

Cedar Hill Independent School District
Collegiate High School
2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

The Mission of Cedar Hill Collegiate High School is to recognize, support, and promote success for highly motivated, self-directed scholars

Vision

The vision of Cedar Hill Collegiate High School is for students to become ambitious scholars equipped with critical thinking skills and perseverance to impact change.

Motto

Pride, Purpose, and Perseverance

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Cedar Hill Collegiate High School faces challenges across several key areas related to demographics, student learning, school processes, and perceptions. Enrollment has declined, and overall attendance remains low, with notable spikes in discipline infractions during the spring months. The school has a diverse population, including a strong ELL group and a significant at-risk population. Still, certain groups, particularly Hispanic and economically disadvantaged students, have lower success rates in key academic areas like TSI and college graduation. The ELL population, however, excels academically and has fewer discipline issues.

Regarding student learning, there is a notable gap in performance on AP exams, with lower pass rates in subjects like Human Geography and Biology. Additionally, there is insufficient RTI implementation, limiting support for struggling students. The school offers limited extracurricular programs, and parent participation in events has declined, partly due to a perceived lack of value. Perceptions from teachers and parents indicate concerns with timely grading and communication. Despite these challenges, there are strengths in the inclusive nature of school programs and the dedication of staff to student growth. Addressing root causes such as insufficient exposure to challenging texts, inconsistent RTI implementation, and communication barriers with parents will be key to improving outcomes.

Demographics

Demographics Summary

Cedar Hill Collegiate High School has experienced an overall increase in enrollment, reflecting a growing interest in the campus. However, overall attendance remains a concern, with MP 4 and MP 5 showing the highest number of absences. The at-risk population, while high-achieving (13% of the campus), struggles with a 26% absence rate, compared to a significantly lower 10% absence rate among the high-performing ELL population, which also has the lowest discipline infractions and represents a small minority. Behavior spikes occur in March and April, with five infractions each month, primarily involving a few scholars with repeated incidents. Despite this, the campus maintains a low overall discipline rate, with only 19 infractions reported for the year. While Hispanic and economically disadvantaged (ED) populations have the lowest success rates in TSI and college graduation compared to their peers, the ELL population continues to excel academically. The campus benefits from a diverse staff population, with 93% of teachers fully certified and 81% having over five years of experience, which contributes to a strong instructional foundation. These demographics highlight both areas of excellence and opportunities for targeted interventions to support attendance and equity in academic success.

Demographics Strengths

- The ELL population is high achieving but serves as a low minority.
- The ELL population is low for discipline infractions.
- The overall discipline is low, with 19 infractions for the year.
- 13% of the campus is identified as at-risk but is high achieving.
- 93% of teachers are fully certified.
- Based on demographics, the campus has a diverse staff population.
- The at-risk population has a 26% absence rate.
- The ELL population has a 10% absence rate.
- 81% of the HS teachers have over 5 years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): During the 2023-2024 school year, Cedar Hill Collegiate High School declined in attendance by 30 scholars. **Root Cause:** Retention is low due to low activity involvement and options for sports within our program.

Student Learning

Student Learning Summary

Content	DNM	Approaches	Meets	Masters
English 1/2	1%	99%	95%	30%
Algebra 1	0%	100%	86%	43%
Biology	0%	100%	94%	32%
US History	0%	100%	89%	52%
9th Grade TSIA ELAR (103)	68%		32%	
10th Grade TSIA ELAR (74)	24%		76%	
10th TSIA Math (74)	61%		39%	
AP Classroom	2 < Rating	3 Rating	4 Rating	5 Rating
Spanish	8%	43%	35%	13%
Pre Calculus	25%	25%	33%	17%
World History	49%	16%	29%	5%
Human Geography	72%	18%	10%	0%

Student Learning Strengths

- Biology EOC reported that 94% of scholars are at meets or higher.
- US History EOC reported 89% at meets or higher.
- Eng I EOC reported 99% approaches, 94% meets, and 34% masters.
- Eng II EOC reported 100% at approaches, 95% meets, and 25% masters.
- Algebra I EOC reported 100% approaches, 86% meets, and 43% masters.
- The Spanish AP exam reported that 92% of scholars had a 3 rating or more.
- The Pre-Calculus AP exam reported that 75% of scholars had a 3 rating or more.

