

Addendum

**CHCHS
2010-
2011**



CEDAR HILL
INDEPENDENT SCHOOL DISTRICT

Campus Improvement Plan

Checklist

Each school year the principal of each school campus, with the assistance of the campus-level committee, must develop, review and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, subchapter A, with respect to the academic excellence indicators and any other appropriate performance measures for special needs populations. Education Code 11.252 (b). Each campus improvement plan must:

- Utilize a school wide planning team to complete the needs assessment (NCLB).
- Assess the academic achievement for each student in the school using the academic excellence indicator system (AEIS). Identify data sources and analyze data (NCLB).
- Set the campus performance objectives based on the academic excellence indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, subchapter A. Clarify the vision for reform (NCLB).
- Identify how the campus goals will be met for each student.
- Determine the resources needed to implement the plan.
- Identify staff needed to implement the plan.
- Set time lines for reaching the goals.
- Measure progress toward the performance objectives systematically to ensure that the plan is resulting in academic improvement.
- Provide for a system to document and analyze parental and community involvement at the campus.
- Create a school profile that includes (NCLB):
- Identify all funding sources in the Resources Needed column of the SMART Goals document.
- Have not met Adequate Yearly Progress see AYP Section after Professional Development Section.

Principal Signature

Date

Addendum

Comprehensive Needs Assessment

The data used for our needs assessment is derived directly from the results of district formative assessments, TAKS as well as the TEA Accountability tables, AEIS, data from PEIMS, and from teacher, student and parent surveys. Areas for improvement include:

TAKS

All students met expectations on the TAKS Reading/English Language Arts, Mathematics, Science and Social Studies assessments. Overall the percentage of students passing the TAKS math assessment increased from 96% meeting expectations in 2009 to 100% meeting expectations in 2010. Although the number of students meeting expectations on the TAKS Mathematics test increased fewer students achieved commended performance in 2010 (see table 1).

Table 1: 9th Grade TAKS Math Results

	9 th Grade TAKS Math Comparison		
	Total Students	Met Expectations	Commended Performance
2009 Math	91	96%	54.95%
2010 Math	87	100%	49.43%
Difference		+4	-5.52%

All students met expectations on the 9th Grade TAKS Reading test in 2009 and 2010. Additionally, more students achieved commended performance on the 9th Grade TAKS Reading test in 2010 (see table 2).

Table 2: 9th Grade TAKS Reading Results

	9 th Grade TAKS Reading Comparison		
	Total Students	Met Expectations	Commended Performance
2009 Reading	91	100%	56.04%
2010 Reading	87	100%	59.77%
Difference			+3.73

Table 3 shows the 10th Grade TAKS results for 2009-2010. This was a baseline year for administering the 10th Grade TAKS Assessments.

Table 3: 10th Grade TAKS Results

	10 th Grade TAKS Baseline Information		
	Total Students	Met Expectations	Commended Performance
ELA	91	100%	48.35%
Math	91	100%	52.75%
Science	91	100%	58.24%
Social Studies	91	100%	85.71%

Closing the Achievement Gap

We have identified closing the achievement gap for African American students in mathematics as an area in need of improvement. Overall, the African American student group had a lower percentage of students achieving commended performance on the TAKS Math test than other student groups represented at Collegiate High School (see Tables 4 and 5).

Table 4: CHCHS 9th Grade TAKS Mathematics Results by Student Group

	April 2010 Mathematics, Grade 9			
	Total Students	Scale Score	Met Expectations	Commended Performance
Collegiate High School	87	2385	100%	49.43%
Economic Disadvantage	31	2393	100%	48.39%
African American	69	2380	100%	47.83%
Asian/Pacific Islander	1	2681	100%	100%
Hispanic	13	2380	100%	46.15%
White Not Hispanic	4	2403	100%	75%

Table 5: CHCHS 10th Grade TAKS Mathematics Results by Student Group

	April 2010 Mathematics, Grade 10			
	Total Students	Scale Score	Met Expectations	Commended Performance
Collegiate High School	91	2384.80	100%	52.75%
Economic Disadvantage	39	2371.67	100%	51.28%
African American	64	2366.91	100%	48.44%
Asian/Pacific Islander	6	2406.33	100%	50%
Hispanic	10	2449.70	100%	60%
White Not Hispanic	11	2418.18	100%	72.73%

Explicit strategies have been outlined in the campus improvement plan to address the need for improvement in the areas noted above. Students will receive supplemental instruction during weekly study hall, after school tutorials and Saturday school. Based upon assessment results students are assigned tiers in order to receive targeted instruction. Our goal is for all students to score above 2300 on all TAKS assessments which indicate College Readiness according to the National Center for Educational Accountability.

