

Cedar Hill Independent School District
Ninth Grade Center
2016-2017 Campus Improvement Plan



Mission Statement

The mission of the Cedar Hill independent School District is to develop confident students with: character, knowledge and skills to maximize their potential and excell in any endeavor they pursue.

Vision

The vision of our campus is to consistently provide innovative education by empowering individuals to become exemplary in all aspects of life.

Value Statement

Our values are based on the Six Pillars of Character. Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship shape who we are, what we do, and how we educate our children.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cedar Hill High School @ The Ninth Grade Center is located in the beautiful City of Cedar Hill. The 215,000 square foot facility opened in the fall of 2005 and currently serves 536 students. The student population is made up of 75% African American, 19% Hispanic, 2% Caucasian, 3% Multi-Race, and 1% of others.

The staff is comprised of 56 faculty and staff and 3 administrators. Six of the staff members are shared with CHHS.

Demographics Strengths

The campus is comprised of a variety of ethnic and socio-economic groups. The attendance rate for the 2015-2016 school year was 95.40% which exceeds the state requirement by 1%.

The campus offers Pre- AP and special programs as well as technology, music, foreign language, JROTC, visual and performing arts, and athletics.

Demographics Needs

An increase in parent involvement is needed to ensure parents are knowledgeable to assist in preparing students to meet graduation requirements.

An increase in performance on all EOC exams at Level II Recommended and Level III Advanced to ensure students are college and career ready.

Improvement in performance of special education students on all EOC exams.

Student Achievement

Student Achievement Summary

All students at Cedar Hill Ninth Grade Center will achieve their full academic potential through the use of a guaranteed and viable curriculum. Research-based instructional strategies will be implemented to increase student engagement. Teachers will participate in professional learning communities in order to achieve better academic and behavior supports for all students. Data from common assessments, district formative assessments, and STAAR End-of-Course exams will be utilized to address academic deficits and improve academic strength.

Campus Rating -- Met Standards

Student Achievement Strengths

Biology scores increased for Hispanic students.

Student Achievement Needs

Scores dropped in all subgroups except Hispanic students in Biology. Students did not meet Index 2. A causal factor was the number of new teachers in the building and the lack of specific instructional support from the district level. Another causal factor was not having an Instructional Coach on the campus.

The campus did not meet system safeguards for special education students in math or English.

School Culture and Climate

School Culture and Climate Summary

The educators at CHHS@The Ninth Grade Center are committed to student success. Teachers are involved in Professional Learning Communities which meet weekly to discuss student achievement and strategies for student success.

The staff is committed to working collaboratively with parents, students, community members, and each other to ensure that all students achieve the high academic standards established by the district and state.

School Culture and Climate Strengths

One hundred percent of the teachers in core areas are highly qualified. The staff has various levels of experience. Many serve as mentors to the new teachers. Over 300 students participated in the August transition camp. The parent orientation following the transition camp was standing room only!

Several students are participating in the Student Council and Class Officers elections, which indicates they are interested in helping to shape the direction of the campus.

School Culture and Climate Needs

The campus will continue to focus on bullying to ensure that students feel safe.

The campus will develop additional opportunities to reward students for grades, attendance, and behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The camps strives to recruit, develop, and retain Highly Qualified employees and strives to create an environment that embraces diversity. Mentoring and staff development programs are maintained in order to enhance the skills of the staff.

Staff Quality, Recruitment, and Retention Strengths

- Teachers with 0-2 years in education receive a mentor.
- The campus administration will meet with the new to campus staff once a month to ensure any questions or concerns are met.
- Administrators participate in walk through coaching sessions with the teachers.
- Team building activities are used to increase morale.