- The World History AP exam reported that 51% of scholars had a 3 rating or more.
- TSIA Reading end-of-year report reported that 32% of 9th-grade scholars met the standard.
- TSIA Reading end-of-year report reported that 76% of 10th-grade scholars met the standard.
- TSIA Math end-of-year report reported that 39% of 10th-grade scholars met the standard.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): During the 2023-2024 school year, 76% of scholars in 10th grade passed ELAR TSIA by May 2024. **Root Cause:** Teachers limit exposure to diverse and challenging texts, limiting vocabulary for scholars, particularly the ELL population, and RTI support.

Problem Statement 2 (Prioritized): During the 2023-2024 school year, 43% of scholars scored masters on the 2023-2024 EOC Algebra 1 exam. **Root Cause:** The RTI system was not implemented with fidelity to support scholars receiving timely access to the information and assistance they need.

Problem Statement 3 (Prioritized): During the 2023-2024 school year, 72% of scholars scored less than a passing score of 3 on the 2023-2024 AP Human Geography Exam. **Root Cause:** Teachers did not align contextual knowledge with the instructional delivery.

Problem Statement 4 (Prioritized): During the 2023-2024 school year, 32% of scholars scored Masters on the 2023-2024 EOC Biology exam. **Root Cause:** The teacher did not align contextual knowledge with the instructional delivery.

School Processes & Programs

School Processes & Programs Summary

The processes and programs at Cedar Hill Collegiate High School aim to foster an inclusive and supportive environment for both staff and scholars. While the campus offers limited programs, those in place are intentionally designed to be inclusive and diverse, providing scholars with opportunities to learn new skills, experience personal and academic growth, and develop emotional intelligence. These programs encourage critical thinking and equip scholars with tools for success both in and beyond the classroom. The administration sets clear expectations to promote inclusivity among all staff, ensuring a collaborative culture. Teachers are given opportunities to lead campus-wide projects, contributing to the school's overall growth and development. Additionally, dedicated planning time allows teachers to address discipline concerns and meet the specific needs of their grade levels, strengthening their ability to support scholars effectively. These processes reflect a commitment to continuous improvement, inclusivity, and fostering a positive school culture.

School Processes & Programs Strengths

- The programs at our school are inclusive and diverse.
- The programs at our school give opportunities for learning new things and experiencing growth.
- The programs at our school advocate for emotional intelligence growth.
- The programs at our school encourage our scholars to think critically.
- Teachers have opportunities to lead projects that support the whole campus.
- Teachers have planning to support discipline concerns & grade-level needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): During the 2023-2024 school year, Cedar Hill Collegiate High School has had 15% decrease in parent participation for events on campus.

Root Cause: The parents perceive a lack of value in attending events, especially since they can get updates or information through weekly updates.

Perceptions

Perceptions Summary

The perceptions of Cedar Hill Collegiate High School reflect both strengths and areas for growth. Teachers express concerns about being toggled between administrators when the high school principal is unavailable, which can lead to confusion in leadership and decision-making. Additionally, the timely submission of grades remains an area needing improvement to ensure clear communication with parents and students. While there are opportunities to strengthen campus-wide or grade-level SEL initiatives and team-building meetings to boost morale, parents recognize the quality of instruction, noting that scholars benefit from strong, effective teachers in the classroom. The administration is perceived as deeply invested in the campus, staff, and scholars, fostering a sense of support and commitment. Furthermore, teachers and staff demonstrate their dedication to school culture by actively participating in off-duty activities. The high school administration also takes a proactive approach to addressing staff behavior concerns and promoting SEL initiatives, reinforcing a positive and collaborative school environment.

Perceptions Strengths

- Parents feel that scholars attend classes with strong teachers.
- Administration is invested in the campus, staff, and scholars.
- Teachers and staff are willing to contribute to school culture by participating in off-duty activities.
- HS administration addresses staff behavior concerns and SEL.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): During the 2023-2024 school year, 10% of surveyed parents reported teachers were not posting grades on time and were not meeting the minimum standards. **Root Cause:** Teachers did not explain their processes or provide updates to parents about grading when there were delays due to written assignments.