Increasing the percentage of students meeting the passing standard on district formative assessments

Overall the percentage of students meeting the passing standard on district formative assessments increased in all areas. However, we identified increasing the number of students meeting the passing standard on district formative assessments as a campus goal (see Table 6) in order to gauge student mastery of the TEKS. We will devote time during our weekly PLC meetings to review the district scope and sequence and lesson plans to ensure alignment and make recommendations to the campus and district curriculum advisory teams. Also, we will continue to complete benchmark analysis and student profiles to pinpoint areas for re-teaching and students in need of support.

Table 6: Formative Assessment Results

	English I	English II	English III	Algebra I	Algebra II
2009	60	94	n/a	45	78
2010	74	91	96	71	84

Geometry	Biology	Chemistry	World Geography	World History
63	44	n/a	65	n/a
87	76	75	93	81

College and Career Readiness

Students enrolled in Collegiate High School are required to complete the TSI requirements of the Dallas County Community College District (ASSET Reading 41 or higher, ACCUPLACER Sentence Skills 80 or higher and Essay 6 or higher) in order to complete the dual enrollment courses required to obtain an Associates of Arts degree from Cedar Valley College. Failure to complete the TSI requirements by the end of the first year of enrollment at Collegiate limits the number of college classes students are eligible enroll in at Cedar Valley which can potentially result in dismissal from the Early College Program. While we experienced a high percentage of students completing the TSI requirements

(see Table 7), we must continuously examine our program and refine practices to ensure that all students have the support needed to successfully complete the TSI requirements.

Table 7: 2009-2010 Dual Credit Enrollment

	% Met TSI Reading	% Met TSI Writing	# Dual Credit Classes Offered Fall	% Passing Dual Credit Classes Fall	# Dual Credit Classes Offered Spring	% Passing Dual Credit Classes Spring
9 th Grade	100	91%	2	99%	2	97%
10 th Grade	100	99%	6	99%	6	95%

Currently 100% of students have met the TSI Reading expectation and 91% of the incoming 10th grade students have met the TSI Writing expectation. At the completion of the year, 99% of students passed the fall semester college courses and 96.5% of students passed the spring semester college courses. Students who were not successful in college courses were required to have a parent conference with the counselor to develop an academic intervention plan that will afford them the opportunity to receive the additional support needed to ensure their success in the 2010-2011 college courses.

ACT/EXPLORE/PLAN

Tables 8 and 9 show the ACT College Readiness results for the 2009-2010 school year. The information contained within the table is baseline information for Collegiate High School because the EXPLORE and PLAN test were administered for the first time during the 2009-2010 school year. Teachers will infuse the Texas College Readiness Standards into daily lessons and activities to address campus college and career readiness goals.

Table 8
ACT College Readiness: EXPLORE English, Math, Reading, and Science

	2009-2010 9 th Grade			
	EXPLORE	District	CHC	Difference from District
English	13	13.3	16.4	23%
Math	17	14.8	17.1	16%
Reading	15	14.1	16.8	19%
Science	20	16.4	18.3	16%

Table 9
ACT College Readiness: PLAN English, Math, Reading, and Science

	2009-2010 10 th Grade			
	PLAN	District	CHC	Difference from District
English	15	12.8	17.5	37%
Math	19	14.2	19.1	34%
Reading	17	13.3	17.8	34%
Science	21	15	18.9	26%

Increasing the number of parents participating in school sponsored events:

Parents and community stakeholders are a vital part of the Collegiate High School design. The addition of a Community Liaison to the Collegiate staff during the 2009-2010 school year served to help increase parent/community involvement. Goals for the 2010-2011 school year include establishing partnerships with local organizations and businesses as a component of parent and community involvement in order to provide real-world learning opportunities for our students. Additionally, parents are asked to commit to the education of their children

by signing a contract that requires a minimum of six (6) volunteer hours per semester, join and become active members of the PTSA, meet with classroom teachers as needed in an effort to provide additional support for student achievement, as well as meet annually with the counselor to develop and/or update their students' personal graduation plan.

