

Cedar Hill Independent School District

District Improvement Plan

2024-2025

Accountability Rating: TBD



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 Priorities

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

Goal #5 :Ensure the safety and security of all students and staff with attention to educating and empowering the whole child.

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Comprehensive Needs Assessment

Comprehensive Demographic Overview (2024)

I. Student Demographics

As of the 2024 academic year, Cedar Hill Independent School District serves approximately **6300 students** across **11** schools, including elementary, middle, and high schools. The district reflects a vibrant and diverse student body, which is essential for fostering an inclusive educational environment.

- **Ethnic Breakdown:**

- **African American: 65.34%**
- **Hispanic: 27.23%**
- **White: 2.45%**
- **Asian: 1%**
- **Two or More Races: 3.83%**

- **Economic Status:**

- Approximately **60%** of students qualify for free or reduced-price lunch, indicating a high level of economic disadvantage among the student population. This factor is critical in shaping the district's educational programs, as it highlights the need for additional support services such as counseling and after-school programs.

- **Special Education:**

- The district serves **9.89%** of students enrolled in special education programs, including services for students with disabilities, learning differences, and other unique educational needs. Cedar Hill ISD is committed to providing inclusive environments and specialized resources tailored to support these students effectively.

- **English Language Learners (ELL):**

- About **9%** of students are classified as English Language Learners. The diversity of languages spoken among students necessitates targeted language acquisition programs, and the district has made strides to provide bilingual education and English immersion strategies to facilitate learning for these students.

- **At-risk:** Approximately 32% of Cedar Hill ISD students, or around 2,000 scholars, have been identified as at-risk. This designation indicates that these students face challenges that may hinder their academic success, such as economic disadvantage, limited English proficiency, or previous academic struggles. Addressing the needs of these students is a priority for the district, with targeted interventions and support programs in place to help them achieve grade-level proficiency and reach their full potential.

- **Academic Performance:**

- Recent assessments([STAAR/EOC 2024](#)) reveal disparities in performance among various student demographics. For example, the average passing rate for Algebra I for all students is **65%**, compared to **49%** for At-risk students, and **32%** for students served in Special Education indicating areas where focused interventions are required.

II. Staff Demographics

Cedar Hill ISD employs approximately **839 staff members**, including educators, administrators, and support personnel. The district recognizes that recruiting AND retaining a diverse and qualified staff is crucial for meeting the varied needs of its student population. This representation is beneficial as it allows students to connect with educators who share similar backgrounds and experiences, which can enhance the educational experience.

- **Ethnic Breakdown of Staff:**

- **African American: 66%**
- **White: 22%**
- **Hispanic: 8%**
- **Other: 3%**

- **Experience and Qualifications:**

- Approximately **33%** of teachers hold advanced degrees (Master's or Doctorate), which contributes to a high level of educational expertise within the district.
- The average teacher experience in CHISD is **8 years**- with **43%** of teachers having 0-5 years experience- indicating a balance between experienced educators and newer staff who bring innovative teaching methods.
- The turnover rate for teachers in Cedar Hill ISD is **32.7%**, exceeding the state average of 21.4%.

- **Professional Development:**

- CHISD places a strong emphasis on ongoing professional development, with **90%** of staff participating in training sessions focused on culturally responsive teaching, data analysis, and differentiated instruction to better meet the needs of diverse learners.

III. Strengths

1. **Diverse Learning Environment:**

- The demographic diversity of Cedar Hill ISD enriches the educational experience, allowing students to engage with multiple perspectives and cultural viewpoints. This diversity fosters inclusivity and promotes a sense of belonging among students.

2. **Strong Community Engagement:**

- The district has developed robust partnerships with local organizations, businesses, and higher education institutions, facilitating community support and involvement in educational initiatives, extracurricular activities, and mentorship programs. These partnerships provide students with valuable resources and real-world learning opportunities.

3. **Commitment to Equity:**

- Cedar Hill ISD has implemented various programs aimed at closing achievement gaps, including targeted interventions for ELL and special education students. The focus on equitable access to resources is a testament to the district's dedication to student success.

4. **High-Quality Professional Development:**

- The district provides ongoing professional development opportunities for staff, ensuring that educators are equipped with the latest instructional strategies and tools to meet the diverse needs of their students. Recent initiatives include:
- **Best Practices in Reading Instruction:** Focused on enhancing literacy instruction using evidence-based strategies to support student reading growth and comprehension across all grade levels.
- **M-Class Training:** Provided teachers with training on administering and utilizing M-Class assessments to diagnose reading levels, monitor progress, and implement targeted interventions.
- **Texas Education Agency (TEA) Reading Academies:** Kindergarten through 2nd-grade teachers participated in TEA's comprehensive program to master the science of teaching reading, with a focus on phonics, fluency, and comprehension.
- **Texas Education Agency (TEA) Math Academies:** Professional development designed to deepen teachers' understanding of key math concepts and instructional strategies to improve student performance.
- **Lead4ward Strategies Playbook:** Training on using the Lead4ward Playbook, which equips teachers with innovative strategies for data-driven instruction, student engagement, and differentiated learning in all content areas.
- **Academic Discourse in Mathematics Classrooms:** Focused on fostering meaningful student discussions in math, helping students articulate their thinking, solve problems collaboratively, and build reasoning skills.
- **Writing Across the Content Areas:** Aimed at integrating writing skills in all subjects, this training emphasized the importance of writing as a tool for learning and assessment, supporting students in developing strong communication and critical thinking skills across disciplines.
- , which have received positive feedback from participants.

5. **Innovative Technology Integration:**

- The district has embraced technology in the classroom, implementing tools such as:
- **Edmentum Exact Path:** Personalized learning paths tailored to each student's academic needs in reading, math, and language arts, offering targeted interventions based on assessment results.
- **Study Island:** Standards-based practice and assessments that help reinforce key concepts in core subjects, offering immediate feedback to support student mastery.
- **M-Class Interventions:** Technology-driven tools for early literacy assessment and intervention, allowing educators to monitor student progress in real-time and adjust instruction to meet individual needs.
- **Sirius Education Solutions:** Digital resources for STAAR preparation, offering practice assessments and instructional materials to help students succeed on state exams.
- **Edgenuity:** A blended learning platform providing students with digital curriculum options, online coursework, and credit recovery opportunities across multiple subjects.
- **Texas College Bridge:** A college readiness program offering online courses that help students prepare for postsecondary education by building skills in math and English.
- **AP Classroom:** Digital resources and tools provided by the College Board, supporting Advanced Placement (AP) students with personalized study plans, practice questions, and exam preparation.
- **Digital Textbook Access:** Students and teachers have access to online textbooks across content areas, allowing for more interactive learning experiences and up-to-date educational resources.

- **Hardware Updates:** Recent upgrades to classroom technology include the provision of Chromebooks for students, interactive smartboards in classrooms, All these tools are intended to enhance student engagement and personalize learning experiences. This technology integration is crucial in preparing students for a rapidly evolving digital landscape.

IV. Needs

1. **Academic Performance Gaps:**

- Despite strengths, academic performance data indicates persistent achievement gaps, particularly among At-risk and Special Education students in reading and mathematics. Focused interventions are needed to enhance performance in these areas, such as additional tutoring programs and summer learning opportunities.

2. **Support for English Language Learners:**

- With **10%** of the student population classified as ELL, there is a pressing need for increased language support services. Enhanced training for teachers in culturally responsive teaching and language acquisition strategies will be critical to better serve these students.

3. **Retention of Educators:**

- While the district employs many experienced teachers, retention remains a challenge, particularly among newer educators. Strategies to improve job satisfaction, such as mentorship programs and career development opportunities, can help reduce turnover rates.

4. **Resource Allocation:**

- Ensuring that all schools have equal access to educational resources, technology, and extracurricular programs is essential for maintaining a level playing field for all students. This may require targeted funding and resource management to address disparities between schools.

5. **Mental Health Support:**

- The increasing awareness of mental health issues among students necessitates expanded support services within the schools. Increasing access to counselors, social workers, and mental health resources is vital for fostering a supportive learning environment.

V. Conclusion

Cedar Hill Independent School District stands as a vibrant and diverse educational community, dedicated to fostering the growth and success of its students. While there are notable strengths, particularly in community engagement and commitment to equity, the district faces critical needs that must be addressed to ensure that every student achieves their fullest potential. By leveraging its diverse strengths and addressing existing gaps, CHISD can continue to thrive and adapt to the ever-evolving educational landscape.

VI. Recommendations

To support the ongoing growth and success of Cedar Hill ISD, the following recommendations are proposed:

1. **Enhance Targeted Interventions:** Develop and implement specific intervention programs aimed at closing achievement gaps in key subjects, particularly for Hispanic and African American students.

2. **Expand ELL Support Services:** Increase professional development opportunities focused on ELL strategies and provide additional resources to support language acquisition and academic success.
3. **Invest in Retention Strategies:** Create a mentorship program for new teachers and implement initiatives that promote job satisfaction and professional growth.
4. **Equitable Resource Distribution:** Conduct a thorough assessment of resource allocation across campuses to ensure all schools have access to the necessary materials and support systems.
5. **Strengthen Mental Health Services:** Expand mental health resources within schools, providing access to counselors and support programs that address students' emotional and psychological needs.

By addressing these recommendations, Cedar Hill ISD can continue to foster a nurturing and effective educational environment for all its students.

Student Achievement

Student Achievement Summary

Preliminary STAAR/EOC/TELPAS data from Spring 2024 was reviewed and analyzed during the needs assessment process beginning in June 2024. This process has its primary focus on 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 2024 all CHISD scholars were required to complete the STAAR/EOC Assessment online. Following a participation decline from 100% in 2019 (the last year of state testing prior to COVID-19) to 87% in Spring 2021, Cedar Hill ISD rebounded to a participation rate of 97% in Spring 2022 and 99% in Spring 2023.

Most recent state official data on each grade level and content area can be found at : [CHISD TAPR 2024](#)

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 in 2018. These goals are set to be reevaluated in 2023-2024 with the realignment of state accountability and the state's STAAR assessment program.

The district is currently awaiting finalization of the state's A- F Rating system and release of results.

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
 - CCMR data and goals
 - Performance objectives with summative review (prior year)
 - Campus/district improvement plans (current and prior years)
 - District of Innovation Plan
 - Waivers for assessment, accountability, ESSA, missed school days, educator appraisals, etc.
 - Planning and decision-making committee(s) meeting data
 - State and federal planning requirements
- Accountability Data
 - Texas Academic Performance Report (TAPR)
 - Student Achievement Domain Data
 - Closing the Gaps Domain Data
 - Comprehensive, Targeted, and/or Additional Targeted Support Identification Data
 - Targeted Support Identification data
 - Federal Report Card Data
 - RDA data
 - Attendance Data
 - Special Population Data
- Student Data: Assessments
 - State and federally required assessment information
 - 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
 - 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 graduate's 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 data
 - Student failure and/or retention rates

- Local diagnostic reading assessment data
- District Common Curriculum Assessment data
- Observation Survey results
- Youth Truth Survey Data
- 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
 - 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 industry-based certifications, program growth, and student achievement by race, ethnicity, gender, etc.
 - Section 504 data
 - Homeless data
 - Gifted and talented data
 - Dyslexia data
 - Response to Intervention (RtI) student 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 & TPESS data

- Parent/Community Data
 - Parent surveys and/or other feedback
 - Community surveys and/or other feedback
 - Community Participation Sign-In Logs
 - Social Media Traffic data

Goals

Goal 1: Increase the percentage of scholars graduating CCMR from 80% to 82% by June 2025.

Performance Objective 1: By June 2025, Cedar Hill ISD will increase the percentage of scholars graduating College, Career, and Military Ready (CCMR) from 80% to 82% by implementing targeted academic interventions, expanding career and technical education (CTE) pathways, providing personalized college and career counseling, and increasing student participation in Advanced Placement (AP), dual credit, and industry certification programs. Progress will be monitored through quarterly data reviews, ensuring that scholars meet CCMR benchmarks in academic readiness, career certifications, and military enlistment.

HB3 Goal

Evaluation Data Sources:

1. **Quarterly CCMR Progress Reports:** Analyze district-wide reports tracking the percentage of scholars meeting CCMR benchmarks, including academic readiness, CTE certifications, and military enlistment qualifications.
2. **AP and Dual Credit Enrollment and Completion Data:** Monitor enrollment and success rates in Advanced Placement (AP) and dual credit courses to assess increased student participation and performance.
3. **Industry Certification Data:** Review the number of students earning industry-recognized certifications through expanded Career and Technical Education (CTE) pathways.
4. **College and Career Counseling Logs:** Evaluate the effectiveness of personalized college and career counseling by tracking participation rates and the post-graduation plans of scholars.
5. **Student Graduation Records:** Compare yearly graduation rates to monitor the percentage of graduates meeting CCMR requirements.
6. **Post-Graduation Survey Data:** Conduct surveys of graduates to gather data on college enrollment, career placements, and military enlistment as indicators of long-term CCMR success.
7. **TSI, SAT, ACT, and ASVAB Score Reports:** Review standardized test score data to ensure academic and military readiness goals are being met.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement CCMR tracker system to ensure strategic plan for acquisition of both college and career readiness indicators for all students to increase CCMR outcomes bonuses .</p> <p>Strategy's Expected Result/Impact: Increase students post-secondary options & CCMR outcome bonus revenue generated for CHISD</p> <p>Staff Responsible for Monitoring: Lead: Executive Director of Guidance and Counseling Guidance and Counseling. Academics, Assessment & Accountability</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure alignment of all CTE student schedules to the appropriate coherent sequencing for their</p>	Formative			Summative

<p>pathway.</p> <p>Strategy's Expected Result/Impact: Maintenance and improvement of CTE -based CCMR readiness</p> <p>Staff Responsible for Monitoring: Lead: Executive Director of Guidance and Counseling Guidance and Counseling Department, Executive Director of School Leadership & Innovation</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Nov	Jan	Mar	June	
Strategy 3 Details		Reviews			
<p>Strategy 3: Host military recruiters on a monthly basis and offer the Armed Services Vocational Aptitude Battery (ASVAB) to interested students.</p> <p>Strategy's Expected Result/Impact: Increase the number of students enlisting in the military.</p> <p>Staff Responsible for Monitoring: Lead: Executive Director of Guidance and Counseling Guidance and Counseling Department</p>	Formative			Summative	
	Nov	Jan	Mar	June	

Strategy 4 Details		Reviews			
<p>Strategy 4: Increase the number of externships, business partnerships, business mentors, CTE courses, and career/tech organizations available to students.</p> <p>Strategy's Expected Result/Impact: Increase student participation in CTE programming and courses.</p> <p>Staff Responsible for Monitoring: Lead: Executive Director of School Leadership & Innovation Innovation Department, FACE</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative	
	Nov	Jan	Mar	June	

Strategy 5 Details		Reviews			
<p>Strategy 5: Develop a system to monitor elementary student progress toward CCMR readiness and increase readiness for advanced academics in middle grades .</p> <p>Strategy's Expected Result/Impact: Increase student engagement and advanced academic performance in elementary grades for long term increase in CCMR programs and courses.</p> <p>Staff Responsible for Monitoring: Lead: Executive Director of Guidance and Counseling Guidance and Counseling, Assessment & Accountability, Campus Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative	
	Nov	Jan	Mar	June	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: Increase the percentage of scholars graduating CCMR from 80% to 82% by August 2025.