Staff Quality, Recruitment, and Retention Needs

- Develop teacher leadership skills by providing opportunities for exceptional staff to become invested stakeholders.
- Underscore positive feedback with tangibles.
- Create a professional culture of support and appreciation.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The campus principal serves as the instructional leader and sets the tone for the campus climate. Teachers meet regularly with the principal to discuss student academic growth. PLC meetings are conducted that focus on identifying standards that must be spiraled back into the curriculum and developing effective unit plans that focus on readiness skills and process standards. Teachers are encouraged to participate in professional development activities that enriches their content knowledge and increases their repertoire of pedagogical skills.

Curriculum, Instruction, and Assessment Strengths

- We effectively use Professional Learning Communities to disaggregate data and discuss best practices.
- The core teachers are involved in district and campus initiatives designed to improve teaching strategies and increase rigor in the classroom.
- Our biology team is very knowledgeable and continues to motivate our students to do well on the Biology EOC.
- An entire new team of Spanish teachers were hired last year. Two of the three teachers returned. High school Spanish teachers have noted how well the students are performing leaving the NGC.

Curriculum, Instruction, and Assessment Needs

- Growth for all students.
- Percentage of students meeting level II recommended and level III.
- Improvement in writing to address all English I courses.
- Developing content knowledge to increase the ability to design meaningful and effective lesson plans.
- Working with new teachers to maintain the momentum gained during the last school year.

Family and Community Involvement

Family and Community Involvement Summary

Family and community involvement in education correlates with higher academic performance and school improvement. The Ninth Grade Center encourages parents and the community to become full partners in the education of our students. The Ninth Grade Center embraces the idea of the entire community as an essential piece in the growth and development of its young people. In addition to the vital role that parents and family members play in a child's education, the broader community too has a responsibility to assure a high-quality education for all students.

Family and Community Involvement Strengths

The Ninth Grade Center encourages all stakeholders to participate in goal-oriented activities linked to student achievement and school success. Successful school-parent-community partnerships are not stand-alone projects, but instead are well integrated with the school's overall mission and goals. The campus uses the school messenger system, Skyward Family Access, and the website to inform parents and the community of campus events. The campus held a successful transition camp and parent orientation for incoming freshman in August. The camp proved to be beneficial as evidenced by the smooth opening of school.

During Open House, parents will be solicited to join the PTSA and ALL PRO dads group.

Family and Community Involvement Needs

- Solicit more community representatives to participate in the decision-making process of the campus.
- Increase membership in the PTSA.
- Provide more opportunities for collaboration between the campus and the community.

Technology

Technology Summary

Technology plays a vital role in educating and connecting students to learning opportunities. The campus is committed to integrating technology throughout the curriculum to enhance the learning environment. Technology integration will provide opportunities to connect classroom learning with real-world experiences. The use of technologies such as virtual learning environments allows students to participate in classrooms and opportunities far from the reach of the school's walls, and interact with students from across the country.

Technology Strengths

Technology has allowed students at the Ninth Grade Center to work towards a world-class education. Through the use of online curricular and smart devices there is greater access for all students to enhanced education. All of the classrooms are equipped with Smart Boards. Smart Boards capture the student's attention; increases student engagement; makes subjects come alive; and accommodates different learning styles.

Technology Needs

- Increase the varied use of technology in all classrooms.
- Professional development in instructional technology.
- Expanded student access to electronic devices such as Chromebooks, Net books, laptops, and e-readers.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- PSAT and/or ASPIRE
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Design and implement a rigorous instructional learning system that is data driven, fosters student engagement, and produces college and career-ready students.

