

Executive Summary

**High Pointe
Elementary
2010-2011**



CEDAR HILL
INDEPENDENT SCHOOL DISTRICT

**Campus Improvement Plan
High Pointe Elementary School**

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Executive Summary**

Information

The mission of High Pointe Elementary School is to be a Lone Star campus shining brighter than the rest through the pursuit of excellence while leaving our mark as we prepare for our future. High Pointe Elementary will be a premier campus providing our community with a world-class education system. The staff at High Pointe Elementary School embraces a “kids first” attitude. By emphasizing the six pillars of character; trustworthiness, respect, responsibility, fairness, caring, and citizenship, the staff, students, and parents will be successful in accomplishing our mission and vision with all students.

In 1985, only two elementary schools existed in the Cedar Hill Independent School District. The development of Joe Pool Lake caused the population of Cedar Hill to grow which led to the clustering of new housing developments on the west side of the city. Initially, the children of the High Pointe community attended school on the east side of the city at Plummer Elementary; but in 1986 High Pointe Elementary School officially opened. Due to continued growth in the community, the campus underwent renovations during the 2001-2002 school year that provided additional classrooms and the expansion of the library and the cafeteria.

High Pointe Elementary School has experienced steady growth and currently has a diverse student population with over 640 students in kindergarten through fourth grade. The ethnic demographic distribution of students is: 67% African American, 26 % Hispanic, 5% White, 1% Native American, and 1% Asian/Pacific Islander. For the 2010-2011 school year the campus will have five sections in kindergarten and first grade and six sections of second through fourth grade. Within the campus 4% of the total student population is identified as special education, 1% is identified as gifted and talented, and 5% are English Language Learners. Academic challenges are presented to High Pointe with a 28% student mobility rate and with 60% of the students identified as economically disadvantaged.

The faculty/staff is 100% highly qualified consisting of 41 certified professionals and 8.5 paraprofessionals with a diverse ethnic representation of 53% African American, 20% White, and 6% Hispanic with 4% male

and 96% female employees. High Pointe's teachers have an average of 5 years of teaching experience and an average of 3 years in Cedar Hill ISD. Several staff members hold their advanced degrees with seven members holding a master's degree and one with a doctorate.

The High Pointe community has an active Public Improvement District that works for civic improvement projects including beautification of the area. Local churches work to support the campus with projects such as the summer feeding program, free school supplies, and volunteers that mentor and support the campus throughout the year. Local businesses support the campus through various incentives and resources such as the Home Depot grant that the campus obtained in order for the students to have an outdoor learning environment through a garden.

A new initiative for the 2010-2011 school year will be the expansion of the after school fine arts, athletic, and academic program by providing fine arts within the school day. The High Pointe staff is committed to the district "world-class" goals with a desire to enrich and extend the learning for our students. All students will have an opportunity to be involved in an after school activity that aligns with their interest. This volunteer led program will be developed in a partnership with parents and community as we work together providing our students with extended day opportunities that will enhance their learning experience at High Pointe. Another exciting new initiative to High Pointe will be web-cam activities for each grade level during 2010-2011.

Comprehensive Needs Assessment

The campus employs a team approach in the disaggregation of multiple resources related to student achievement. Included in the investigation are: TAKS reports, ITBS (Iowa Test of Basic Skills) reports, District Formative Assessments, Skyward reports for student attendance and discipline, and special district reports.

Texas Assessment of Knowledge and Skills (TAKS)

Using the Texas Projection Measure (TPM), the estimated AEIS rating, from the spring 2010 TAKS results, indicate a "Recognized" rating for High Pointe Elementary; however under the former accountability system High Pointe achieved "Academically Acceptable" scores.

- **Reading** – Overall, High Pointe 3rd grade students' scored 80 % on TAKS reading and 4th grade students' scored 91% on TAKS reading. A comparison between the 2008 and 2009 campus scores showed a decrease over for all students and all sub-populations in third grade and increase for all students and all sub-populations for fourth grade (See Addendum Tables 1 and 3).
- **Math** – Overall, High Pointe 3rd grade students' scored 72% on TAKS math and 4th grade students'

scored 89% on TAKS math. A comparison between the 2008 and 2009 campus scores showed a significant drop for all third grade students including all sub-population groups. The comparison for fourth grade students revealed an increase for all students, with the exception of the African American and economically disadvantaged students (See Addendum Tables 2 and 4).

- **Writing** – Overall, High Pointe 4th grade students maintained 91% on TAKS writing. A comparison between the 2008 and 2009 campus scores showed an improvement for the African American students with a 3 % point increase; but a slight drop for the Hispanic, White, and economically disadvantaged students (See Addendum Table 5).
- **Commended Performance** – High Pointe’s college readiness goal includes a 30% accomplishment for all students, including all sub-populations for all TAKS tests in third and fourth grade. Fourth grade accomplished this in mathematics for school year 2009-2010 (See Addendum Table 4).