Performance Objective 2: By June 2025, Cedar Hill ISD will increase the percentage of scholars meeting College, Career, and Military Readiness (CCMR) standards by providing tutoring and test preparation programs aimed at improving SAT, ACT, TSI, and ASVAB scores, with a goal of achieving a 15% increase in the number of scholars who meet or exceed the minimum scores required for college admission and military qualification. Success will be evaluated through quarterly assessments and tracking participation rates in CCMR-related programs and workshops.

HB3 Goal





Evaluation Data Sources:

1. **SAT, ACT, and TSI Score Reports:** Analyze test score data to track improvements and the percentage of scholars meeting or exceeding college readiness benchmarks.
2. **ASVAB Results:** Review military qualification data to measure the number of scholars achieving the required scores for military enlistment.
3. **Tutoring and Test Prep Participation Logs:** Monitor student attendance and participation in tutoring sessions, test preparation programs, and workshops aimed at improving college and career readiness.
4. **CCMR Progress Reports:** Track quarterly progress reports showing the percentage of students meeting CCMR criteria, with specific focus on those participating in intervention and support programs.
5. **Student Participation in Dual Credit and AP Courses:** Review enrollment and completion data for dual credit, Advanced Placement (AP), and other advanced academic opportunities that contribute to college readiness.
6. **College Acceptance and Scholarship Data:** Analyze the number of students receiving college acceptances and scholarships as an indicator of improved college readiness.
7. **End-of-Year CCMR Report:** Evaluate the district's annual report on CCMR outcomes to measure overall progress toward the goal of increasing the percentage of CCMR-ready graduates.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a dual credit facilitator handbook and provide training to ensure they have the skills and support to draft action plans targeting improved scores.</p> <p>Strategy's Expected Result/Impact: Increase dual credit scores.</p> <p>Staff Responsible for Monitoring: Lead: Executive Director of Guidance and Counseling Guidance and Counseling, Academics, Assessment & Accountability</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide CCMR training for teachers and scholars aimed at improved understanding of and strategies to align instruction to Texas Success Initiative Assessment (TSIA).</p> <p>Strategy's Expected Result/Impact: Increase TSIA scores</p>	Formative			Summative
	Nov	Jan	Mar	June

<p>Staff Responsible for Monitoring: Lead: Executive Director of Guidance and Counseling Guidance and Counseling, Academics</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>				
Strategy 3 Details	Reviews			
<p>Strategy 3: Administer Texas Success Initiative Assessment (TSIA) as an end of course ELAR exam for 8th and an end of course Math exam for 9th graders to increase access to advanced academics programming.</p> <p>Strategy's Expected Result/Impact: Increase TSIA scores</p> <p>Staff Responsible for Monitoring: Lead: Assistant Superintendent of Curriculum and Instruction Guidance and Counseling, Academics, Assessment & Accountability</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Increase student and teacher participation in National Math and Science Initiative (NMSI) study sessions.</p> <p>Strategy's Expected Result/Impact: Increase AP scores</p> <p>Staff Responsible for Monitoring: Lead: Executive Director of Innovation Innovation Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Increase SAT preparation opportunities for middle and high school students.</p> <p>Strategy's Expected Result/Impact: Increase SAT scores</p> <p>Staff Responsible for Monitoring: Lead: Executive Director of Guidance and Counseling Guidance and Counseling, Academics</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Conduct semester degree audits with Dallas College to monitor student progress and provide individual support toward earning their Associate Degree.</p>	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy's Expected Result/Impact: Increase number of students graduating with an Associate Degree Staff Responsible for Monitoring: Lead: Executive Director of Guidance and Counseling Guidance and Counseling Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>				
Strategy 7 Details	Reviews			
<p>Strategy 7: Ensure eligible Scholars graduate with completed IEP and Workforce Readiness. Strategy's Expected Result/Impact: Increase number of students completing IEP and graduating Workforce Ready Staff Responsible for Monitoring: Lead: Executive Director of Special Education Special Education, Guidance and Counseling</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Increase the percentage of 3rd grade- End of Course (All students) scholars Reading at/or above grade level from 40% to 46% by June 2025.

Performance Objective 1: By June 2025, Cedar Hill ISD will increase the percentage of scholars in 3rd Grade reading at or above grade level from 40% to 46% by ensuring that 100% of Tier 1 instruction in literacy is delivered using high-quality, research-based instructional practices. This will include the adoption of a consistent reading curriculum across all classrooms and ongoing professional development for teachers. Progress will be evaluated through classroom observations and assessment data.

HB3 Goal

Evaluation Data Source:

1. Classroom Observation Reports: Conduct systematic observations of Tier 1 literacy instruction to assess the fidelity of implementation of high-quality, research-based instructional practices.
2. District Common Assessments: Review results from district-wide assessments to measure improvements in student reading proficiency as a result of enhanced Tier 1 instruction.
3. End-of-Year STAAR Results: Analyze State of Texas Assessments of Academic Readiness (STAAR) scores to determine the percentage of students reading at or above grade level.
4. Professional Development Participation Logs: Track attendance and completion rates of professional development sessions focused on research-based literacy instruction for teachers.
5. Curriculum Implementation Checklists: Review curriculum implementation fidelity checklists to ensure consistency and adherence to the adopted reading curriculum across all classrooms.
6. Instructional Planning Documents: Review lesson plans and instructional materials to ensure alignment with research-based practices and curriculum standards.
7. Parent and Community Feedback: Gather insights from parents and community members regarding the perceived impact of Tier 1 instruction on student literacy development through surveys or community meetings.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will engage in weekly Professional Learning Community (PLC) meetings focused on analyzing student data trends, reviewing work samples, and collaboratively learning and sharing evidence-based instructional strategies across classrooms and content areas. These meetings will include structured protocols for data analysis, guided discussions on best practices, and the development of actionable plans to address identified student needs, fostering a culture of continuous improvement.</p> <p>Strategy's Expected Result/Impact: Enhanced teacher capacity through job-embedded professional learning, leading to improved instructional practices and increased student achievement across all grade levels and content areas.</p> <p>Staff Responsible for Monitoring:</p> <ul style="list-style-type: none"> ● Campus Principals ● Executive Directors ● Assistant Superintendent of Curriculum & Instruction <p>Schoolwide and Targeted Assistance Title I Elements:</p>	Formative			Summative
	Nov	Jan	Mar	June

2.6				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administrators and teachers in grades Kindergarten through 3rd grade will actively participate in the Texas Education Agency Reading Academies, focusing on mastering the art and science of effective reading instruction. This comprehensive, application-based training will emphasize research-backed methodologies, including phonemic awareness, vocabulary development, and comprehension strategies. Participants will engage in hands-on activities, peer coaching, and reflective practices to deepen their understanding of literacy instruction and to effectively address diverse student needs.</p> <p>Strategy's Expected Result/Impact: Enhanced teacher capacity to implement best practices in literacy instruction, leading to improved student outcomes in foundational literacy and reading proficiency, more accurate identification of reading difficulties, and timely intervention strategies that promote individual student growth.</p> <p>Staff Responsible for Monitoring:</p> <ul style="list-style-type: none"> ● Campus Principals ● Executive Directors ● Elementary ELAR & Bilingual Curriculum Coordinators ● Assistant Superintendent of Curriculum & Instruction 	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Cedar Hill ISD will establish a district-wide Literacy Integration Framework that requires all content area teachers to participate in collaborative curriculum planning sessions focused on embedding reading, writing, and critical thinking skills into their instructional practices.</p> <p>Strategy's Expected Result/Impact: Enhanced integration of literacy skills across all content areas, resulting in improved student performance in reading and writing, as well as increased critical thinking abilities.</p> <p>Staff Responsible for Monitoring:</p> <ul style="list-style-type: none"> ● Campus Principals ● Executive Directors ● Curriculum Coordinators for each content area ● Assistant Superintendent of Curriculum & Instruction 	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Increase the percentage of 3rd Grade (All students) scholars Reading at/or above grade level from 40% to 46% by June 2025.

Performance Objective 2: By June 2025, Cedar Hill ISD will establish and implement comprehensive common literacy expectations across all content areas, ensuring that every grade level and subject integrates the development of reading, writing, and critical thinking skills. This initiative will involve the creation of a cohesive literacy framework that aligns with state standards and includes specific instructional strategies, assessment tools, and professional development for educators. Progress will be monitored through regular evaluations of student performance data, classroom observations, and teacher feedback, with the goal of enhancing student literacy skills and promoting higher-order thinking across the curriculum, ultimately improving academic outcomes in all subject areas.

Evaluation Data Sources:

1. **Common Assessment Results:** Analyze student performance data from common literacy assessments administered across all content areas to measure the effectiveness of the established literacy expectations.
2. **Curriculum Implementation Checklists:** Review checklists to ensure that all content areas are implementing the common literacy expectations consistently in their instructional practices.
3. **Professional Development Attendance Records:** Track participation rates and feedback from teachers attending professional development sessions focused on integrating literacy across content areas.
4. **Classroom Observation Data:** Conduct classroom observations to evaluate the fidelity of instructional practices aligned with the established literacy expectations and their integration into daily lessons.
5. **Student Work Samples:** Collect and analyze samples of student work (e.g., writing assignments, projects) to assess the application of literacy skills in various content areas.
6. **Teacher Surveys:** Gather feedback from teachers on the effectiveness of the common literacy expectations and their impact on instructional practices and student learning.
7. **Progress Monitoring Tools:** Utilize formative assessments and progress monitoring tools to track student growth in literacy skills across all subject areas.
8. **End-of-Year Performance Data:** Analyze end-of-year assessments (e.g., STAAR results) to evaluate overall student performance in reading, writing, and critical thinking skills across all subjects.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Reduction in instructional variability across ELAR classrooms and improvement of student mastery of content through high- quality Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: District ELAR Coordinators Executive Directors Asst. Superintendent of C & I</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers across all content areas will integrate literacy strategies, including explicit vocabulary instruction, reading comprehension techniques, and written responses to texts, into their daily lessons to reinforce common literacy expectations aligned with the district's literacy framework.</p> <p>Strategy's Expected Result/Impact: Scholars will develop improved reading, writing, and critical thinking skills in all subject areas, leading to a measurable</p>	Formative			Summative
	Nov	Jan	Mar	June

<p>increase in grade-level literacy proficiency and overall academic performance.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Principals, Executive Directors, Literacy Coaches, Asst. Superintendent of C & I</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>				
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 No Progress
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9.

<p>Strategy 3:The district will implement school-wide literacy assessments each grading cycle across all grade levels to monitor student progress in reading and writing. Data from these assessments will be used to inform instruction, adjust teaching strategies, and provide targeted interventions for students who are below grade level.</p> <p>Strategy's Expected Result/Impact: Regular progress monitoring will ensure early identification of literacy gaps and allow for timely interventions, leading to increased student proficiency in reading and writing by the end of the school year.</p> <p>Staff Responsible for Monitoring: Campus Principals, Classroom Teachers, Executive Directors, Assessment Team, Asst. Superintendent of C & I</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

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Goal 2: Increase the percentage of 3rd Grade (All students) scholars Reading at/or above grade level from 40% to 46% by June 2025.

Performance Objective 3: By May 2025, Cedar Hill ISD will increase the percentage of scholars in grade 3 reading at or above grade level from 40% to 46% by providing targeted reading instruction and personalized learning plans for students identified as struggling readers. Progress will be evaluated through quarterly reading assessments, and individualized growth will be tracked to ensure that all students make measurable progress toward grade-level reading proficiency.

HB3 Goal

Evaluation Data Sources for Performance Objective:

1. Quarterly Reading Assessment Results: Analyze data from quarterly reading assessments to track the percentage of students making progress toward reading at or above grade level.
2. Small-Group Instruction Participation Logs: Monitor participation records for students in targeted small-group reading instruction sessions to ensure at least 75% engagement of identified struggling readers.
3. Individualized Learning Plan Documentation: Review personalized learning plans for students receiving targeted support, including progress notes and adjustments made based on individual needs.
4. Progress Monitoring Data: Utilize formative assessments and progress monitoring tools to evaluate individual student growth and reading proficiency over time.
5. Student Reading Fluency Scores: Assess improvements in reading fluency through regular fluency checks, using tools like running records or fluency assessments.
6. End-of-Year STAAR Results: Analyze the final State of Texas Assessments of Academic Readiness (STAAR) results to measure the overall percentage of students reading at or above grade level by the end of the year.
7. Parent Feedback Surveys: Gather feedback from parents regarding their children's reading progress and the impact of small-group instruction at home through surveys or meetings.
8. Student Surveys: Conduct surveys to understand student perceptions of small-group reading instruction and their confidence in reading abilities.
9. Observation Data: Use classroom observation data to evaluate the effectiveness of small-group instruction strategies implemented by teachers.