Strengths in student achievement:

During the 2009-2010 school year, the principal met with faculty members weekly to develop plans for targeted intervention. Based upon the prior year TAKS mathematics assessment, district formative assessments and campus diagnostic data the team identified utilization of mathematics processes and tools and measurement as the greatest areas of need acceleration in addition to monitoring and maintenance of algebra I objectives. The campus mathematics plan consisted of weekly assessments used to identify specific student expectations to address during the math acceleration program, individual/class profiles utilized for progress monitoring, individual student goal setting conferences with the principal, and additional time for instruction through after school tutorials, Saturday School, small group instruction and tutors from Cedar Valley College and peer tutorials.

Demographic Data Analysis

- **Strengths:** The average daily attendance rate for students was 98%. The TAKS passing rate for all student groups was above 90% in reading and mathematics. The average grade point average for college coursework is 3.0.

School Programs and Processes Analysis

- **Teacher Practices:** Utilization of the ECHS Instructional Strategies: Questioning, Literacy Groups, Scaffolding, Writing to Learn, Classroom Talk and Collaborative Group Work serve as the foundation of our instructional delivery system. Several of our teachers serve as internal coaches and provided professional development and in-class support regarding implementation of the ECHS Instructional Strategies. We also use Professional Learning Communities and Rounds to create a culture of professional development and collaboration. We monitor and evaluate our instructional program through disaggregating formative assessment data, progress monitoring and profiling student achievement in addition to frequent walkthroughs by the campus principal.
- **Acts of Leadership:** The campus principal serves as an instructional leader. Teachers meet with the principal weekly to discuss student achievement, intervention and supplemental instruction. During weekly PLC meetings teachers met with the principal to participate in various professional development activities as well as discuss lesson plans and review student work samples. After district formative assessments the principal and teachers complete benchmark analysis reports and develop classroom and campus profiles in order to identify objectives for re-teaching and students in need of supplemental instruction.

Engaged Stakeholders: Instructional teams tracking goals with specific targets for each measure will become the driving force for student achievement at Collegiate. Our goals will also be utilized during goal setting conferences with students. Research shows when students become involved in setting and monitoring their own progress, their achievement dramatically improves. It affords students the opportunity to take charge of their learning.

The Collegiate staff, SBDM and students will develop campus goals through collective inquiry and collaborative goal setting using assessments as a guiding force to monitor and stay focused on improvement efforts thus having the greatest impact on student learning. It is also the goal of the Cedar Hill Collegiate High School to collaborate with the community and stakeholders in an effort to foster, develop and sustain a successful business alliance that will afford students multiple opportunities for community emersion through job shadowing, community service and internships.

Specific interventions are also in place to ensure student success including the constant monitoring of student grades and the implementation of academic intervention plans that assist students in identifying areas of need for improvement. Academic intervention plans are addressed in a one on one setting with the parents present to ensure all interested parties are aware of processes that need to take place.

Collegiate High School has a culture of professional development and collaboration that is the driving force behind the design of its success. Professional staff members have an extended contract that requires an additional full week of professional development beyond the current Cedar Hill Independent School District standards. Utilizing the Professional Learning Communities framework, professional staff members meet weekly to discuss student achievement and strategies for student success; meet with a Campus Instructional Coach to ensure the Early College High School strategies are successfully implemented; as well as participate in essential team building professional development opportunities that attribute to the success of our school.

Members of the faculty also serve as instructional coaches in order to provide professional development and in class support regarding implementation of the Early College High School Instructional Strategies. Teachers receive feedback on instructional delivery through classroom walkthroughs and rounds.

Inquiry Process

The faculty of Cedar Hill Collegiate High School met continuously throughout the school year to analyze student achievement data. After district benchmark assessments the principal and teachers met to complete benchmark summary reports in order to identify objectives for re-teaching and to indentify students in need of supplemental instruction.

We also met during the summer to review the 2009-2010 Campus Improvement Plan (CIP) and to disaggregate TAKS and formative assessment results. Utilizing campus TAKS data, we completed an analysis for each content

area and goal contained in the CIP. We also reviewed campus demographics and attendance data. Additionally, we discussed the results of the CHISD Administrative Review of the campus.

As a result of our analysis, we identified areas of improvement, developed goals and created action plans to address areas of concern. Strategies were developed to address weaknesses in the instructional program and provide to supplemental instruction for our most at-risk students. Additionally, we developed plans to increase the depth and complexity of our instructional program, student involvement in extra curricular activities, college readiness and emersion, use of instructional technology, parental/ community involvement and professional development.

Organizational Structure

Our campus Shared Decision-Making Model (SDM) is designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and CHISD board policy. The intention of the SDMC is to pull together our community in a constructive, organized, and unified body to enhance the education of all students.