Iowa Test of Basic Skills (ITBS)

The ITBS three year data reveals the lack of school readiness upon entry into school; but by fourth grade the students are performing at the district expected level. The overall results for fourth grade students in reading met the expected district goal and mathematic results exceeded the district expectation (See Addendum Table 6).

Reading – Math 2008 was a baseline year for kindergarten and first grade students; however the two year comparison demonstrates positive gains for both grade levels in both subjects. The three year comparison for second grade students showed an increase in reading scores; but the math scores have remained consistently below the district goal. Third grade students showed a slight drop in reading and math scores. Fourth grade students met or exceeded the district goal in reading and math score.

District Formative Assessments

The district summative assessment for 2009-2010 revealed that overall for all students the campus average percentage passing was 88% for math; 73% for science and ELA; 61% passing for social students; and 68% passing for writing. These results indicate the need for an action plan to address student deficits that fall below the district goal of 80% (See Addendum Table 7).

Attendance

The High Pointe average daily attendance was 97% for school year 2009-2010. The campus will continue to have student attendance as a goal setting high expectations for the students and providing incentives for achievement.

The campus teacher attendance report revealed a 96% attendance rate for the staff. This is up 2% from 2008-2009.

Discipline

The student discipline summary report revealed a decrease from 431 incidents with 235 students involved in 2008-2009 to 361 referrals and 114 students involved in 2009-2010. The campus will continue to work toward reducing the number of referrals by implementing the Boys Town model school wide; as well as, implementing a relationship building program called R-time.

School Climate

High Pointe is committed to creating a positive learning environment for all students in a partnership that includes staff, parents and community.

Academic Strengths

The academic strengths demonstrated by High Pointe on TAKS were the results of the fourth grade students. Gains for all students in reading were 4% points with the African American sub-population group also gaining 4%, while the economically disadvantaged population showed a 5% point gain. Fourth grade math scores increased 1% overall and the Hispanic population also demonstrated a 1% growth. In writing, the African American students demonstrated 3% gain from the previous school year.

The positive results for the campus are attributed to following strategies:

- a school-wide tutoring plan that began in September
- the campus wide use of our mathematics and reading specialists
- grade level student power hour tutorial groups created according to ability to address academic areas of need
- Improved parent communication through student agendas, parent conferences, parent nights, PTO, campus websites and email, and automatic phone system
- Breakfast program in the classroom and weekend backpack food program
- Student recognition and incentives

The challenges for the campus could be attributed to the following factors:

- Lack of school readiness for students entering school and students that are promoted to the next grade below level
- Limited English proficiency for some students and their parents
- Excessive number of discipline referrals
- High student mobility rate
- Need for additional staff development in specific areas such as classroom management, science, math, writing, and reading/social studies content integration
- Ineffective integration of reading strategies with science and social studies
- The lack of communication and collaboration among the horizontal and vertical teams
- The ratio of student support personnel compared to the large number of students identified in need of assistance.

Inquiry Process and Analysis

The underpinning of High Pointe Elementary in support of academic success for all students is our comprehensive needs assessment. The campus employs a team approach, using the Campus Advisory Team and the campus vertical and horizontal teams, in the disaggregation of multiple resources related to student achievement. Included in the investigation are: TAKS reports, ITBS (Iowa Test of Basic Skills) reports, District Formative Assessments, Skyward reports for student attendance and discipline, and district special reports.

Campus strengths include a 92% teacher retention rate and staff diversity, as well as, the support of the community and local businesses. Challenges faced by the campus are the student mobility rate, number of student discipline referrals, the high percentage of economically disadvantaged students and the increasing number of students that are in foster care or in the care of individuals other than their parents.

Quality Design and Planning

The Campus Advisory Committee is instrumental in the design and planning process to address the academic deficits identified through the comprehensive needs assessment. Grade level teams will have a common planning time to conduct grade level meetings to create specific grade level plans to address unique needs. Horizontal teams will meet to discuss implementation of the district curriculum and student performance and progress. Campus and district literacy and mathematics specialist will be instrumental in the planning and design of tutorial support to address campus needs. A partnership with Region X will be established to work with the Campus Advisory Team to create a staff development plan.

Continuous Improvement Monitoring and Evaluation

To ensure progress toward the established campus goals the following methods will be utilized:

- Weekly progress monitoring meetings will be continued between the grade level teachers and the

administrators.

- Administrative classroom visits and feedback will be provided to teachers following each walk through.
- District formative assessments will be administered to the students.
- Goal setting meetings will be conducted between teachers and administrators to monitor individual teacher's progress toward established goals.
- Mathematics and literacy coaches will be utilized on a predetermined schedule to work with each homeroom teacher and help to monitor student progress.
- Horizontal and vertical teams will meet to discuss formative assessments, progress monitoring, and curriculum issues.
- Monthly campus staff development will be provided to support campus goals.
- District curriculum specialist will be utilized to help improve teacher effectiveness