Strategy 1 Details	Reviews			
<p>Strategy 1: All campuses will implement targeted intervention programs for identified scholars during the school day and through extended day enrichment sessions. These programs will provide personalized instruction that focuses on specific reading skill deficits and offers enrichment activities that deepen understanding and application of literacy concepts.</p> <p>Strategy's Expected Result/Impact: Scholars will receive tailored support that addresses their unique reading challenges and strengthens their skills, leading to increased mastery of content and improved reading proficiency levels.</p> <p>Staff Responsible for Monitoring:</p> <ul style="list-style-type: none"> ● Campus Principals ● Executive Directors ● Assistant Superintendent of Curriculum & Instruction 	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			

<p>Strategy 2: Cedar Hill ISD will utilize adaptive software (Edmentum Exact Path) to create individualized learning plans for struggling readers, utilizing a data-driven approach (NWEA MAPS) to assess each student’s specific needs. These plans will incorporate a mix of targeted interventions and enrichment opportunities designed to build foundational reading skills and promote higher-order thinking.</p> <p>Strategy's Expected Result/Impact: Students will engage in customized interventions that effectively target their reading deficits while also participating in enrichment activities that foster a love of reading and critical thinking, resulting in measurable growth toward grade-level reading proficiency.</p> <p>Staff Responsible for Monitoring:</p> <ul style="list-style-type: none"> • Campus Principals • Reading Specialists • Executive Directors • Assistant Superintendent of Curriculum & Instruction 	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will participate in professional development focused on best practices for implementing differentiated literacy instruction and responsive intervention strategies. This training will equip educators with the tools necessary to provide targeted support and enrichment based on individual student assessments and progress monitoring data.</p> <p>Strategy's Expected Result/Impact: Enhanced teacher effectiveness in identifying and addressing students' reading needs through differentiated interventions and enrichment activities, leading to improved reading outcomes and increased engagement among struggling readers.</p> <p>Staff Responsible for Monitoring:</p> <ul style="list-style-type: none"> • Campus Principals • Executive Directors • Professional Development Coordinators • Assistant Superintendent of Curriculum & Instruction 	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Campus leaders will establish a collaborative culture by forming instructional leadership teams that meet regularly to review student progress data, discuss intervention strategies, and share effective teaching practices. These teams will focus on fostering a supportive environment where teachers feel empowered to implement innovative literacy interventions and enrichment activities.</p>	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy's Expected Result/Impact: Strengthened collaboration among educators will enhance the consistency and effectiveness of literacy instruction, leading to improved student outcomes and a more cohesive approach to addressing individual reading needs.</p> <p>Staff Responsible for Monitoring:</p> <ul style="list-style-type: none"> • Campus Principals • Executive Directors • Instructional Coaches • Assistant Superintendent of Curriculum & Instruction 				
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Strategy 5 Details	Reviews			
<p>Strategy 5: District leaders will collaborate with campus leaders to conduct comprehensive 6-week instructional walks in English Language Arts and Reading (ELAR) classrooms, focusing on identified instructional priorities and evidence-based practices. These instructional walks will involve structured observation protocols to assess classroom dynamics, instructional strategies, student engagement, and the effectiveness of interventions and enrichment activities. Following each walk, district and campus leaders will engage in reflective discussions to analyze findings and develop actionable next steps for continuous improvement.</p> <p>Strategy's Expected Result/Impact: Enhanced insight into the level of consistency in the implementation of literacy instruction across district campuses, leading to targeted support for principals and the Academics Team to address gaps, share successful practices, and drive improvements in student literacy outcomes.</p> <p>Staff Responsible for Monitoring:</p> <ul style="list-style-type: none"> • Executive Directors • Assistant Superintendent of Curriculum & Instruction • Campus Principals 	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
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Strategy 5 Details	Reviews			
<p>Strategy 6: Teachers will be encouraged to engage in peer observations and feedback sessions focused on literacy instruction, specifically targeting TIER I instruction, intervention strategies and enrichment practices. By observing one another's classrooms and providing constructive feedback, teachers will enhance their instructional techniques and adopt best practices to meet the diverse needs of their students.</p> <p>Strategy's Expected Result/Impact: Increased teacher reflection and collaboration will lead to improved instructional practices in literacy, enabling educators to more effectively address student deficits and enrich learning experiences, ultimately</p>	Formative			Summative
	Nov	Jan	Mar	June

<p>raising overall reading proficiency levels.</p> <p>Staff Responsible for Monitoring:</p> <ul style="list-style-type: none"> • Campus Principals • Executive Directors • Peer Observation Coordinators 				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>0% No Progress</p> </div> <div style="text-align: center;">  <p>100% Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>				

Goal 2: Increase the percentage of 3rd Grade (All students) scholars Reading at/or above grade level from 40% to 46% by June 2025.

Performance Objective 4: By the end of the 2024-2025 school year, Cedar Hill ISD will establish a comprehensive family literacy program in all elementary schools, aimed at increasing parental engagement in their children’s literacy development. This program will include workshops, resources for at-home literacy activities, and community events that promote reading and writing skills. Success will be measured by a 20% increase in family participation rates and improved literacy outcomes for students, as indicated by triennial reading assessments.

Evaluation data sources :

- Family Participation Records:** Documentation of attendance at family literacy workshops, events, and activities to track engagement levels and identify trends in participation over time.
- Pre- and Post-Program Surveys:** Surveys administered to families before and after participation in the literacy program to assess changes in attitudes toward literacy, understanding of literacy strategies, and confidence in supporting their child's reading and writing skills.
- Student Literacy Assessment Data:** Quarterly reading assessment results (e.g., MAPS, STAAR) to evaluate improvements in student literacy skills and determine the impact of family involvement on academic performance.
- Workshop Feedback Forms:** Anonymous feedback collected from participants after each workshop to gather insights on the effectiveness of the program content and areas for improvement.
- Observational Data:** Notes and reflections from educators and program facilitators during family literacy events, capturing engagement levels and the quality of interactions between families and educators.
- Community Feedback:** Input from community partners involved in the literacy program to gauge the program's reach and effectiveness within the broader community.
- Enrollment and Demographic Data:** Analysis of demographic data to ensure diverse participation and to identify any gaps in engagement among different student populations or communities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: All Cedar Hill ISD campuses will host an engaging Family Literacy Event designed to provide families with practical, research-based strategies for promoting literacy at home. This event will include interactive workshops led by educators, guest speakers, and literacy specialists, offering resources such as activity kits and reading materials. Additionally, participants will engage in collaborative activities that strengthen home/school partnerships and build a community of literacy advocates.</p>				

<p>Strategy's Expected Result/Impact: CHISD parents will gain access to effective best practices and resources to support their children's literacy development, resulting in increased family engagement in reading activities at home and improved literacy outcomes for students.</p> <p>Staff Responsible for Monitoring:</p> <ul style="list-style-type: none"> • Campus Principals • Executive Directors • Assistant Superintendent of Curriculum & Instruction <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2</p>				
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 No Progress
  Accomplished
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  Discontinue

<p>Strategy 2: The district will implement a Family Literacy Digital Parent University focused on strategies for supporting reading at home, targeting all grade levels to strengthen the home-school connection.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement in literacy development will result in improved student reading achievement, with scholars showing progress in reading fluency, comprehension, and overall academic success.</p> <p>Staff Responsible for Monitoring:</p> <ul style="list-style-type: none"> • Campus Principals • Family Engagement Coordinators • Literacy Coaches • Curriculum Team • Asst. Superintendent of C & I <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
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  Discontinue

Goal 3a: Increase the percentage of 3rd grade (All students) scholars Math at/or above grade level from 32% to 38% by June 2025.

Performance Objective 1: By June 2025, Cedar Hill ISD will increase the percentage of 3rd grade scholars meeting or exceeding grade-level standards in mathematics from 32% to 38%. This objective will be achieved by implementing targeted Tier 1 instructional strategies and data-driven interventions specific to 3rd grade math, with progress monitored through quarterly assessments, classroom observations, and timely adjustments to instructional practices.

HB3 Goal

Evaluation Data Sources:

Periodic Math Assessment Results: Analyze data from district and state assessments to track 3rd grade students' math proficiency over time.

Classroom Observations: Use structured observation protocols and rubrics focused on math instruction to evaluate the quality and consistency of Tier 1 strategies.

Formative Assessment Data: Collect ongoing formative assessment results (e.g., exit tickets, quizzes, math journals) to monitor individual student progress and identify areas for intervention.

Benchmark Assessments: Review periodic benchmark test scores to gauge student growth relative to district and state standards.

Student Work Samples and Portfolios: Evaluate math work samples and portfolios to assess conceptual understanding and problem-solving skills.





Intervention Logs and Attendance Records: Track participation in targeted intervention sessions and remediation programs to correlate attendance with performance improvements.

Data Dashboards: Utilize district data dashboards to consolidate and analyze real-time math performance data for 3rd grade students.

Teacher and Administrator Feedback: Collect qualitative data through surveys and reflective feedback from educators regarding the effectiveness of instructional strategies and interventions.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus leaders will guide classroom teachers in Professional Learning Communities to collaboratively set SMART math achievement goals aligned with campus-wide objectives and integrate differentiated, standards-based instruction into daily lessons.</p> <p>Strategy's Expected Result/Impact: Improved instructional alignment and targeted math teaching practices will lead to increased student engagement and proficiency, driving the percentage of scholars performing at or above grade level from 32% to 38% by June 2025.</p> <p>Staff Responsible for Monitoring: Campus Principals, Executive Directors, Math Curriculum Coordinators, Asst. Superintendent of C & I</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement data-driven math interventions by regularly using formative assessments and progress monitoring tools to identify student needs, adjust instruction in real-time, and provide targeted support during dedicated intervention periods.</p> <p>Strategy's Expected Result/Impact: Timely, individualized interventions will lead to measurable improvements in math proficiency, contributing to the overall goal of increasing the percentage of students meeting or exceeding grade-level math standards.</p> <p>Staff Responsible for Monitoring: Campus Principals, Classroom Teachers, Math Intervention Specialists, Executive Directors, Asst. Superintendent of C & I</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The district will provide targeted professional development for math teachers focused on best practices in problem-solving, mathematical reasoning, and the integration of technology tools to enhance instructional effectiveness in math.</p> <p>Strategy's Expected Result/Impact: Enhanced teacher capacity to deliver engaging, effective math lessons will improve student understanding and performance, thereby increasing the proportion of scholars achieving at or above grade level.</p> <p>Staff Responsible for Monitoring: Executive Directors, Campus Principals, Math Curriculum Coordinators, Professional Development Coordinators, Asst. Superintendent of C & I</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Kindergarten through 2nd grade teachers will integrate evidence-based early math interventions into daily instruction with a specific focus on computation fluency and problem-solving skills. This initiative will include the use of hands-on</p>	Formative			Summative
	Nov	Jan	Mar	June

<p>manipulatives, targeted small-group instruction, and formative assessment techniques to identify and address skill gaps, ensuring students build a strong math foundation that supports their achievement in 3rd grade.</p> <p>Strategy's Expected Result/Impact: Strengthened foundational math skills in computation and problem solving among K-2 students will lead to increased readiness for 3rd grade math, contributing to a higher percentage of scholars meeting or exceeding grade-level proficiency in math in future school years..</p> <p>Staff Responsible for Monitoring: Kindergarten, 1st, and 2nd Grade Teachers, Campus Principals, Executive Directors, Math Curriculum Coordinators, Asst. Superintendent of Curriculum & Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>				
<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 3b: Increase the percentage of Algebra I scholars scoring Meets or Above will increase from 21% to 32% by June 2025.

Performance Objective 1: By May 2025, Cedar Hill ISD will achieve a 11% increase in the percentage of students in Algebra I meeting grade-level proficiency, as measured by common assessments. This will be accomplished through the consistent implementation of high-quality Tier 1 instructional practices across all classrooms, with at least 90% of teachers observed using evidence-based instructional strategies during classroom evaluations.

HB3 Goal

Evaluation Tools for Performance Objective


- **Cyclical Assessment Data:**Analyze results from common 6-weeks assessments in math to track the percentage of students in grades 2-8 achieving grade-level proficiency.
- **Classroom Observation Checklists:** Use structured observation checklists during classroom evaluations to assess the implementation of evidence-based instructional strategies by teachers.
- **Professional Development Feedback Forms:** Collect feedback from teachers following professional development sessions focused on Tier 1 instructional practices.
- **Student Engagement Surveys:** Conduct surveys to gauge student engagement and perceived learning in math classes.
- **Data Review Meetings:** Organize regular meetings with instructional leaders to analyze assessment data and discuss progress toward the performance objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1:Campus leaders will facilitate collaborative sessions in Professional Learning Communities (PLCs) for				

<p>classroom teachers to set specific, measurable, achievable, relevant, and time-bound classroom achievement goals aligned with campus-wide mathematics objectives. These sessions will include data analysis, strategy sharing, and action planning to ensure alignment and focus on student outcomes.</p> <p>Strategy's Expected Result/Impact: Enhanced strategic planning and collaborative goal-setting will foster a culture of accountability, ensuring that classroom goal attainment not only meets but exceeds campus mathematics goals, ultimately leading to improved student performance in mathematics across all grade levels.</p> <p>Staff Responsible for Monitoring: Campus Principals, Executive Directors, Instructional Specialists.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6, 2.5</p>				
<p>Strategy 2 Details</p>	<p>Reviews</p>			
<p>Strategy 2: The district will implement a comprehensive Tier 1 Mathematics Instructional Framework, providing teachers with ongoing professional development on best practices in evidence-based instructional strategies, differentiated instruction, and culturally responsive teaching, tailored to meet the diverse needs of all students across grade levels.</p> <p>Strategy's Expected Result/Impact: Enhanced teacher efficacy in delivering high-quality Tier 1 instruction will lead to increased student engagement and achievement, resulting in a measurable improvement in student proficiency rates in reading and math across all grade levels.</p> <p>Staff Responsible for Monitoring: Campus Principals, Executive Directors, Curriculum Coordinators, Instructional Specialists, Asst. Superintendent of Curriculum & Instruction.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	<p>Formative</p>			<p>Summative</p>
	<p>Nov</p>	<p>Jan</p>	<p>Mar</p>	<p>June</p>
<p>Strategy 3 Details</p>	<p>Reviews</p>			
<p>Strategy 3: Cedar Hill ISD scholars will engage in structured data analysis sessions after each assessment, where they will set personalized learning goals based on their performance. Scholars will receive guidance on tracking their individual progress through visual data displays, goal-setting worksheets, and regular check-ins with teachers to foster accountability and ownership of their learning journey.</p> <p>Strategy's Expected Result/Impact: Scholars will gain a clear understanding of their individual learning targets, actively participate in their educational progress, and demonstrate increased motivation and commitment to achieving their goals, leading to improved academic outcomes.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Principals, Instructional Specialists.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6, 2.4</p>	<p>Formative</p>			<p>Summative</p>
	<p>Nov</p>	<p>Jan</p>	<p>Mar</p>	<p>June</p>

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Strategy 4 Details	Reviews			
<p>Strategy 3: Teachers will implement a structured problem-solving framework within their math instruction, integrating real-world scenarios and collaborative strategies into daily lessons. This approach will encourage students to work in pairs or small groups to tackle complex problems, develop mathematical reasoning, and communicate their thought processes effectively. Teachers will use formative assessments to gauge student understanding and adjust instruction accordingly.</p> <p>Strategy's Expected Result/Impact: Increased engagement and proficiency in problem-solving will enhance students' mathematical reasoning and critical thinking skills, resulting in higher performance on math assessments and improved overall achievement in mathematics across all grade levels.</p> <p>Staff Responsible for Monitoring: Campus Principals, Executive Directors, Math Curriculum Coordinators, Instructional Coaches, Asst. Superintendent of Curriculum & Instruction.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

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Goal 3b: Increase the percentage of Algebra I scholars scoring Meets or Above will increase from 21% to 32% by June 2025.

Performance Objective 2: By May 2025, 100% of mathematics teachers will implement targeted instructional planning based on student assessment data, ensuring that 90% of lesson plans include differentiated strategies tailored to address specific learning gaps. Teachers will analyze student performance data weekly, documenting adjustments in a shared PLCs, and will participate in monthly collaborative planning sessions to refine instructional approaches.