Performance Objective 1: The campus will meet it's targeted standard in Index 2.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy 1) English, Math, Biology, and Geography teachers will plan within their PLCs together to ensure all lessons meet the rigorous content of the TEKS being used.	Campus Administrators Teachers	Lesson Plans, assessments, and EOC success				
State System Safeguard Strategy 2) Improve the percentage of students passing EOC exams, data will be reviewed for individual TEKS and a plan will be designed for improving knowledge with a focus on the needs of SPED students.	Campus Administrators Teachers	PLC minutes Lesson Plans				
State System Safeguard Strategy 3) Increase student knowledge of common vocabulary in all subjects using a variety of strategies such as Word Walls and the Frayer Model.	Teachers	Classrooms and Lesson plans				
State System Safeguard Strategy 4) Students will be provided frequent opportunities for writing using open-ended questions and essays to increase writing skills and higher order thinking.	Teachers Campus Administrators	Lesson plans 80% of students will pass the ELA EOC				
State System Safeguard Strategy 5) Teachers will implement the use of supplemental aides, accommodations, and innovative strategies to support students with learning disabilities and increase student success.	Teachers Campus Administrators	Lesson plans Met system safeguard on SPED student performance				
State System Safeguard Strategy 6) All students will participate weekly in Achieve 3000.	Teachers Campus Administrators	90% mastery on ELA EOC Lesson plans Achieve 3000 Learner Reports				
State System Safeguard Strategy 7) All math and ELAR teachers will create a monitor list of at-risk students in AWARE to ensure students are meeting targeted goals.	Teachers Campus Administrators	Check AWARE for monitoring lists				
State System Safeguard Strategy 8) Train students to increase their persistence in solving mathematical problems.	Algebra teachers	Performance on formal and informal assessments.				
✓ = Accomplished ● = Considerable ● = Some Progress ● = No Progress ✗ = Discontinue						

Goal 2: Align the budget process to achieve district goals.

Performance Objective 1: Comply with the budget laws, regulations, and local policies.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Disburse all funds in accordance with budget guidelines by the due date.	Principal; department chairs	Budget funds used by March 2017.				

Goal 3: Recruit, develop, and retain highly effective and engaging employees in an environment that embraces diversity.

Performance Objective 1: Successfully implement T-TESS for the 2016 - 2017 school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Administrators will meet frequently with new teachers to discuss walk throughs.	Campus administrators	Positive conferences regarding teacher growth.				
2) All timelines will be followed by administrators and teachers to successfully implement the program.	Campus administrators	No grievances filed.				

Goal 4: Provide a safe, efficient, healthy, and orderly learning environment.

Performance Objective 1: Establish campus-wide initiatives that will promote self-esteem, responsible behavior, including anti-bullying, and enhance students' ability to be successful productive citizens.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Each nine weeks, reward activities will be implemented to reward and promote positive behavior.	Campus administrators Counselors	10% decrease in discipline.				
2) Guidance lessons will be used to address anti-bullying and to promote campus safety.	Counselors CTE Director	10% decrease in bully referrals.				

Goal 4: Provide a safe, efficient, healthy, and orderly learning environment.

Performance Objective 2: Ensure all staff receive training and knowledge of legal obligations regarding child abuse and maltreatment of children.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide training to all staff at the beginning of the school year.	Principal	100% of staff completed training and acknowledgement form.				

Goal 5: Foster and environment of respect, cooperation, and open communication with parents and community partners.

Performance Objective 1: Seek and implement best practices for maximizing parent engagement and involvement.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Keep parents informed about school activities using twitter, facebook, web page, and weekly phone calls using school messenger.	Technology Liason Webmaster Principal	Number of people visiting the web				

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	English, Math, Biology, and Geography teachers will plan within their PLCs together to ensure all lessons meet the rigorous content of the TEKS being used.
1	1	2	Improve the percentage of students passing EOC exams, data will be reviewed for individual TEKS and a plan will be designed for improving knowledge with a focus on the needs of SPED students.
1	1	3	Increase student knowledge of common vocabulary in all subjects using a variety of strategies such as Word Walls and the Frayer Model.
1	1	4	Students will be provided frequent opportunities for writing using open-ended questions and essays to increase writing skills and higher order thinking.
1	1	5	Teachers will implement the use of supplemental aides, accommodations, and innovative strategies to support students with learning disabilities and increase student success.
1	1	6	All students will participate weekly in Achieve 3000.
1	1	8	Train students to increase their persistence in solving mathematical problems.