

Executive Summary

**Collegiate
High School
2010-2011**



CEDAR HILL
INDEPENDENT SCHOOL DISTRICT

**Campus Improvement Plan
Cedar Hill Collegiate School
Executive Summary**

Information

Cedar Hill Collegiate High School is located on the Cedar Hill ISD Ninth Grade Center Campus. Students will attend classes full-time at Cedar Valley College during the 11th and 12th grade. Our school was established with initial funding by the Texas Education Agency through the obtainment of an Early College High School Grant. The school opened in the fall of 2008 with 96 ninth graders. Our mission is to offer a smaller, more personalized learning community that will prepare students for a challenging program of study by developing academic rigor, providing relevant coursework, and building school and community relationships for the twenty-first century and beyond.

Cedar Hill Collegiate High School provides a learning environment for students who want a direct pathway to college outside the typical comprehensive high school. We combine the high school experience with the acquisition of college credits through concurrent enrollment at Cedar Valley College. The goal is to provide both a rigorous high school and college curriculum within a five-year plan which provides enough courses for students to achieve not only a high school diploma but also an associate's degree. During the 2008 school year 98% of the students enrolled earned eight college credit hours. Additionally, 88% of the students attended classes at Cedar Valley College during the Summer I Session.

Students attending Cedar Hill Collegiate High School are challenged and supported in developing the knowledge, skills, and behaviors that lead to success in college. The focus of the curriculum and instruction at Cedar Hill Collegiate High School is on strategies that will prepare students to meet the state's standard and graduate college ready without remediation.

Students participate in weekly advisory classes that focus on the Six Pillars of Character, time management, study skills and vocabulary development. Additionally, Cedar Hill Collegiate High School offers a variety of extra curricular activities including Student Government Association, intramural sports and clubs. Parent and community relations are fostered and supported through the Campus Advisory Team, Parent Teacher Student Association and the Early College Advisory Council in conjunction with Cedar Valley College.

Cedar Hill Collegiate High School serves an ethnically and economically diverse community: 70% African American, 12% Hispanic, 12% Anglo, 5% Other and 42% Economically Disadvantaged. Our 2009 campus rating is Exemplary.

Comprehensive Needs Assessment

As we seek to provide a world class education system that provides rigorous and relevant learning opportunities for students, the 2009-2010 assessment data and campus surveys were utilized to identify strengths and areas for improvement in the instructional program offered at Cedar Hill Collegiate High School. Areas for improvement for include:

- Closing the achievement gap for African American and Economically Disadvantaged students in mathematics.
- Increasing the percentage of students reaching the passing standard on district formative assessments.
- Providing scaffolds and support to ensure that at-risk students complete the TSI requirement in reading and writing within the first year of enrollment.
- Providing opportunities for extra curricular activities.

Inquiry Process and Analysis

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 identify 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 campus review.

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.

Quality Design and Planning

The principal and faculty of Cedar Hill Collegiate High School utilize the campus goals as a means to identify specific strategies to address areas in need of improvement. The Collegiate goals are collaboratively developed; therefore, all stakeholders share the responsibility for assuring that they are nurtured and sustained. To close the gap between our current reality and desired outcome, we are committed to changing our approach and developing new skills.

Continuous Improvement Monitoring and Evaluation

We utilize systems thinking as a method of monitoring and evaluating our school in order to create a cycle of continuous improvement. Systems' thinking is a broad perspective that includes seeing overall structures, patterns and cycles within the school. This broad approach helps us to quickly identify the real causes of issues and helps us to develop goals to address them.

Additionally, we utilize progress monitoring and formative assessments to profile student achievement in order to target specific objectives for re-teaching and identify students for targeted supplemental instruction. Teachers participate in weekly Professional Learning Community meetings with the principal to analyze campus data, develop action and intervention plans for students in need of assistance, and discuss learning goals and professional development.