HB3 Goal

Evaluation Data Sources

1. **Student Assessment Data:**
 - Results from formative assessments (quizzes, classwork) and summative assessments (unit tests, midterms) to track individual and group performance.
 - Data from interim assessments to measure growth over time and identify learning gaps.
2. **Lesson Plans:**

- Documentation of lesson plans submitted by teachers, showing evidence of differentiation and alignment with student assessment data.
- 3. **Observation Records:**
 - Classroom observation notes from administrators or instructional coaches to assess the implementation of differentiated strategies and instructional adjustments.
- 4. **PLC Meeting Notes:**
 - Minutes and action items from monthly collaborative planning sessions, indicating the focus areas discussed and strategies planned for student improvement.
- 5. **End-of-Year EOC Results:**
 - Final results from the Algebra 1 EOC assessment to measure the percentage of students scoring Meets or Above.
- 6. **Teacher Surveys/Feedback:**
 - Surveys assessing teacher perceptions of data usage in instructional planning and the effectiveness of professional development sessions.
- 7. **Student Progress Monitoring:**
 - Tracking individual student growth through ongoing assessments, ensuring alignment with overall performance objectives.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will systematically analyze student assessment data to inform instructional adjustments, implementing targeted intervention and enrichment plans tailored to individual learning needs. This will include regular small group instruction during the Tier I Instructional block.</p> <p>Strategy's Expected Result/Impact: CHISD scholars will receive personalized support and targeted instruction, significantly increasing their opportunities to achieve mastery or exceed mastery of learning objectives, thereby improving overall performance on assessments.</p> <p>Staff Responsible for Monitoring: Campus Principal, Curriculum Team, and Instructional Coaches</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 2.7</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize Edmentum Exact Path instructional software to deliver differentiated learning experiences tailored to each scholar’s unique needs. This will involve regular assessments within the platform to identify individual skill gaps, allowing teachers to create targeted learning paths and monitor student progress in real-time.</p> <p>Strategy's Expected Result/Impact: Scholars will effectively close identified skill gaps, resulting in improved on-grade level performance and greater overall academic achievement in mathematics.</p> <p>Staff Responsible for Monitoring: Campus Principals, Executive Directors, and Assistant Superintendent of Curriculum & Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6							
 No Progress	 Accomplished	 Continue/Modify	 Discontinue				





Strategy 3 Details	Reviews			
<p>Strategy 3: Campuses will establish structured after-school and before-school tutoring programs designed to provide targeted support for scholars in need of additional assistance in mathematics. These programs will utilize data from student assessments to identify specific areas for focus and will employ qualified teachers and instructional aides to deliver personalized instruction.</p> <p>Strategy's Expected Result/Impact: Scholars participating in extended learning activities will receive focused support that addresses their individual skill gaps, leading to improved performance in mathematics and an increased likelihood of achieving Meets or Above on the Algebra 1 EOC assessments.</p> <p>Staff Responsible for Monitoring: Campus Principals, Instructional Specialists, and Executive Directors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 2.7</p>	Formative			Summative
	Nov	Jan	Mar	June

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Goal 3b: Increase the percentage of Algebra I scholars scoring Meets or Above will increase from 21% to 32% by June 2025.

Performance Objective 3: By May 2024, at least 75% of students retaking the STAAR EOC Algebra I assessment will receive targeted remediation based on their prior performance data, with individualized learning plans developed to address specific areas of need. This focused support will include weekly small group sessions led by qualified educators

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus leadership will collaborate with district administrators to develop and implement a comprehensive support plan for retesting scholars, which includes allocating resources for after-school tutoring and training teachers on data-driven instructional practices. Regular leadership meetings will be held to assess progress and make necessary adjustments.</p> <p>Strategy's Expected Result/Impact: Enhanced support structures will ensure that retesting scholars receive targeted interventions, increasing their chances of achieving Meets or Above on the STAAR EOC Algebra I assessment.</p> <p>Staff Responsible for Monitoring: Campus Principals, Executive Directors, Assistant Superintendent of C & I</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 2.7</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will analyze assessment data to create individualized learning plans for each retesting scholar, focusing on specific areas of need. They will provide targeted instruction during after-school sessions and incorporate formative assessments to monitor progress and adjust instruction accordingly.</p> <p>Strategy's Expected Result/Impact: Scholars will receive personalized support that directly addresses their learning gaps, leading to improved mastery of Algebra I content and higher performance on the STAAR EOC.</p> <p>Staff Responsible for Monitoring: Campus Principals, Curriculum Team, Instructional Specialists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Retesting students will actively participate in their own learning by setting personal goals for their performance on the STAAR EOC. They will engage in self-assessment and reflection activities to identify their strengths and areas for improvement, utilizing available resources such as tutoring and practice assessments.</p> <p>Strategy's Expected Result/Impact: By taking ownership of their learning and utilizing targeted support, scholars will</p>	Formative			Summative
	Nov	Jan	Mar	June

<p>enhance their confidence and skills, resulting in improved performance on the STAAR EOC Algebra I assessment.</p> <p>Staff Responsible for Monitoring: Campus Principals, Teachers, Student Success Coaches</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 4 Details	Reviews			
<p>Strategy 4: District leaders will work closely with campus administrators to embed strategic interventions for Algebra I retesters into the daily master schedule. This will involve designing dedicated time slots for targeted instruction and support, ensuring that all retesters have access to intervention resources during the school day. District leaders will also provide ongoing training and support for teachers on effective intervention strategies.</p> <p>Strategy's Expected Result/Impact: This collaborative approach will enhance the consistency of implementation across district campuses, ensuring that all retesters receive the necessary support. Regular evaluations of intervention effectiveness will inform subsequent actions for Principals and the Academics Team, leading to continuous improvement in student outcomes.</p> <p>Staff Responsible for Monitoring: Executive Directors, Campus Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 2.7</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress  Accomplished  Continue/Modify  Discontinue				
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Goal 4: Maintain the percentage of scholars participating in extra-curricular or co-curricular at 90% by June 2025.


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>Strategy 1: Increase teacher ownership by providing opportunities for teachers to identify and create clubs and organizations.</p> <p>Strategy's Expected Result/Impact: Increase club and organization offerings and increase teacher ownership</p> <p>Staff Responsible for Monitoring: Lead: Executive Director of Innovation Innovation Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize data from student culture surveys to provide student interventions aimed at increasing student efficacy and engagement.</p> <p>Strategy's Expected Result/Impact: Increase student interest in extra-curricular and co-curricular activities</p> <p>Staff Responsible for Monitoring: Lead: Executive Director of Guidance and Counseling Guidance and Counseling Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize data from student culture surveys to identify student interests and increase the range of club and organization offerings.</p> <p>Strategy's Expected Result/Impact: Increase student interest and participation in clubs and organizations</p> <p>Staff Responsible for Monitoring: Lead: Executive Director of Innovation Innovation Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June


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Strategy 4 Details	Reviews			
<p>Strategy 4: Implement STEM clubs at elementary (during the school day) and at middle school (outside the school day). Strategy's Expected Result/Impact: Increase student interest and participation in clubs and organizations Staff Responsible for Monitoring: Lead: Executive Director of Innovation Innovation Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 5: Ensure the safety and security of all students and staff with attention to educating and empowering the whole child.

Performance Objective 1: By the end of the school year, Cedar Hill ISD will increase the overall safety and security of all campuses by implementing safety initiatives, including enhanced physical security measures, comprehensive staff training, and mental health support programs, leading to a 10% reduction in disciplinary incidents and reported safety concerns, while fostering a positive school climate that promotes the social-emotional well-being of students and staff.





Evaluation Data Sources:

1. **Disciplinary Incident Reports:** Analyze year-over-year data to measure the reduction in incidents related to safety, bullying, and behavior violations.
2. **Campus Safety Audits:** Results from quarterly safety and security audits, including physical security assessments and compliance with safety protocols.
3. **Anonymous Safety Reporting System:** Review data from the district's anonymous reporting system to track the number of reports made and the responsiveness to safety concerns.
4. **Student and Staff Surveys:** Conduct mid-year and end-of-year surveys to assess perceptions of campus safety, security, and overall school climate, focusing on social-emotional well-being.
5. **Mental Health Referrals and Counseling Logs:** Monitor the number of mental health interventions, counseling sessions, and referrals to evaluate the impact on students' emotional and behavioral health.
6. **Training Completion Records:** Track staff participation and completion rates for professional development on safety protocols, first aid, and emergency preparedness.

7. **Incident Response Times:** Evaluate response times and effectiveness during safety drills and actual incidents, based on internal reports and feedback from campus leaders and safety personnel.

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will provide ongoing safety and security professional development for all staff, focusing on updated safety procedures, first aid, and emergency response protocols.</p> <p>Strategy's Expected Result/Impact: Regular training will ensure that staff members are consistently prepared to handle any safety threats, contributing to a more secure and responsive school environment for both students and staff.</p> <p>Staff Responsible for Monitoring:</p> <ul style="list-style-type: none"> ● Campus Principals ● Executive Director of Student Services ● Executive Directors of School Leadership ● Chief of Police <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The district will establish a student safety ambassador program, training selected students to promote and support safety protocols among their peers and report safety concerns to staff.</p> <p>Strategy's Expected Result/Impact: Peer-led initiatives will foster a culture of safety, encouraging students to take ownership of campus security and contribute to a vigilant and supportive school environment.</p> <p>Staff Responsible for Monitoring:</p> <ul style="list-style-type: none"> ● Campus Principals ● Executive Director of Student Services ● Executive Directors of School Leadership ● Chief of Police <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The district will establish campus security teams trained in crisis response and de-escalation techniques,</p>	Formative			Summative
	Nov	Jan	Mar	June

<p>involving both staff members and local law enforcement partners.</p> <p>Strategy's Expected Result/Impact: This will create a coordinated, immediate response to potential safety threats, improving the protection of students and staff during emergencies.</p> <p>Staff Responsible for Monitoring:</p> <ul style="list-style-type: none"> • Campus Principals • Executive Director of Student Services • Executive Directors of School Leadership • Chief of Police 				
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Strategy 4 Details	Reviews			
<p>Strategy 4: Implement STEM clubs at elementary (during the school day) and at middle school (outside the school day).</p> <p>Strategy's Expected Result/Impact: Increase student interest and participation in clubs and organizations</p> <p>Staff Responsible for Monitoring: Lead: Executive Director of Innovation Innovation Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Addendums

LEA Program Plan Requirements

Title I, Part A

LEA Plan Requirement	Description
<p>Timely and Meaningful Consultation</p>	<p>Cedar Hill ISD values the input and involvement of a wide range of stakeholders in the development and evaluation of the Title I Part A plan. The district actively engages teachers, administrators, paraprofessionals, parents, students, and community members to ensure that all perspectives are considered in the planning process.</p> <p>A key mechanism for this consultation is the District Education Improvement Committee (DEIC), which meets quarterly to provide input on academic programs, resource allocation, and strategies for improving student achievement. These meetings allow for open dialogue between all stakeholders, ensuring that their voices are heard and that decisions reflect the needs of the entire school community.</p> <p>In these quarterly meetings, the DEIC reviews data on student performance, discusses areas for improvement, and helps guide the development of initiatives that align with the goals of the Title I plan. Representatives from each stakeholder group are encouraged to share their insights, ask questions, and offer suggestions for enhancing educational services and addressing challenges.</p> <p>By fostering this ongoing, collaborative process, Cedar Hill ISD ensures that the Title I Part A plan is both responsive and effective, addressing the needs of all students and promoting a shared vision for educational success across the district.</p>
<p>Coordination</p>	<p>Cedar Hill ISD is committed to maximizing the impact of its Title I, Part A program by ensuring strong coordination across all programs, including:</p> <ul style="list-style-type: none"> ● Title I, Part A ● Title II Part A ● Title III, Part A ● Title IV, Part A. ● Title V, Part B ● Individuals with Disabilities Act (IDEA) ● Carl D. Perkins Career and Technical Education Act of 2006 ● McKinney-Vento Homeless Assistance Act

	<ul style="list-style-type: none"> ● State Compensatory Education(SCE) <p>The district works diligently to eliminate fragmentation and duplication of services, ensuring that resources are used efficiently and that students benefit from a cohesive and comprehensive support system. To achieve this, Cedar Hill ISD uses a collaborative approach, where program leaders from each federal initiative meet regularly to align strategies, share resources, and ensure that efforts are complementary. This coordination includes joint planning sessions, shared professional development opportunities, and unified communication with parents and community members.</p>
<p>Challenging State Academic Standards</p>	<p>Cedar Hill ISD is dedicated to ensuring that all students, especially those served under Title I, meet and exceed the challenging state academic standards. To support this goal, the district employs a variety of strategies designed to provide targeted assistance to students who need it most.</p> <ul style="list-style-type: none"> ● Differentiated Instruction: Teachers use data-driven instruction to meet the diverse needs of Title I students. This includes differentiated lessons and personalized support in core subjects such as reading and math to ensure students can engage with rigorous content at their own level. ● Intervention Programs: The district provides targeted intervention services for students struggling to meet state academic standards, including small group instruction, one-on-one tutoring, and academic support during extended learning periods. ● Ongoing Assessments: Regular formative and summative assessments are used to monitor student progress and identify areas where students need additional support. This data informs instructional adjustments and ensures that all students are progressing toward meeting state standards. ● Professional Development: Teachers are provided with continuous professional development opportunities focused on effective strategies for teaching challenging content and supporting at-risk students, helping to ensure that students are held to high academic expectations
<p>Periodic Review and Revisions</p>	<p>Cedar Hill ISD conducts quarterly formative reviews of the District Improvement Plan (DIP) and Title I plan to assess their effectiveness and make necessary revisions. These reviews occur in October, January, April, and June, involving key stakeholders such as administrators, teachers, and parents. Data from student performance and stakeholder feedback guide adjustments to ensure the plans remain aligned with student needs and state/federal requirements, promoting continuous improvement throughout the year.</p>
<p>Description 1: How will the LEA monitor student' progress in meeting the challenging State academic Standards by [Section 1112(b)(1)]- 1. Developing and implementing</p>	<p>Cedar Hill Independent School District (CHISD) is deeply committed to ensuring that all students achieve success and meet the rigorous State academic standards. Through a comprehensive and well-rounded approach, the district focuses on developing robust instructional programs, identifying at-risk students, providing targeted support, and implementing evidence-based strategies to enhance learning outcomes.</p>

- a well-rounded program of instruction to meet the academic need of all students;**
- 2. Identifying students who may be at risk for academic failure**
 - 3. Providing additional educational assistance to individual students the LEA determines need help in meeting the challenging state academic standards;and**
 - 4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.**

Developing a Well-Rounded Program of Instruction

CHISD prioritizes a curriculum that meets the diverse academic needs of its student population. The district regularly reviews and aligns its curriculum with state standards to ensure consistency and rigor across all grade levels and content areas. Recognizing the importance of engaging students in meaningful learning experiences, CHISD provides enrichment opportunities through programs in STEM (science, technology, engineering, and mathematics), fine arts, and advanced academics. These offerings encourage exploration, creativity, and critical thinking, equipping students with skills essential for success in higher education and careers.

To ensure the effectiveness of this well-rounded program, CHISD invests heavily in professional development for teachers and staff. Educators receive training in evidence-based instructional practices that promote high engagement and cater to diverse learning styles. By equipping teachers with the tools and strategies they need, CHISD enhances the quality of classroom instruction and supports equitable access to learning for all students.