The SBDMC is the shared decision-making body. SBDMC representatives are elected by the faculty and parents are elected by the PTO membership. It meets monthly and as needed to discuss issues brought forth by the administration, staff, parents, or community. The Council is supported by standing committees that address budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. Standing committees meet as needed. Parents are encouraged to serve on standing committees.

The SBDMC functions under the direction of the Principal. Members of the SBDMC attend SBDMC meetings for the term of his/her office, monitor the implementation of the School Improvement Plan, address issues presented by the principal, present issues for discussion and recommend resolutions to the SBDMC, create ad hoc committees by consensus of the SBDMC, chair standing committees and ad hoc committees, submit minutes to the principal for committee meetings, and report the recommendations to the SBDMC. The SBDMC is responsible for approving all professional development plans for the school.

The Principal coordinates the process of shared decision making, facilitates communication for all stakeholders, considers issues and recommendations from the community, SBDMC, and standing committees, and makes decisions based on those recommendations.

Shared Decision-making Process

Consensus is the ultimate goal of the SBDMC. Agreement by all participants is not always possible or necessary for consensus. Consensus is a collective process that provides a forum for full dialogue on appropriate/applicable responses to issues.

Members of the committees discuss and make recommendations to the SBDMC. The SBDMC reviews recommendations and reaches consensus. Sufficient consensus is defined as a willingness to settle an issue in favor of the majority. All points of view will be considered and general agreement must be reached before decisions will be implemented. If general agreement is not reached, further study of the issue will occur and alternatives will be presented until agreement is reached. After all alternatives have been explored, a deadlock can be broken by a majority vote. As issues come up for discussion, the chairperson is responsible for ensuring that all present have a legitimate opportunity to state their case. The principal retains the authority to exercise a veto over decisions made by the SBDMC.

Method of Communication

Members of the school community may submit non-personnel issues for consideration through the shared decision-making process. Written issues or concerns are submitted to any SDMC member or placed in the SDMC box located in the main office. A school community member may attend a meeting of any committee to discuss or present an issue. All meetings are on the monthly calendar. The SBDMC delivers issues to appropriate standing committees for action. Communications from all committees is transmitted to faculty, staff, and parents.

Membership Composition of the Shared Decision-Making Committee			
Number of Classroom Teachers (2/3)	4	Number of Parents	2
Number of School-based Staff (1/3)	2	Number of Community Members	2
Number of Non-Instructional Staff	1	Number of Business Members	1
Name of SDMC Member	Position (Term Expires- June 2011)		
Glenda Shelby	Business Member		
NiKisha Edwards	Classroom Teacher		
Bridgett Barton	Classroom Teacher		
Robin Ford	Classroom Teacher		
Jamila Thomas	Classroom Teacher		
Jerry Cotton	Community Member		
Monroe Mayes	Community Member		
Jackie Fagan	Non-Instructional Staff		
Tabitha Richards	Parent		

Gwen Adams	Parent
Usamah Rodgers	Principal
Tabora Walton	School-Based Staff
Rosalind Freeman	School-Based Staff

Gifted/Talented Program Goal

For 2010-2011, provisions to modify services for students identified as Gifted/Talented (G/T) are provided through the implementation of the Standard Practice Memorandum (SPM) 5610.A and the G/T Curriculum Framework Scholars & Knowledge.

- Formative** Differentiated strategies for instruction and assessment are documented weekly in lesson plans. G/T students High school G/T students will be scheduled into at least 1 advanced core classes each year.
- Summative** Students identified as G/T shall be expected to score above grade level on the district required ITBS; EXPLORE OR PLAN; and score at the commended level on TAKS. Students enrolled in dual credit classes are expected to earn a course grade of 80% or higher.
- Strategy** All core teachers will complete required GT Training and implement GT Strategies.

Parent and Community Involvement Goal

For 2010-2011, the percent of parents and community members attending PTSA meetings will increase by 10%.

- Formative** At the end of the first semester, the percent of parents and community members attending PTO meetings will be reviewed to determine progress.
- Summative** At the end of the school year, the percent of parents and community members attending PTO meetings will be reviewed to determine if the objective was met.
- Strategy** Host a Fall and Spring Parent Academy, Fall Open House, School Newsletter, Phone Messenger and our campus website will be used to encourage parent participation in PTSA and other school sponsored events.