Priority Problem Statements

Problem Statement 1: During the 2023-2024 school year, Cedar Hill Collegiate High School declined in attendance by 30 scholars.

Root Cause 1: Retention is low due to low activity involvement and options for sports within our program.

Problem Statement 1 Areas: Demographics

Problem Statement 2: During the 2023-2024 school year, 76% of scholars in 10th grade passed ELAR TSIA by May 2024.

Root Cause 2: Teachers limit exposure to diverse and challenging texts, limiting vocabulary for scholars, particularly the ELL population, and RTI support.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: During the 2023-2024 school year, 43% of scholars scored masters on the 2023-2024 EOC Algebra 1 exam.

Root Cause 3: The RTI system was not implemented with fidelity to support scholars receiving timely access to the information and assistance they need.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: During the 2023-2024 school year, 72% of scholars scored less than a passing score of 3 on the 2023-2024 AP Human Geography Exam.

Root Cause 4: Teachers did not align contextual knowledge with the instructional delivery.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: During the 2023-2024 school year, 32% of scholars scored Masters on the 2023-2024 EOC Biology exam.

Root Cause 5: The teacher did not align contextual knowledge with the instructional delivery.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: During the 2023-2024 school year, Cedar Hill Collegiate High School has had 15% decrease in parent participation for events on campus.

Root Cause 6: The parents perceive a lack of value in attending events, especially since they can get updates or information through weekly updates.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: During the 2023-2024 school year, 10% of surveyed parents reported teachers were not posting grades on time and were not meeting the minimum standards.

Root Cause 7: Teachers did not explain their processes or provide updates to parents about grading when there were delays due to written assignments.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- 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
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM 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
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Increase the percentage of scholars graduating College, Career & Military Ready from 80% to 82% by 6/25

Performance Objective 1: Scholars in all AP Classrooms will achieve 50%, earning a three or higher on the AP exams by May 2025.

Evaluation Data Sources: AP Data
Mock Test Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide additional support for scholars through Tier 2 and Tier 3 interventions, such as pull-out sessions or after-school tutoring programs.</p> <p>Strategy's Expected Result/Impact: Scholars in all AP Classrooms will achieve 50%, earning a three or higher on the AP exam.</p> <p>Staff Responsible for Monitoring: Advance Placement Teachers Counselor Associate Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Feb	Apr	June	Aug

No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 1: Increase the percentage of scholars graduating College, Career & Military Ready from 80% to 82% by 6/25

Performance Objective 2: 90% of scholars in 9th grade will achieve a passing score on the ELAR TSIA by May 2025.

High Priority

Evaluation Data Sources: TSIA Report
NWEA MAP


Strategy 1 Details	Reviews			
<p>Strategy 1: Implement TSIA-specific reading practice sessions that familiarize students with the test format, question types, and time constraints with support from Mastery Prep.</p> <p>Strategy's Expected Result/Impact: 90% of scholars in 9th grade will achieve a passing score on the ELAR TSIA by May 2025</p> <p>Staff Responsible for Monitoring: HS English Teachers Counselor Assistant Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Feb	Apr	June	Aug


Goal 1: Increase the percentage of scholars graduating College, Career & Military Ready from 80% to 82% by 6/25


Performance Objective 3: 95% of scholars in 10th grade will achieve a passing score on Math TSIA by May 2025.


Evaluation Data Sources: TSIA Report
NWEA MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement TSIA-specific reading practice sessions that familiarize students with the test format, question types, and time constraints with support from Master Prep.</p> <p>Strategy's Expected Result/Impact: 95% of scholars in 10th grade will achieve a passing score on Math TSIA by May 2025</p> <p>Staff Responsible for Monitoring: HS Math Teachers Counselor Assistant Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Books - 199- General Fund - \$1,000</p>	Formative			Summative
	Feb	Apr	June	Aug

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Increase the percentage of scholars in reading from 40% to 46% Reading (Meets or Above) by 6/25

Performance Objective 1: Scholars in English I will achieve 100% approaches, 90% meets, and 30% masters.