Identifying Students at Risk for Academic Failure

CHISD employs a proactive, data-driven approach to identify students who may be at risk of academic failure. The district uses universal screening tools and frequent formative assessments to track student progress and pinpoint areas where additional support is needed. Through a comprehensive data management system, teachers and administrators can monitor individual student performance, growth trends, and areas of concern.

Beyond academic data, CHISD considers other early warning indicators, such as attendance, behavior, and coursework completion. These factors are analyzed collectively to flag students who may require immediate intervention. By addressing potential challenges early, the district aims to minimize barriers to learning and keep students on track toward academic success.

Providing Additional Educational Assistance

Once at-risk students are identified, CHISD ensures they receive the tailored support they need to meet state standards. Targeted interventions are provided through small-group instruction and one-on-one tutoring sessions, where students can focus on specific skill gaps with the guidance of trained educators.

To further reinforce learning, the district offers extended learning opportunities, such as after-school programs, summer enrichment courses, and weekend tutoring sessions. These initiatives are designed to provide additional instructional time for students who may need extra help mastering challenging concepts.

For students with unique needs—such as English learners, students with disabilities, and those from economically disadvantaged backgrounds—CHISD provides specialized services. Individualized education plans (IEPs), language acquisition programs, and wraparound services ensure that every student receives the resources and support necessary to succeed.

Strengthening Academic Programs and Improving School Conditions

CHISD continuously seeks to enhance its academic programs and create a positive, supportive learning environment. The district implements instructional strategies grounded in research and proven to improve student outcomes. These

strategies are regularly evaluated and refined to align with emerging best practices and the specific needs of CHISD students.

The district is equally committed to fostering a positive school climate. Programs such as Positive Behavioral Interventions and Supports (PBIS) and Social and Emotional Learning (SEL) initiatives promote a safe, inclusive, and nurturing environment where students feel valued and motivated to learn. By addressing both academic and social-emotional needs, CHISD ensures that students are prepared to thrive in and beyond the classroom.

Family and community engagement also play a critical role in strengthening the district's academic programs. CHISD actively collaborates with parents, caregivers, and community stakeholders to support student learning and well-being. Regular communication, workshops, and opportunities for involvement empower families to play an active role in their child's education.

Monitoring Progress and Continuous Improvement

To measure the success of these efforts, CHISD engages in ongoing monitoring and evaluation. Data teams, composed of educators and administrators, meet regularly to analyze student performance and determine the effectiveness of instructional strategies. This data-driven approach ensures that interventions are adjusted as needed to meet student needs.

The district also values feedback from stakeholders, including teachers, parents, and students. Regular surveys, focus groups, and advisory committees provide valuable insights that guide decision-making and continuous improvement efforts.

Each year, CHISD conducts a comprehensive review of its academic programs, assessing alignment with district goals and state standards. This annual evaluation allows the district to celebrate successes, address challenges, and plan strategically for future growth.

Through these comprehensive efforts, Cedar Hill ISD remains steadfast in its mission to provide a high-quality education that prepares all students for success in a competitive and dynamic world.

Description 2: How will the LEA identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers

Cedar Hill Independent School District (CHISD) is steadfast in its commitment to ensuring that all students, regardless of socioeconomic status or background, have access to high-quality educators. Recognizing that disparities in teacher effectiveness, experience, and credentials can significantly impact student outcomes, the district has established a comprehensive plan to identify and address any inequities that result in low-income and minority students being taught disproportionately by ineffective, inexperienced, or out-of-field teachers.

Identifying Disparities

CHISD utilizes a systematic and data-driven approach to identify potential disparities in teacher assignments. The district

conducts regular reviews of teacher placement data, focusing on key factors such as teacher effectiveness ratings, years of experience, and certification status. This analysis is conducted at both the campus and classroom levels to ensure a clear understanding of where inequities may exist.

To gain a holistic view, the district also examines demographic and performance data for students at each campus. This includes cross-referencing the percentage of low-income and minority students with teacher qualifications to identify any patterns that might indicate disproportionality. Regular stakeholder feedback from parents, students, and educators further informs the district's understanding of the issue.

Addressing Disparities

When disparities are identified, CHISD takes targeted and proactive steps to address them. Key strategies include:

1. Recruiting and Retaining Highly Effective Teachers

- CHISD places a strong emphasis on recruiting highly qualified teachers who are not only certified but have demonstrated effectiveness in the classroom. The district partners with teacher preparation programs, universities, and alternative certification organizations to attract top talent, particularly those with expertise in high-needs areas such as math, science, and special education.
- To retain effective teachers, CHISD offers competitive compensation, mentoring programs for early-career teachers, and professional growth opportunities. Teachers are encouraged to pursue advanced certifications, such as National Board Certification, with financial and logistical support from the district.

2. Providing Ongoing Professional Development

- CHISD ensures that all teachers, including those who are inexperienced or teaching out of their field, have access to high-quality professional development. Workshops, coaching sessions, and collaborative learning opportunities are tailored to address specific instructional challenges and enhance teacher efficacy.
- New teachers participate in a comprehensive induction program that includes mentorship from veteran educators. This program helps bridge gaps in experience and equips early-career teachers with the skills and strategies needed to succeed in diverse classrooms.

3. Strategic Staffing and Support

- The district strategically assigns its most experienced and effective teachers to campuses with higher populations of low-income and minority students. These teachers often serve as instructional leaders, modeling best practices and mentoring their colleagues.
- For campuses that face challenges with teacher turnover or out-of-field placements, CHISD provides additional support, such as instructional coaches and intervention specialists, to enhance the quality of instruction and minimize the impact on student learning.

4. Monitoring and Accountability

- CHISD regularly monitors teacher effectiveness and equity through its performance evaluation system, which incorporates multiple measures, including classroom observations, student growth data, and teacher self-assessments. This system allows the district to identify and address issues promptly.

	<ul style="list-style-type: none"> ○ Principals and campus leaders are held accountable for equitable teacher assignments. They are provided with guidance and resources to make informed staffing decisions that prioritize student needs and equity.
<p>Description 3: How will the LEA carry out its school improvement activity responsibilities if any campuses within the LEA are identified by TEA as Comprehensive Support and Improvement , Targeted Support and Improvement and/or Additional Targeted Support</p>	<p>If any campuses within Cedar Hill ISD are identified by the Texas Education Agency (TEA) for Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support, the district will implement a structured, data-driven approach to address the identified needs and promote sustained improvement.</p> <p>Key actions include:</p> <ul style="list-style-type: none"> ● Needs Assessment: Conducting a thorough campus-level needs assessment to identify root causes of performance gaps. ● Targeted Action Plans: Developing improvement plans tailored to address specific areas of concern, aligned with TEA requirements, and focused on measurable outcomes. ● Professional Development: Providing targeted training for teachers and staff to strengthen instructional practices and build capacity for sustainable progress. ● Resource Allocation: Directing Title I resources, including personnel and instructional materials, to areas of highest need to support intervention strategies. ● Monitoring and Support: Establishing regular monitoring systems to track progress and ensure fidelity of implementation, with ongoing support from district-level instructional specialists and leadership teams. <p>Cedar Hill ISD collaborates closely with campus leaders, teachers, parents, and community stakeholders to ensure all improvement efforts are effective and aligned with the district’s commitment to equity and excellence.</p>
<p>Description 4: The poverty criteria that will be used to select school attendance areas under Section 1113</p>	<p>Cedar Hill ISD utilizes student eligibility for free and reduced-price meals under the National School Lunch Program (NSLP) as the primary poverty criteria to identify and select school attendance areas for Title I, Part A funding under Section 1113. This widely recognized and reliable measure allows the district to assess the economic needs of its student population and allocate resources effectively to schools serving the highest percentages of low-income students.</p> <p>Priority is given to campuses with the greatest need, ensuring that Title I funds are directed toward programs and services that support academic achievement and equitable opportunities for economically disadvantaged students.</p>
<p>Description 5: The nature of the programs to be conducted under</p>	<p>Cedar Hill ISD implements comprehensive programs under both Schoolwide (Section 1114) and Targeted Assistance</p>

<p>Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside of such school for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs</p>	<p>(Section 1115) models to support the academic achievement of all students, with a particular focus on meeting the needs of economically disadvantaged and at-risk learners.</p> <p>Schoolwide Programs are designed to benefit all students on Title I campuses by improving the overall instructional program. These programs include professional development for teachers, enhanced instructional strategies, intervention services, and access to advanced technology and resources to create equitable learning opportunities.</p> <p>Targeted Assistance Programs focus on identifying and supporting students most at risk of academic failure on non-Schoolwide campuses. Services include individualized instruction, small-group tutoring, and supplemental materials tailored to address specific learning needs.</p> <p>For children residing in local institutions for neglected or delinquent youth or attending community day school programs, CHISD will coordinate with these facilities to provide educational services such as tailored literacy and math interventions, counseling, and mentorship programs. The district intends to ensure these students receive equitable access to high-quality education, enabling them to re-engage in academic pathways and achieve long-term success.</p>
<p>Description 6: The services the LEA will provide homeless children and youth to support enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act</p>	<p>Cedar Hill ISD is dedicated to ensuring that homeless children and youth have equitable access to education, supporting their enrollment, attendance, and academic success. In alignment with the McKinney-Vento Homeless Assistance Act, the district provides services such as:</p> <ul style="list-style-type: none"> ● Immediate Enrollment Support: Removing barriers such as lack of documentation or residency requirements to ensure prompt enrollment in school. ● Transportation Assistance: Coordinating transportation to maintain school stability, allowing students to remain in their school of origin whenever feasible. ● Academic and Counseling Support: Offering tutoring, academic interventions, and counseling to address gaps in learning and social-emotional needs. ● Access to Basic Needs: Providing supplies, clothing, and referrals to community resources to meet essential needs. <p>Through collaboration with local shelters, community organizations, and the district's McKinney-Vento Liaison, Cedar Hill ISD ensures that homeless students receive comprehensive support to thrive academically and socially.</p>
<p>Description 7: The strategy the LEA will use to implement effective parent and family engagement under Section 1116</p>	<p>Cedar Hill ISD is committed to fostering meaningful parent and family engagement to enhance student achievement and school success. To support this initiative, the district employs a Parent and Family Engagement Coordinator, along with campus-based family liaisons, who are dedicated to implementing strategies outlined under Section 1116.</p>

	<p>Key initiatives include:</p> <ul style="list-style-type: none"> ● Parent Workshops and Training: Offering sessions on topics such as supporting learning at home, navigating academic resources, and fostering positive behaviors. ● Regular Communication: Ensuring two-way communication through newsletters, parent portals, and community events to keep families informed and involved. ● Family Resource Centers: Providing access to materials and tools that empower families to support their children's education. ● Annual Input Opportunities: Hosting Title I meetings and surveys to gather family feedback on programs and policies. <p>Through these strategies, Cedar Hill ISD aims to create strong school-family partnerships that positively impact student success.</p>
<p>Description 8: If applicable, how will the LEA support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition is participants in such programs to local elementary school programs</p>	<p>Cedar Hill ISD is committed to aligning its early childhood education programs with state Pre-Kindergarten guidelines to ensure a smooth transition for young learners into elementary school programs. The district uses the Frog Street curriculum as a foundational resource to provide developmentally appropriate, research-based instruction tailored to the needs of all students, including specific support for subpopulations such as Special Education, Emergent Bilingual (English Learners), and economically disadvantaged students.</p> <p>Key strategies include:</p> <ul style="list-style-type: none"> ● Special Education Support: Early identification of developmental delays and provision of tailored interventions and IEP-based support to ensure readiness for elementary school. ● Emergent Bilingual Support: Integration of language acquisition strategies within the Frog Street curriculum to build literacy and communication skills for English Learners. ● Support for Economically Disadvantaged Students: Ensuring access to high-quality early education programs, free meals, and family resources to mitigate barriers to learning. <p>To facilitate smooth transitions, CHISD coordinates efforts between Pre-K and elementary school staff through:</p> <ul style="list-style-type: none"> ● Transition Plans: Sharing student performance data and readiness assessments to inform instructional planning. ● Family Engagement: Hosting orientation events and workshops to prepare families for the transition. ● Professional Collaboration: Joint professional development for Pre-K and kindergarten teachers to align instructional practices.

<p>Description 9 : Identification of Eligible Children- Targeted Assistance. How will the LEA identify eligible children most in need of services under Title I, Part A</p>	<p>Cedar Hill ISD primarily operates under Schoolwide programs, ensuring that all students, especially those from low-income backgrounds, benefit from Title I services. However, in the event that a campus is not designated as Schoolwide, the district has a targeted approach to identify students most in need of services under Title I, Part A.</p> <p>To identify eligible children for Targeted Assistance, the district uses multiple measures, including student academic performance data, teacher referrals, and assessments such as state assessments, district benchmarks, and other formative data. Students who demonstrate academic struggles, particularly in reading and mathematics, will be prioritized for support. Additionally, students from low-income families, those with disabilities, and English Language Learners (ELLs) are given special consideration based on their eligibility for services, ensuring that Title I resources are allocated to those most at risk of academic failure.</p> <p>The district works closely with teachers, counselors, and administrators to continuously monitor student progress and provide supplemental services to help close achievement gaps and improve academic outcomes for these identified students.</p>
<p>Description 10: How will the LEA implement strategies to facilitate effective transition for students from middle grades to high school and from high school to post secondary education including if applicable [Section 1112(b)(10)]</p> <ol style="list-style-type: none"> 1. Coordination with institutions of higher education, employers, and other local partners 2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills 	<p>To facilitate a seamless transition from middle school to high school, Cedar Hill ISD offers a range of programs designed to prepare students for the challenges and opportunities they will encounter. One key strategy is the implementation of career exploration programs in middle school. These programs include interest inventories and workshops that help students identify their strengths and potential career paths. This early exposure to career options allows students to begin thinking about high school courses and extracurricular activities that align with their long-term goals.</p> <p>The district also ensures that students and families are well-prepared for the high school experience through high school readiness activities. These include orientation sessions, campus tours, and information on course selection. By familiarizing students with the academic and social expectations of high school, these activities help reduce the anxiety often associated with transitioning to a new school environment and set the stage for academic success.</p> <p>As students approach graduation, Cedar Hill ISD provides extensive support to ensure they are ready for life after high school, whether they choose to pursue higher education or enter the workforce. One of the district's key strategies is increasing student access to Early College High School (ECHS) and dual enrollment opportunities. Through partnerships with local colleges and universities, students are able to take college-level courses while still in high school, earning both high school and college credits. This not only accelerates their educational journey but also provides them with valuable exposure to the rigor of college coursework.</p> <p>In addition to dual enrollment, the district places a strong emphasis on career counseling. High school counselors work closely with students to identify their interests and skills, helping them explore potential career paths and develop</p>

personalized postsecondary plans. This counseling is complemented by internships, job shadowing, and apprenticeships arranged through partnerships with local employers and institutions of higher education. These hands-on experiences allow students to gain real-world exposure to careers in fields such as healthcare, technology, and business, making them better prepared for success in their chosen pathways.