Violence Prevention and Intervention Goal

For 2010-2011, the percent of students referred to the office for drugs, alcohol and tobacco will remain below 5%

High School AEIS Goal – Ninth Graders

Formative	From the end of 2019-2020 first period in the discipline referrals will be reviewed to determine if the total will be referrals for 95%.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the number of referrals
Formative	After the summer break, the number of incoming ninth grade students who are at-risk for failing one
Strategy	Student assessment sessions will be offered by the school counselor, Red Ribbon Week activities, and
Summative	At the end of the school year (August), the percentage of incoming (grade 9) students who advanced to the tenth grade will be reviewed to see if the objective was met.
Strategy	Campus STAT Team will monitor at-risk students' performance and recommend intervention strategies as needed. Students placed on academic probation will receive guidance and counseling

Attendance Goal

Special Education Goal

For 2010-2011, ninety percent of all special education students will meet the state standard for improvement/ growth.

Formative Each grading period, students' progress will be monitored and reviewed through IEP goals and objectives.

Summative Results of the TAKS tests will be reviewed and Formative/Summative Assessment data will be reviewed.

Strategy Monitoring student achievement in regard to IEP Goals Providing differentiated instruction

Violence Prevention Goal

For 2010-2011, the discipline referrals for insubordination/ non-compliance will be reduced by 5% from the previous school year.

Formative Each grading period the discipline referrals will be reviewed to determine the number of referrals submitted by category and teacher.

Summative At the end of the school year, the discipline referrals will be reviewed to determine the number/ percent of referrals for insubordination/ non-compliance.

Strategy Implementation of Boys Town Well Managed Classroom

For 2009-2010, the ADA student attendance will be at or above **98%**.

Formative Monthly attendance rates by grade level and total school will be reviewed in addition to a list of students with more than three absences per month.

Summative The year end ADA will be reviewed to determine if the annual attendance objective was met.

Strategy Send letters to parents of students with three or more unexcused absences. Initiate attendance referrals for students with more than five unexcused absences.

High School AEIS Goal – Advanced Courses

For 2010-2011, the percent of students who have completed at least one advanced course will remain **100%**.

Formative Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.

Summative At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.

Strategy All students are enrolled in dual credit and Pre-AP classes beginning in 9th Grade.

Highly Qualified Teacher Goal

For 2010-2011, the percent of highly qualified teachers in the core academic areas will remain **100%**.

Formative At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.

Summative At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.

Secondary Drop – Out Prevention Goal

For 2010-2011 no student shall be coded as a drop out.
Strategy Conference with teachers to implement a plan to become highly qualified.

Formative Each grading period the documentation will be reviewed for students who have checked out of school.

Summative 2010 – 2011 drop-out data will be reviewed.

Strategy The campus registrar will complete exit interviews in order to document and track student enrollment upon withdrawing from Collegiate High School

Staff Development Plans

Date	Who should attend	Purpose
Full Day Staff Development		
August 4, 2010 8:00 – 3:30	Professional Development for all staff	Campus Policies and Procedures Campus Data Overview
August 5, 2010 8:00 – 3:30	Professional Development for all staff	Campus Improvement Plan Professional Learning Communities
August 6, 2010 8:00 – 3:30	Professional Development for all staff	The 5 Dysfunctions of a Team
August 9, 2010 8:00 – 3:30	Professional Development for all staff	Academic Rigor and Project Based Learning College and Career Readiness
August 10, 2010 8:00 – 3:30	Professional Development for all staff	21 st Century Classroom – Web Literacy
August 11, 2010 8:00 – 3:30	Professional Development for all staff	7 Habits of Highly Effective Teens - Overview
August 13-16, 2010 8:00 – 3:30	Professional Development for all staff	Boys Town Well Managed Classroom Training
August 17-19, 2010	Professional Development for all Staff	ECHS Instructional Common Instructional Framework Introduction to Rounds
November 8, 2010 8:00 – 3:30	Professional Development for all staff	21 st Century Classroom – Instructional Technology
January 3, 2011 8:00-8:30	Professional Development for all staff	Profiling for Student Success: Developing student profiles, Goal Setting and Progress Monitoring Part 2
February 21, 2010 8:00-3:30	Professional Development for all staff	21 st Century Classroom – Instructional Technology
Half Day Staff Development		
September 24, 2010	Professional Development	Profiling for Student Success: Developing Student Profiles, Goal Setting and Progress Monitoring Part 1

January 13, 2010	Professional Development for all staff	Campus Improvement Planning Book Study: College and Career Readiness
February 18, 2010	Professional Development for all staff	Campus Improvement Planning Book Study: College and Career Readiness

