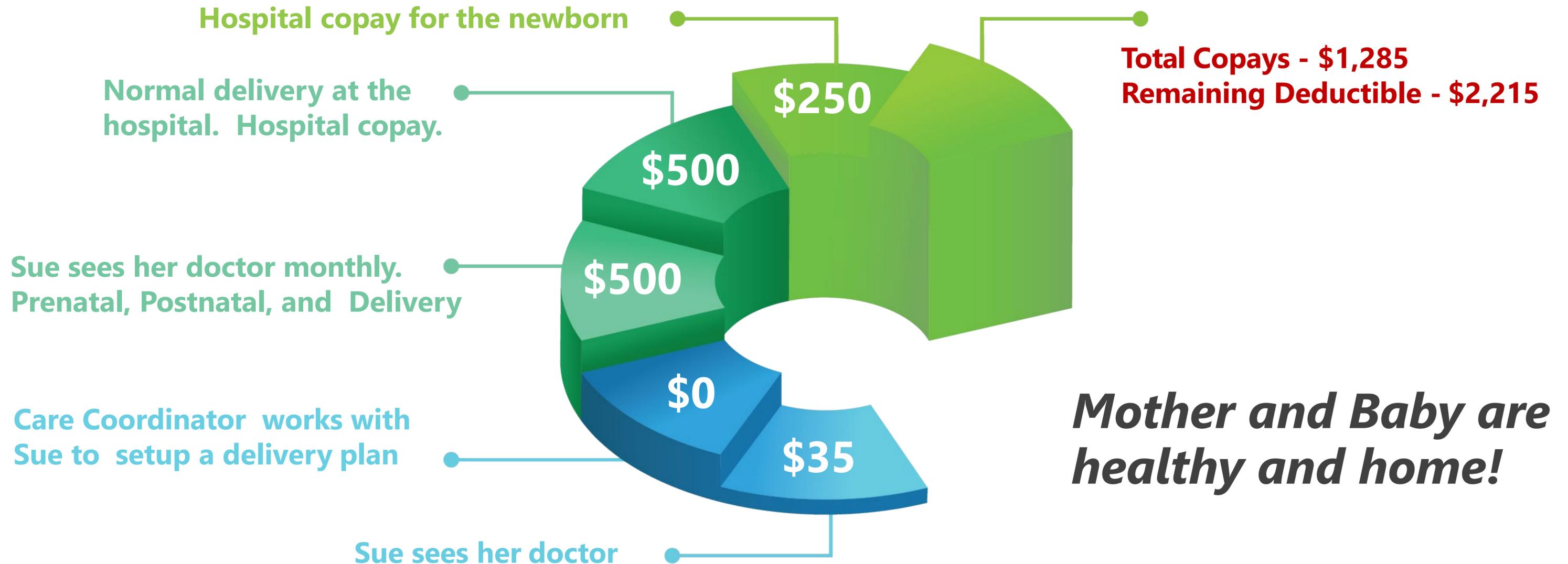
# Sample ISD Claim Example

## Sue is Having a Baby

Additional Plans	Deductible	Coinsurance Other	Sue Pays
*TRSAC Primary	\$2,500	\$2,800	\$5,300
*TRSAC Primary +	\$1,200	\$2,100	\$3,300
TSHBP Aetna Signature	\$2,000	\$2,775	\$4,775
TSHBP CoPay	\$0	\$1,285	\$1,285

# Directed Care CoPay Example

## Sue is Having a Baby



# Considerations for Leaving TRS-ActiveCare

Flexibility in Plan Design



Can choose plan model that controls cost



Reduced premiums



Reduced cost shifting to employees



TRS-ActiveCare rates and plans are unknown



Cannot rejoin for 5 years



Plan Model doesn't control cost



TRS-ActiveCare rate shifting not rate reduction



Rates determined by those districts remaining in TRS-ActiveCare



TRS-ActiveCare rates and plans are unknown



# TSHBP Healthcare Strategy

- ✓ Plan Model to Control Cost
  - ▶ **Blended**
- ✓ Plan Options for employees
  - ▶ **4 - Plans**
- ✓ Member contribution/premium savings
  - ▶ **+20%**
- ✓ Member out of pocket savings
  - ▶ **+50%**
- ✓ Prescription program to assist members
  - ▶ **Member/Plan**
- ✓ Guaranteed Rates 2022-23
  - ▶ **Yes. First of November**
- ✓ Program funds for run-out claims
  - ▶ **Yes**
- ✓ Program managed by member districts
  - ▶ **TSHBP Board of Directors**

# Other Districts Reviewing Options for 2022-23

## TSHBP Districts / Medical Enrollment

- ✓ Frisco ISD – 5,497
- ✓ Klein ISD – 4,500
- ✓ Denton ISD – 2,740
- ✓ Goose Creek ISD – 2,116
- ✓ Beaumont ISD – 1,753
- ✓ New Caney ISD – 1,593
- ✓ Eanes ISD - 932
- ✓ Approximately 35 districts with enrollment less than 1,000

## Other Districts - Region 10 & 11

- ✓ District A +5,000
- ✓ District B 3,300
- ✓ District C 3,100





*Thank You!*



6. BOARD DISCUSSION
7. SUPERINTENDENT'S REPORT
8. ADJOURN