Cedar Hill ISD also collaborates with local colleges, universities, and employers to offer college readiness programs. These programs, which may include workshops on application processes, financial aid, and scholarship opportunities, equip students with the knowledge and resources they need to succeed in postsecondary education. In addition, the district offers workforce development initiatives, including career fairs, resume-building workshops, and interview preparation, which help students transition into the workforce with confidence.

By integrating these strategies into its educational framework, Cedar Hill ISD ensures that students are not only academically prepared for the transition from middle school to high school but are also well-equipped for success in postsecondary education or the workforce. The district's commitment to providing robust support at every stage of the student journey reflects its dedication to helping all students achieve their full potential.

Description 11; How will the LEA support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students

Cedar Hill ISD is dedicated to reducing the overuse of disciplinary practices that remove students from the classroom, focusing on creating a positive learning environment for all students. The district regularly reviews discipline data disaggregated by subgroups to identify schools with high rates of discipline referrals and removals. When such schools are identified, the district takes a comprehensive approach to address and reduce these incidents through specific strategies:

- Restorative Practices: Implementing restorative circles and peer mediation programs to help students resolve conflicts and repair relationships rather than resorting to exclusionary practices.
- Social-Emotional Learning (SEL): Integrating SEL programs into the curriculum to help students build emotional regulation, self-awareness, and interpersonal skills. Examples include the Second Step program and specific SEL workshops led by school counselors.
- Positive Behavior Interventions and Supports (PBIS): Using PBIS strategies to promote positive behaviors in the classroom, with clear, consistent rewards for good behavior and interventions for disruptive behavior.
- Trauma-Informed Practices: Providing training for teachers on recognizing and addressing trauma-related behaviors to ensure that disciplinary actions do not disproportionately affect students from vulnerable populations, such as those experiencing homelessness or students in foster care.
- Culturally Responsive Discipline: Offering professional development for staff on culturally responsive teaching and discipline to ensure equitable treatment for all students, particularly for students of color and English Learners.
- Alternative Discipline Strategies: Encouraging schools to implement alternative forms of discipline, such as in-school suspension, restorative conferences, and behavior reflection activities, which keep students engaged in

	<p>their education and reduce out-of-classroom time.</p> <p>By focusing on these strategies, Cedar Hill ISD ensures that students are provided with the support and guidance they need to succeed academically and socially, while minimizing exclusionary discipline practices. Regular monitoring and review of disaggregated discipline data help the district identify areas for improvement and provide targeted support to schools with high discipline rates.</p>
<p>Description 12: If applicable, how will the LEA support programs that coordinate and ingrate [Section 1112(b)(12)]</p> <ol style="list-style-type: none"> 1. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skill attainment important to in demand occupations or industries in the state ; and 2. Work-based learning opportunities that provide students in-depth interaction with industry professionals, if appropriate 	<p>Cedar Hill ISD is committed to integrating academic and career and technical education (CTE) content to ensure students are prepared for both higher education and in-demand careers. The district implements coordinated instructional strategies that promote skill attainment, including those aligned with key industries in Texas.</p> <p>Key strategies include:</p> <ul style="list-style-type: none"> ● Integrated Curriculum: Aligning academic subjects with CTE programs through interdisciplinary projects and experiential learning opportunities, such as industry-related projects that combine math, science, and technology skills. ● Career Pathways: Offering pathways in high-demand industries like healthcare, technology, and business, where students engage in coursework that blends both academic and technical content. ● Work-Based Learning Opportunities: Partnering with local businesses and industries to provide students with internships, apprenticeships, and job shadowing experiences. These opportunities offer in-depth interaction with industry professionals, allowing students to apply classroom learning in real-world settings and gain valuable career insights. ● Dual Credit and Certifications: Offering dual credit opportunities in CTE courses to allow students to earn both high school and college credits, along with industry-recognized certifications, which enhance their career readiness. <p>These coordinated efforts help students develop both academic knowledge and technical skills, ensuring they are prepared for successful careers in Texas' growing industries.</p>
<p>Description 13: Any other information on how the IEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)]</p>	<p>Cedar Hill ISD uses Title I funds to further the district's commitment to academic excellence and ensure all students, including gifted and talented (GT) students, have access to the resources and support they need to succeed.</p> <ul style="list-style-type: none"> ● Identifying and Serving Gifted and Talented Students: The district uses Title I funds to support the identification of gifted and talented students through comprehensive screening processes, including standardized assessments, teacher referrals, and parent input. Title I funds are also directed toward providing specialized instructional

<p>1. Assist schools in identifying and serving gifted and talented students; and</p> <p>2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement</p>	<p>services, such as differentiated enrichment programs and advanced coursework, to ensure that GT students are challenged and engaged in their learning.</p> <ul style="list-style-type: none"> ● Developing Effective School Library Programs: Title I funds are allocated to enhance school library programs that provide students with access to high-quality resources and technology. These programs focus on fostering digital literacy skills through online databases, research tools, and digital storytelling resources. The district ensures that library programs are equipped with the latest technology and materials to improve students' academic achievement and support their growth in digital literacy, preparing them for success in an increasingly digital world. <p>Through these initiatives, Cedar Hill ISD ensures that Title I funds are used to address the diverse needs of students and provide opportunities for enrichment and academic growth for all learners.</p>
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State Compensatory Education

Total SCE Funds: \$4,484,811

Total FTEs Funded by SCE: 25

Brief Description of SCE Services and/or Programs:

State Compensatory Education (SCE)

The State Compensatory Education (SCE) program is designed to reduce dropout rates and increase the academic performance of students identified as being at-risk of dropping out of school. SCE operates as a funding source to supplement instructional services and offer academic support to students who meet the SCE at-risk criteria established by the state. Funds allocated under SCE law are to be channeled toward programs and services that eliminate disparities in performance on assessment instruments administered under the Texas Education Code, Chapter 39, Subchapter B. Further, programs designated for SCE funding should reduce disparities in the rates of high school completion between students who are at risk of dropping out of school and all other students. For SCE funds to be allocated to a campus; the campus must not only meet the state criteria for the percentage of students at-risk for school dropout, but the services provided to students must also be described in the district and/or campus improvement plan. As defined by law, SCE programs and/or services are designed to supplement the regular education program that districts offer students, and funds must provide additional support for at-risk students. Supplemental costs include costs for program and student evaluation, instructional materials and equipment, other supplies required for quality instruction, supplemental staff expenses, salary for teachers of at-risk students, smaller class sizes, and individualized instruction (Section 29.081 of the Texas Education Code [TEC §29.081], Subchapter C: Compensatory Education Programs).

CHISD SCE Demographics:

- Of the 6334 students who attended CHISD during the 2023–2024 academic year, 2643 students (41.6%) were identified as being at risk according to SCE criteria. More males than females were identified as at-risk (57.2% of males in the district were identified as at-risk and 42.8% of females were).
- The ethnic composition of at-risk students was 52.0 percent African American, followed by 41.5 percent Hispanic, 2.9% percent Two or More Races, and 2.07 percent White.. Less than one percent of at-risk students were either American Indian or Asian/Pacific Islander.
- Economically-disadvantaged students made up 73.75 percent of district at-risk distribution.
- Of the 2643 students indicated at-risk during the 2023–2024 school year, 22.0 percent were identified as Emergent Bilingual, and 17 percent were identified as having been retained in one or more grades.

Cedar Hill ISD Comprehensive Needs Assessment (CNA) for At-Risk Students

Objective

To ensure that State Compensatory Education (SCE) funds are strategically allocated to support at-risk students in Cedar Hill ISD based on data-driven decisions. This completed assessment identifies specific academic and non-academic challenges that will inform targeted intervention strategies.

1. Data Collection**a. Review of Student Performance Data**

- **STAAR Performance:**
 - In the 2023-2024 school year, 48% of at-risk students in grades 3-8 did not meet grade-level proficiency in reading, and 52% did not meet proficiency in math based on STAAR assessments.
 - End of Course (EOC) Exams: 58% of at-risk high school students failed the Algebra I EOC, while 42% did not meet proficiency in English I EOC.
- **TELPAS:**
 - Among English learners (ELs), 45% scored at the beginning or intermediate level on the Texas English Language Proficiency Assessment System (TELPAS) in 2023-2024, indicating a need for more intensive language support.
- **Attendance Rates:**
 - Chronic absenteeism among at-risk students was 19% in the 2023-2024 school year, significantly above the district average of 8%.
 - High absenteeism was especially prevalent among economically disadvantaged students, with 23% missing 10% or more of the school year.
- **Discipline Reports:**
 - At-risk students accounted for 65% of all disciplinary referrals in the district, with repeated behavioral issues leading to an increase in suspensions and alternative placement assignments.
- **Dropout Rates:**

- The overall dropout rate for Cedar Hill ISD in the 2023-2024 school year was 3.5%, but for at-risk students, it was 6.8%, with the highest rates seen in economically disadvantaged high school students.

b. Subgroup Analysis

- Economically Disadvantaged Students:
 - 74% of Cedar Hill ISD's at-risk students qualify as economically disadvantaged. Academic performance in this group is significantly below district averages, with 60% not meeting grade-level expectations in reading and 65% in math.
- English Learners (ELs):
 - English learners make up 18% of the at-risk population. Their average performance on STAAR assessments is 25% lower in reading and 30% lower in math compared to non-EL students.
- Students with Disabilities:
 - 14% of at-risk students in the district receive special education services. Among these students, 67% did not meet proficiency standards in reading, and 75% struggled in math on STAAR exams.

c. Parent, Teacher, and Student Surveys

- Parent Surveys:
 - 65% of parents of at-risk students reported difficulties with transportation and accessing after-school academic support. 58% also indicated a need for more social-emotional learning (SEL) resources.
- Teacher Surveys:
 - 70% of teachers noted that they need more training in differentiating instruction for at-risk students, especially in reading and math intervention strategies. Teachers also reported that current behavior management programs need improvement, with 60% indicating a lack of adequate support for at-risk students with behavioral challenges.
- Student Surveys:
 - 45% of at-risk students reported feeling disengaged in class due to struggles with academic content, and 35% expressed concerns about bullying and social-emotional well-being.

2. Root Cause Analysis

a. Identifying Causes for Academic Gaps

- Low Reading and Math Proficiency:
 - Lack of consistent small-group instruction and targeted interventions for reading and math. At-risk students, particularly in grades 3-8, do not have adequate access to intervention programs designed to close skill gaps.
 - English learners face challenges due to limited language support programs, resulting in lower TELPAS scores and STAAR performance.
- Learning Disabilities and Supports:
 - Students with disabilities are not receiving appropriate accommodations consistently, leading to persistent academic struggles, particularly in math.

b. Behavioral Challenges

- Disciplinary Trends:
 - Repeated behavioral referrals are concentrated among at-risk students, primarily due to a lack of social-emotional learning (SEL) programs and inconsistent implementation of Positive Behavioral Interventions and Supports (PBIS).
 - The district has not fully integrated restorative practices, contributing to higher suspension rates among economically disadvantaged and special education students.

c. Attendance Issues

- Chronic Absenteeism:
 - Attendance barriers for at-risk students include transportation challenges, family instability, and lack of engagement with school programs.
- Access to Support Services:
 - Students with chronic absenteeism are not consistently accessing support services such as counseling, health services, or home visits, which could help mitigate absenteeism.

d. Evaluation of Current Interventions

- Effectiveness of Academic Interventions:
 - Current reading and math intervention programs have not been consistently effective, particularly in closing achievement gaps for economically disadvantaged and EL students.
- Behavioral and Social-Emotional Support Programs:
 - PBIS and SEL programs are in place but lack full implementation and integration at all campuses, leading to inconsistent results in reducing behavioral issues.
- Attendance Programs:
 - Existing attendance programs, such as parental outreach and home visits, have not reached all students in need, contributing to persistent absenteeism among at-risk students.

3. Prioritization of Needs

a. Academic Needs

- Reading and Math Proficiency:
 - Prioritize interventions that target the 52% of at-risk students not meeting grade-level standards in reading and math. Additional support is required for students in grades 3-8 and for those taking EOC exams in high school.
- Support for English Learners:
 - Expand language development programs for ELs, focusing on increasing TELPAS scores and providing bilingual instructional support.
- Special Education Support:
 - Increase accommodations and differentiated instruction for students with disabilities, particularly in math, where 75% are not meeting expectations.

b. Attendance Needs

- Chronic Absenteeism:
 - Prioritize reducing absenteeism among the 19% of at-risk students with chronic attendance issues, with a focus on economically disadvantaged and English learners.
- Outreach and Engagement:
 - Strengthen family and community engagement programs to address barriers such as transportation, health, and access to after-school tutoring.
- Dropout Prevention and Recovery

c. Behavioral Needs

- Restorative Practices:
 - Implement restorative justice practices to reduce the 65% disciplinary referral rate among at-risk students, focusing on alternatives to suspension.
- Social-Emotional Learning (SEL):
 - Expand SEL programs to help at-risk students manage stress, build peer relationships, and improve classroom engagement.

Strategic Actions for 2024-2025:

After further evaluation, the 2023–2024 State Compensatory Program in CHISD does not fully comply with all state and local policy requirements. There is a clear need for more guidance at the campus level for principals and guidance and monitoring by the district to ensure long-term compliance. Campus administrators and district staff should be provided with specific guidance and training on how to properly implement programming at the campus level. More guidance is needed on how to reflect the use of SCE funds (e.g., interventions) in a detailed manner within campus improvement plans. Campus Improvement Plans should clearly reflect specific interventions, programs, or materials used to increase academic performance and decrease dropout rates for students considered at-risk. Campus administrators and district staff should be provided training around allowable and unallowable spending practices for the SCE-allocated funds. Workshops on tying SCE spending to instructional strategies can help ensure SCE funds are used according to legal guidelines.

Detailed strategies for the district for improvement are:

- Establish an At-Risk Student documentation system (with supporting documentation) at each campus.
- Collaborate with campuses, annually, to produce a “Campus Level Service” record to designate the services each campus will provide to support at-risk students.
- Collaborate between Academics (Campus Leadership), Human Resources, and Business Office to ensure appropriate utilization and documentations of allocations connected to personnel and to create appropriate PD for campus personnel hired to support At-Risk students at the campus level.
- Collaborate with the Business Office to create SCE funds procedures and district-level monitoring.