High Priority





Evaluation Data Sources: STAAR EOC

NWEA MAP

DCCA

TAPR Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide additional support for struggling students through Tier 2 and Tier 3 interventions, such as pull-out sessions or after-school tutoring programs.</p> <p>Strategy's Expected Result/Impact: Scholars in English I will achieve 100% approaches, 90% meets, and 30% masters.</p> <p>Staff Responsible for Monitoring: English Teacher Assistant Principal Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 2 Details	Reviews			
<p>Strategy 2: Focus on key reading skills assessed, such as critical reading, inference, vocabulary in context, and understanding main ideas.</p> <p>Strategy's Expected Result/Impact: Scholars in English I will achieve 100% approaches, 90% meets, and 30% masters.</p> <p>Staff Responsible for Monitoring: English Teacher Assistant Principal Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Feb	Apr	June	Aug
<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 2: Increase the percentage of scholars in reading from 40% to 46% Reading (Meets or Above) by 6/25

Performance Objective 2: Scholars in English II will achieve 100% approaches, 90% meets, and 20% masters.

High Priority

Evaluation Data Sources: STAAR EOC
 NWEA MAP
 DCCA
 TAPR Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Scholars will annotate STAAR-style passages using color-coded strategies for main ideas, tone, evidence, and rhetorical devices with use annotation rubrics to assess depth of analysis and require students to justify their annotations in class discussions.</p> <p>Strategy's Expected Result/Impact: Scholars in English II will achieve 100% approaches, 90% meets, and 20% masters.</p> <p>Staff Responsible for Monitoring: English Teacher Assistant Principal Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Feb	Apr	June	Aug

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement peer-editing workshops where students assess each other's essays using STAAR rubrics to track revision effectiveness by comparing initial drafts vs. final drafts for improvement in clarity, organization, and evidence use.</p> <p>Strategy's Expected Result/Impact: Scholars in English II will achieve 100% approaches, 90% meets, and 20% masters.</p> <p>Staff Responsible for Monitoring: English Teacher Assistant Principal Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Feb	Apr	June	Aug
Strategy 3 Details	Reviews			
<p>Strategy 3: Teacher will hold weekly Socratic seminars where scholars discuss complex texts and defend their interpretations with textual evidence with use of a scoring rubric for participation, depth of argument, and use of evidence.</p> <p>Strategy's Expected Result/Impact: Scholars in English II will achieve 100% approaches, 90% meets, and 20% masters.</p> <p>Staff Responsible for Monitoring: English Teacher Assistant Principal Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Feb	Apr	June	Aug
	N/A			
<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 3: Increase the percentage of Algebra 1 scholars from 21% to 32% Math Alg 1 (Meets or Above) by 6/25


Performance Objective 1: Scholars in all Algebra will achieve 100% approaches, 90% meets, and 20% masters.

Evaluation Data Sources: STAAR EOC
 NWEA MAP
 DCCA
 TAPR Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Use diagnostic assessments and regular progress monitoring to identify students' specific math skill gaps.</p> <p>Strategy's Expected Result/Impact: Scholars in all Algebra will achieve 100% approaches, 90% meets, and 20% masters.</p> <p>Staff Responsible for Monitoring: Math Teacher Assistant Principal Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Feb	Apr	June	Aug
Strategy 2 Details	Reviews			
<p>Strategy 2: Incorporate explicit vocabulary instruction and word walls for scholars to use during practice.</p> <p>Strategy's Expected Result/Impact: Scholars in all Algebra will achieve 100% approaches, 90% meets, and 20% masters.</p> <p>Staff Responsible for Monitoring: Math Teacher Assistant Principal Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Feb	Apr	June	Aug

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 4: Increase the percentage of scholars participating in extra-curricular or co-curricular activities at 90%

Performance Objective 1: Cedar Hill Collegiate High School will increase scholar participation in extra-curricular or co-curricular activities from 25% to 35% participation.

Evaluation Data Sources: Extra curricular and clubs report
Student survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer a wide range of extracurricular and co-curricular options that align with scholars' interests, talents, and aspirations.</p> <p>Strategy's Expected Result/Impact: Cedar Hill Collegiate High School will increase scholar participation in extra-curricular or co-curricular activities from 25% to 35%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Feb	Apr	June	Aug
<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>				

Campus Funding Summary

199- General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Books		\$1,000.00
Sub-Total					\$1,000.00