Program Cost and Funding Source: The annual budget for SCE programs in the Cedar Hill Independent School District (CHISD) for the 2023–2024 academic year was \$6,377,217. Under the guidelines of fund use, at least 55 percent of this amount (3,507,470) was allocated for direct services. This is a budgeted amount and not a final expenditure for 2023–2024. The money allocated for state-funded compensatory education programs and/or services was based on the number of at-risk students in the district. Projected expenditures for 2024-2025 are:

2024-2025 Summary SCE Related Budget Allocation by Major Object Code and Organization Type

Object Code		Central	Campus	Total Allocation
6100	Payroll Costs	\$349,657	\$4,034,604	\$4,384,261
6200	Professional & Contracted Services		\$97,050	\$97,050
6300	Supplies and Materials		\$3,500	\$3,500
6400	Other Operating Expenses			
TOTAL		\$349,657	\$4,135,154	\$4,484,811

2024-2025 SCE Related Budget Allocation by Program Intent Code (PIC)

PIC		Central	Campus	Total Allocation
24	Accelerated Education	\$186,736	\$2,625,706	\$2,812,442
26	Non-disciplinary AEP Services			
28	District Alternative Education Basic Services	\$101,772	\$593,256	\$695,028
29	District Alternative Education- DAEP SCE Suppl. Costs			
30	Title I, Part A Schoolwide Activities	\$61,149	\$916,192	\$977,341
TOTAL		\$349,657	\$4,135,154	\$4,484,811

Policy Documents & Addendums

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Policies	Person Responsible	Review Date
Bullying Prevention	Executive Director of Student Services	July 2024
Trauma Informed Care	Executive Director of Counseling Services	July 2024
Sexual Abuse	Executive Director of Student Services	July 2024
Title I Parent Involvement	Director of Family and Community Involvement	July 2024

BQ (Legal)

Policy and Program to Address Sexual Abuse, Trafficking, and Maltreatment

A district shall provide child abuse antivictimization programs in elementary and secondary schools. Education Code 38.004

A district shall adopt and implement a policy addressing sexual abuse, sex trafficking, and other maltreatment of children, to be included in the district improvement plan [see BQ] and any information handbook provided to students and parents. Education Code 38.0041(a)

The policy included in any informational handbook provided to students and parents must address the following:

1. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, trafficking, and other forms of maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Actions a child who is a victim of sexual abuse, trafficking, or other maltreatment should take to obtain assistance and intervention; and
3. Available counseling options for students affected by sexual abuse, trafficking, or other maltreatment.

19 TAC 61.1051(b)(3)

Definitions

Child Abuse or Neglect

The definition of child abuse or neglect includes the trafficking of a child in accordance with Education Code 38.004.

Other Maltreatment

This term has the meaning assigned by Human Resources Code 42.002.

Trafficking of a Child

This term has the meaning assigned by Penal Code 20A.02(a)(5), (6), (7), or (8).

19 TAC 61.1051(a)

Duty to Report

Report by Any Person

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report as required by law. Family Code 261.101(a)

Report by Any Professional

Any professional who has reasonable cause to believe that a child has been or may be abused or neglected shall make a report as required by law. The report must be made within 48 hours after the professional first has reasonable cause to believe that the child has been or may be abused or neglected or is the victim of an offense of indecency with a child.

A professional may not delegate to or rely on another person to make the report.

A "professional" is a person who is licensed or certified by the state or who is an employee of a facility licensed, certified, or operated by the state and who, in the normal course of official duties or duties for which a license or certification is required, has direct contact with children. The term includes teachers, nurses, doctors, day-care employees, juvenile probation officers, and juvenile detention or correctional officers.

Family Code 261.101(b)

Abuse of Persons with Disabilities

A person having cause to believe that a person with a disability is in a state of abuse, neglect, or exploitation shall report the information immediately to the Texas Department of Family and Protective Services (DFPS).

A person commits a Class A misdemeanor if the person has cause to believe that a person with a disability has been abused, neglected, or exploited or is in a state of abuse, neglect, or exploitation and knowingly fails to report.

A person filing a report or testifying or otherwise participating in any judicial proceeding arising from a petition, report, or investigation is immune from civil or criminal liability on account of his or her petition, report, testimony, or participation, unless the person acted in bad faith or with a malicious purpose.

Human Resources Code 48.051, .052, .054

Adult Victims of Abuse

A person or professional shall make a report in the manner required above if the person or professional has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person or professional determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly person or person with a disability. Family Code 261.101(b-1)

Restrictions on Reporting

Psychotropic Drugs and Psychological Testing

An employee may not use or threaten to use the refusal of a parent, guardian, or managing or possessory conservator to administer or consent to the administration of a psychotropic drug to a child, or to consent to any other psychiatric or psychological testing or treatment of the child, as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Education Code 26.0091; Family Code 261.111(a) [See FFEB]

Contents of Report

The report should reflect the reporter's belief that a child has been or may be abused or neglected or has died of abuse or neglect. The individual making the report shall identify, if known:

1. The name and address of the child;
2. The name and address of the person responsible for the care, custody, or welfare of the child;
3. The facts that caused the individual to believe the child has been abused or neglected and the source of the information;
4. The individual's name and telephone number;
5. The individual's:
 - a. Home address; or
 - b. If the individual is a professional as defined by Family Code 261.101(b) [see Report by Any Professional, above], the individual's business address and profession; and
6. Any other pertinent information concerning the alleged or suspected abuse or neglect.

Family Code 261.102, .104

Confidentiality of Report

A report of alleged or suspected abuse or neglect and the identity of the person making the report is confidential and not subject to release under Government Code Chapter 552 (Public Information Act) and may be disclosed only for purposes consistent with the Family Code and applicable federal or state law or under rules adopted by an investigating agency. Family Code 261.201(a)-(a)(1)

Unless waived in writing by the person making the report, the identity of an individual making a report under this chapter is confidential and may be disclosed only to a law enforcement officer for the purposes of a criminal investigation of the report, or as ordered by a court under Family Code 261.201. Family Code 261.101(d)

Abuse and Neglect Involving School Personnel and Those Responsible for Care

If the alleged or suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is made to a state agency under item 4, below, or the report involves a juvenile justice program or facility [see JJAEPS, below].

All other reports shall be made to:

1. Any local or state law enforcement agency;
2. DFPS, Child Protective Services (CPS) Division;
3. A local office of CPS, where available; or
4. The state agency that operates, licenses, certifies, or registers the facility in which the alleged abuse or neglect occurred.

Family Code 261.103(a); 19 TAC 61.1051(b)(1)-(2)

"Person responsible for a child's care, custody, or welfare" means a person who traditionally is responsible for a child's care, custody, or welfare, including:

1. A parent, guardian, managing or possessory conservator, or foster parent of the child;
2. A member of the child's family or household as defined by Family Code Chapter 71;
3. A person with whom the child's parent cohabits;
4. School personnel or a volunteer at the child's school;
5. Personnel or a volunteer at a public or private child-care facility that provides services for the child or at a public or private residential institution or facility where the child resides; or
6. An employee, volunteer, or other person working under the supervision of a licensed or unlicensed child-care facility, including a family home, residential child-care facility, employer-based day-care facility, or shelter day-care facility, as those terms are defined in Human Resources Code Chapter 42.

Family Code 261.001(5)

Reporting Abuse, Neglect, or Exploitation in a JJAEP

Any report of alleged abuse, neglect, or exploitation, as those terms are defined in Family Code 261.405, in a juvenile justice program or facility shall be made to the Texas Juvenile Justice Department and a local law enforcement agency for investigation. The term "juvenile justice program" includes a juvenile justice alternative education program. Family Code 261.405(a)(4)(A), (b)

Immunity from Liability

A person acting in good faith who reports or assists in the investigation of a report of alleged child abuse or neglect or who testifies or otherwise participates in a judicial proceeding arising from a report, petition, or investigation of alleged child abuse or neglect is immune from any civil or criminal liability that might otherwise be incurred or imposed. Family Code 261.106

A district may not suspend or terminate the employment of, or otherwise discriminate against, or take any other adverse employment action against a professional who makes a good faith report of abuse or neglect. Family Code 261.110(b) [See DG]

Criminal Offenses

Failure to Report

A person commits a Class A misdemeanor if he or she is required to make a report under Family Code 261.101(a) [see Duty to Report, above] and knowingly fails to make a report as provided by law.

A person who is a professional commits a Class A misdemeanor if the person is required to make a report under Family Code 261.101(b) [see Duty to Report] and knowingly fails to make a report as provided by law. The professional commits a state jail felony if he or she intended to conceal the abuse or neglect.

Family Code 261.109

False Report

A person commits an offense if, with the intent to deceive, the person knowingly makes a report of abuse and neglect that is false. The offense is a state jail felony, except that it is a felony of the third degree if the person has previously been convicted of the offense. Family Code 261.107(a)

Coercion

A public servant, including as a school administrator, who coerces another into suppressing or failing to report child abuse or neglect to a law enforcement agency commits a Class C misdemeanor offense. Penal Code 39.06

SBEC Disciplinary Action

The State Board for Educator Certification (SBEC) may take any of the actions listed in 19 Administrative Code 249.15(a) (impositions, including revocation of a certificate and administrative penalties) based on satisfactory evidence that the person has failed to report or has hindered the reporting of child abuse pursuant to Family Code 261.001, or has failed to notify the SBEC, the commissioner of education, or the school superintendent or director under the circumstances and in the manner required by Education Code 21.006, 21.0062, 22.093, and 19 Administrative Code 249.14(d)-(f). 19 TAC 249.15(b)(4)

Note: The following legal provisions address child abuse and neglect investigations generally. See GRA for additional legal provisions addressing notification requirements and right of access to students when DFPS investigates reports of abuse and neglect at school. See 40 Administrative Code Chapter 707, Subchapter B for more information regarding investigations of abuse or neglect in a school setting.

Investigations

Reports to District

If DFPS initiates an investigation and determines that the abuse or neglect involves an employee of a public elementary or secondary school, and that the child is a student at the school, the department shall orally notify the superintendent of the district in which the employee is employed. Family Code 261.105(d)

On request, DFPS shall provide a copy of the completed report of its investigation to the board, the superintendent, and the school principal, unless the principal is alleged to have committed the abuse or neglect. The report shall be edited to protect the identity of the person who made the report. Family Code 261.406(b)

Interview of Student

The investigating agency shall be permitted to interview the child at any reasonable time and place, including at the child's school. Family Code 261.302(b) [See GRA]

Interference with Investigation

A person may not interfere with an investigation of a report of child abuse or neglect conducted by DFPS. Family Code 261.303(a)

Confidentiality

A photograph, videotape, audiotape, or other audio or visual recording, depiction, or documentation of a child that is made by DFPS in the course of an inspection or investigation is confidential, is not subject to release under the Public Information Act, and may be released only as required by state or federal law or rules adopted by the DFPS. Human Resources Code 42.004

Reporting Policy

A board shall adopt and annually review policies for reporting child abuse and neglect. The policies shall follow the requirements of Family Code Chapter 261. 19 TAC 61.1051(b)

The policies must require every school employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect to submit a written or oral report to at least one of the authorities listed above [see To Whom Reported, above] within 48 hours or less, as determined by the board, after learning of facts giving rise to the suspicion. 19 TAC 61.1051(b)(1)

The policies must be consistent with the Family Code Chapter 261 and 40 Administrative Code Chapter 700 (CPS) regarding investigations by DFPS, including regulations governing investigation of abuse by school personnel and volunteers. [See GRA]

The policies must require a report to DFPS if the alleged abuse or neglect involves a person responsible for the care, custody, or welfare of the child and must notify school personnel of the following:

1. Penalties under Penal Code 39.06 (misuse of official information), Family Code 261.109 (failure to report), and 19 Administrative Code Chapter 249 (actions against educator's certificate) for failure to submit a required report of child abuse or neglect;
2. Applicable prohibitions against interference with an investigation of a report of child abuse or neglect, including:
 - a. Family Code 261.302 and 261.303, prohibiting school officials from denying an investigator's request to interview a student at school; and
 - b. Family Code 261.302, prohibiting school officials from requiring the presence of a parent or school administrator during an interview by an investigator.
3. Immunity provisions applicable to a person who reports child abuse or neglect or otherwise assists an investigation in good faith;
4. Confidentiality provisions relating to a report of suspected child abuse or neglect;
5. Any disciplinary action that may result from noncompliance with a district's reporting policy; and
6. The prohibition under Education Code 26.0091 [see Psychotropic Drugs and Psychological Testing, above].

19 TAC 61.1051(b)(2)

The policies may not require that school personnel report suspicions of child abuse or neglect to a school administrator before making a report to one of the agencies listed above.

The policies must:

1. Include the current toll-free number for DFPS;
2. Provide for cooperation with law enforcement child abuse investigations without the consent of the child's parent, if necessary, including investigations by DFPS; and
3. Include child abuse anti-victimization programs in elementary and secondary schools consisting of age-appropriate, research-based prevention designed to promote self-protection and prevent sexual abuse and trafficking.

19 TAC 61.1051(b)(5)-(b)(8)

The policies required by these provisions and adopted by the board shall be distributed to all personnel at the beginning of each school year. The policies shall be addressed in staff development programs at regular intervals determined by a board. 19 TAC 61.1051(c) [See also DH and GRA]

[For training requirements under these provisions, see DMA.]

Required Poster

Using a format and language that is clear, simple, and understandable to students, each public school shall post, in English and in Spanish:

1. The current toll-free DFPS Abuse Hotline telephone number;
2. Instructions to call 911 for emergencies; and
3. Directions for accessing the DFPS [Texas Abuse Hotline website](#) for more information on reporting abuse, neglect, and exploitation.

A district shall post the information specified above at each school campus in at least one high-traffic, highly and clearly visible public area that is readily accessible to and widely used by students. The information must be on a poster (11x17 inches or larger) in large print and placed at eye-level to the student for easy viewing. Additionally, the current toll-free Texas Department of Family and Protective Services Abuse Hotline telephone number should be in bold print.

Education Code 38.0042; 19 TAC 61.1051(e)-(f)

CEDAR HILL ISD

FFG(LEGAL)-P

UPDATE 122

DATE ISSUED: 11/5/2023

Trauma-Informed Care Policy

A district shall adopt and implement a policy requiring the integration of trauma-informed practices in each school environment. A district must include the policy in the district improvement plan required under Education Code 11.252 [see BQ].

The policy must address:

1. Using resources developed by the Texas Education Agency (TEA), methods for:
 - a. Increasing staff and parent awareness of trauma-informed care; and
 - b. Implementation of trauma-informed practices and care by district and campus staff; and
2. Available counseling options for students affected by trauma or grief.

Education Code 38.036(a)-(b)

Training

The methods for increasing awareness and implementation of trauma-informed care must include training as provided below. The training must be provided:

1. Through a program selected from the list of recommended best practice-based programs and research-based practices established under Education Code 38.351;
2. In accordance with the district professional development policy [see DMA]; and
3. As part of any new employee orientation for all new district educators.

The training must address how grief and trauma affect student learning and behavior and how evidence-based, grief-informed, and trauma-informed strategies support the academic success of students affected by grief and trauma. The training may include two or more listed topics together.

For any training under this provision, a district shall maintain records that include district staff members who participated in the training.

If a district determines that the district does not have sufficient resources to provide the training required under this provision, the district may partner with a community mental health organization to provide training that meets the requirements at no cost to the district.

Education Code 38.036(c)-(d), (f)

[For more information on mental health training for district employees, see DMA.]

CEDAR HILL ISD

FFBA(LEGAL)-P

UPDATE 122

DATE ISSUED: 11/5/2023

EHBC(Legal)

Designing and Implementing Services

A district shall use student performance data from state basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students in the district's schools that enable

the students to perform at grade level at the conclusion of the next regular school term. Education Code 29.081(a)

[See EHBCA for information regarding acceleration instruction and accelerated learning committees.]

Intensive Program of Instruction

State Assessments

A district shall offer an intensive program of instruction to a student who does not perform satisfactorily on a state assessment instrument or is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade 9, as determined by the district.

The program shall be designed to:

1. Enable the student to:
 - a. To the extent practicable, perform at the student's grade level at the conclusion of the next regular school term; or
 - b. Attain a standard of annual growth specified by a district and reported by the district to the Texas Education Agency (TEA); and
2. If applicable, carry out the purposes of Education Code 28.0211. [See EIE]

Students Receiving Special Education Services

For a student in a special education program who does not perform satisfactorily on an assessment instrument administered under Education Code 39.023(a), (b), or (c), the student's admission, review, and dismissal committee shall design the program to:

1. Enable the student to attain a standard of annual growth on the basis of the student's individualized education program (IEP); and
2. If applicable, carry out the purposes of Education Code 28.0211. [See EIE]

Use of State Funds

A district shall use funds appropriated by the legislature for an intensive program of instruction to plan and implement intensive instruction and other activities aimed at helping a student satisfy state and local high school graduation requirements.

No Cause of Action

A district's determination of the appropriateness of an intensive program of instruction for a student is final and does not create a cause of action.

Education Code 28.0213

Compensatory Education Allotment

Census Block

On a schedule determined by the commissioner of education and in accordance with Education Code 48.104, each district shall report to the agency the census block group in which each student enrolled in the district who is educationally disadvantaged resides.
Education Code 48.104(i)

Use

At least 55 percent of the district's compensatory education funds must be used to:

1. Fund supplemental programs and services, including services provided by an instructional coach, designed to eliminate any disparity in performance on assessment instruments administered under Education Code Chapter 39, Subchapter B, or disparity in the rates of high school completion between:
 - a. Students who are educationally disadvantaged and students who are not educationally disadvantaged; and
 - b. Students at risk of dropping out of school, as defined below, and all other students; or
2. Support a program eligible under Title I of the Elementary and Secondary Education Act of 1965 [see AID], and its subsequent amendments, and by federal regulations implementing that Act.

Education Code 48.104(k)

Dropout Prevention Strategies

A district with a high dropout rate, as determined by the commissioner, shall submit a plan to the commissioner describing the manner in which the district intends to use its compensatory education allotment for developing and implementing research-based strategies for dropout prevention.

A district shall submit the plan not later than December 1 of each school year preceding the school year in which the district will receive the compensatory education allotment to which the plan applies.

A district may not spend or obligate more than 25 percent of the district's compensatory education allotment unless the commissioner approves the plan.

A district's plan shall:

1. Design a dropout recovery plan that includes career and technology education courses or technology applications courses that

- lead to industry or career certification;
2. Integrate into the dropout recovery plan research-based strategies to assist students in becoming able academically to pursue postsecondary education, including:
 - a. High-quality, college readiness instruction with strong academic and social supports;
 - b. Secondary to postsecondary bridging that builds college readiness skills, provides a plan for college completion, and ensures transition counseling; and
 - c. Information concerning appropriate supports available in the first year of postsecondary enrollment to ensure postsecondary persistence and success, to the extent funds are available for the purpose; and
 3. Plan to offer advanced academic and transition opportunities, including dual credit courses and college preparatory courses, such as advanced placement courses.

A district may enter into a partnership with a public junior college in accordance with Education Code 29.402 [see GNC] in order to fulfill a plan.

Any program designed to fulfill a plan must comply with the requirements of Education Code 29.081(e) and (f).

Education Code 29.918

Reporting

A district shall report financial information relating to expenditure of the state compensatory education allotment under the Foundation School Program to TEA, according to standards for financial accounting provided in 19 Administrative Code 109.41 (relating to *Financial Accountability System Resource Guide*). Costs charged to state compensatory education shall be for programs and services that supplement the regular education program. 19 TAC 109.25(a)

A district shall ensure that supplemental direct costs and personnel attributed to compensatory education and accelerated instruction are identified in district and/or campus improvement plans at the summary level for financial units or campuses. A district shall maintain documentation that supports the attribution of supplemental costs and personnel to compensatory education. A district must also maintain sufficient documentation supporting the appropriate identification of students in at-risk situations, under criteria established in Education Code 29.081 [see At-Risk Student, below]. 19 TAC 109.25(b)

Educationally Disadvantaged Students

Student Eligibility

To be considered educationally disadvantaged in order to be counted to generate the compensatory education allotment pursuant to Education Code 48.104, a student must meet the income requirements for eligibility under the National School Lunch Program (NSLP), authorized by 42 U.S.C. 1751, et seq.

Districts may use the following approved methods for the purpose of receiving the compensatory education allotment pursuant to Education Code 48.104:

1. Parent certification, where the parent or guardian asserts meeting the income requirements for eligibility;
2. Direct certification, where the process by which eligible children are certified for free meals without the need for a household application based on household participation in one or more federal assistance programs; or
3. Direct verification, where public records are used to verify a student's eligibility for free or reduced-price meals when verification of student eligibility is required.

19 TAC 61.1027(a)

Virtual School Network

Districts must request prior approval from the commissioner to claim students receiving a full-time virtual education through the state virtual school network in their counts of educationally disadvantaged students. The request must include a plan detailing the enhanced services to be delivered to full-time state virtual school network students and submitted in a manner and with a deadline specified by the commissioner. 19 TAC 61.1027(b)(3)(B)

At-Risk Student

"Student at risk of dropping out of school" includes each student who is under 26 years of age and who:

1. Except as provided by TEA rule or if retained in prekindergarten under Education Code 28.02124 [see EIE], was not advanced from one grade level to the next for one or more school years, unless the student did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the student's parent;
2. If the student is in grades 7-12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year, or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Did not perform satisfactorily on a state assessment instrument and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. If the student is in prekindergarten, kindergarten, or grades 1-3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. Is pregnant or is a parent;
6. Has been placed in a DAEP in accordance with Education Code 37.006 during the preceding or current school year;
7. Has been expelled in accordance with Education Code 37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of

- school;
10. Is an emergent bilingual student, as defined by Section 29.052;
 11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
 12. Is homeless [see FD];
 13. Resided in the preceding school year or resides in the current school year in a residential placement facility in a district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation;
 14. Has been incarcerated, or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Penal Code 1.07; or
 15. Is enrolled in a district or a campus that is designated as a dropout recovery school under Education Code 39.0548.

Education Code 29.081(d)(1)

Regardless of the student's age, a student who participates in an adult education program provided under the adult high school charter school program is considered a "student at risk of dropping out of high school." Education Code 29.081(d)(2)

Local Eligibility Criteria

In addition to students described above, a student who satisfies local eligibility criteria adopted by a board may receive compensatory education services. The number of students receiving services under local eligibility criteria during a school year may not exceed 10 percent of the number of students described above who received services from the district during the preceding school year. Education Code 29.081(g)

Dropout Recovery Education Programs

A district may use a private or public community-based dropout recovery education program or education management organization to provide alternative education programs for students at risk of dropping out of school. The program may be offered in person at a campus, remotely, or through a hybrid of in-person and remote instruction. An in-person campus-based dropout recovery education program must meet the criteria set forth at Education Code 29.081(e-1)(1)-(5). A remote or hybrid dropout recovery education program must meet the criteria set forth at Education Code 29.081(e-2)(1)-(9).

A student who successfully completes a course offered through a dropout recovery education program shall be included in a district's average daily attendance for funding purposes.

Education Code 29.081(e)-(e-2), (f)

Operation

A dropout recovery education program may be operated only by an entity that is accredited by the agency or a regional accrediting agency, must offer or provide referrals for mental health services to students enrolled in the program, and may not market directly to students enrolled in a traditional education program.

A district may operate one campus-based dropout recovery education program for all students in the district.

Referral

A district administrator or school counselor may refer a student to a dropout recovery education program if the administrator or counselor determines that enrollment in the program could prevent the student from dropping out of school.

Required Website Report

Each year, a district shall post on the district's website a report on measurable outcomes for each dropout recovery education program offered by the district. The report must include the percentage of students enrolled in the program during the preceding school year who attained each of the following outcomes:

1. Transfer to a traditional education program;
2. Successful completion of the program;
3. Dual credit; or
4. A credential of value.

Education Code 29.081(e-3)-(e-6)

Communities in Schools

An elementary or secondary school receiving funding under Education Code 33.156 shall participate in the Communities in Schools (CIS) program if the number of students enrolled in the school who are at risk of dropping out of school is equal to at least 10 percent of the number of students in average daily attendance at the school, as determined by TEA. Education Code 33.157

Optional Extended Year Program

A district may set aside an amount from the district's compensatory education allotment or may apply to the agency for funding of an extended year program. Education Code 29.082(a); 19 TAC 105.1001

Optional Flexible Year Program

A district may provide an optional flexible year program (OFYP) for students who did not or are not likely to perform successfully on state assessment instruments or who would not otherwise be promoted to the next grade level. Education Code 29.0821; 19 TAC

129.1029

Optional Flexible School Day Program

Notwithstanding Education Code 25.081 or 25.082, a district may apply to the commissioner to provide a flexible school day program (OFSDP) for students who:

1. Have dropped out of school or are at risk of dropping out of school as defined by Education Code 29.081;
2. Attend a campus that is implementing an innovative redesign of the campus or an early college high school under a plan approved by the commissioner; or
3. As a result of attendance requirements under Education Code 25.092, will be denied credit for one or more classes in which the students have been enrolled.

Education Code 29.0822

A district may apply to the commissioner to provide an OFSDP for students, in accordance with 19 Administrative Code 129.1027.

A board must approve the application. The board must include the OFSDP as an item on the regular agenda for a board meeting in compliance with 19 Administrative Code 129.1027(h)(2) before applying to operate an OFSDP. The application shall include the information described in 19 Administrative Code 129.1027.

19 TAC 129.1027(c)

Tutorial Services

A district may provide tutorial services at district schools. If a district provides tutorial services, it shall require a student whose grade in a subject for a reporting period is lower than the equivalent of 70 on a scale of 100 to attend tutorials. [See EC for provisions on loss of class time.]

A district may provide transportation services to accommodate students who are required to attend tutorials and who are eligible for regular transportation.

Education Code 29.084

Basic Skills Programs

A district may apply to the commissioner for funding of basic skills programs for students in grade 9 who are at risk of not earning sufficient credit or who have not earned sufficient credit to advance to grade 10 and who fail to meet minimum skills levels established by the commissioner.

With the consent of a student's parent or guardian, a district may assign a student to the basic skills program.

A basic skills program may not exceed 210 instructional days and must meet the requirements set forth at Education Code 29.086.

Education Code 29.086(a)

After-School and Summer Intensive Mathematics and Science Programs

A district may provide an intensive after-school program or an intensive program during the period that school is recessed for the summer to provide mathematics and science instruction to:

1. Students who are not performing at grade level in mathematics or science to assist those students in performing at grade level;
2. Students who are not performing successfully in a mathematics course or science course to assist those students in successfully completing the course; or
3. Other students as determined by the district.

Before providing a program, a board must adopt a policy for:

1. Determining student eligibility for participating in the program that:
 - a. Prescribes the grade level or course a student must be enrolled in to be eligible; and
 - b. Provides for considering teacher recommendations in determining eligibility;
2. Ensuring that parents of or persons standing in parental relation to eligible students are provided notice of the program;
3. Ensuring that eligible students are encouraged to attend the program;
4. Ensuring that the program is offered at one or more locations in the district that are easily accessible to eligible students; and
5. Measuring student progress on completion of the program.

Education Code 29.088, .090; 19 TAC 102.1041

Mentoring Services Program

A district may provide a mentoring services program to students at risk of dropping out of school. A board may arrange for any public or nonprofit community-based organization to come to the district's schools and implement the program.

A board shall obtain the consent of a student's parent or guardian before allowing the student to participate in the program.

Education Code 29.089

Accelerated Reading Instruction Program

A district shall implement an accelerated reading instruction program that provides reading instruction that addresses reading deficiencies to each student in kindergarten, first grade, or second grade who is determined, on the basis of reading instrument results [see EKC], to be at risk for dyslexia or other reading difficulties. The district shall determine the form, content, and timing of the program.

A district shall provide additional reading instruction and intervention to each student given the seventh grade reading assessment [see EKC], as appropriate to improve the student's reading skills in the relevant areas identified through the assessment instrument.

Education Code 28.006(g), (g-1)

[For information regarding students at-risk for dyslexia or related disorders, see EHB.]

College Preparatory Courses

Each district shall partner with at least one institution of higher education to develop and provide courses in college preparatory mathematics and English language arts. The courses must be designed:

1. For students at the 12th grade level whose performance on:
 - a. An end-of-course assessment instrument required under Education Code 39.023(c) does not meet college readiness standards; or
 - b. Coursework, a college entrance examination, or an assessment instrument designated under Education Code 51.334 [Texas Success Initiative (TSI) assessment] indicates that the student is not ready to perform entry-level college coursework; and
2. To prepare students for success in entry-level college courses.

A course must be provided on the campus of the high school offering the course or through distance learning or as an online course provided through an institution of higher education with which the district partners.

Faculty

Appropriate faculty of each high school offering courses and appropriate faculty of each institution of higher education with which the district partners shall meet regularly as necessary to ensure that each course is aligned with college readiness expectations.

Notice

Each district shall provide a notice to each eligible student and the student's parent or guardian regarding the benefits of enrolling in a course.

Credit Earned

A student who successfully completes an English language arts course may use the credit earned toward satisfying the advanced English language arts curriculum requirement for the foundation high school program under Education Code 28.025(b-1)(1). A student who successfully completes a mathematics course may use the credit earned in the course toward satisfying an advanced mathematics curriculum requirement under Education Code 28.025 after completion of the mathematics curriculum requirements for the foundation high school program under Education Code 28.025(b-1)(2).

Dual Credit

A course may be offered for dual credit at the discretion of the institution of higher education with which a district partners. [See EHDD]

Instructional Materials

Each district, in consultation with each institution of higher education with which the district partners, shall develop or purchase instructional materials for a course consistent with Education Code Chapter 31. The instructional materials must include technology resources that enhance the effectiveness of the course and draw on established best practices.

Education Code 28.014

End-of-Course Exam

A student enrolled in a college preparatory mathematics or English language arts course under Education Code 28.014 who satisfies the TSI college readiness benchmarks on an assessment instrument administered at the end of the course satisfies the requirements concerning and is exempt from the administration of the Algebra I or the English I and English II end-of-course assessment instruments, as applicable, as prescribed by Education Code 39.023(c) [see EKB], even if the student did not perform satisfactorily on a previous administration of the applicable end-of-course assessment instrument. A student who fails to perform satisfactorily on the assessment instrument may retake that assessment instrument or may take the appropriate end-of-course assessment instrument. Education Code 39.025(a-1)

CEDAR HILL ISD

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