

Cedar Hill Independent School District
BOARD OF TRUSTEES

Meeting Date: November 8, 2010

Presented by: Horace Williams, Superintendent of Schools

Subject: Federal, State and Special Programs Status Report

Information Item

BOARD GOALS:

Align the budget process to achieve district goals.

BACKGROUND INFORMATION:

The attached file contains Federal, State and Special Programs updates on grants and other funding used to support student achievement and success.

RECOMMENDATION:

This information has been provided to you for informational purposes only.

BOARD ACTION REQUIRED:

No action required.

POLICY AUTHORIZATION:

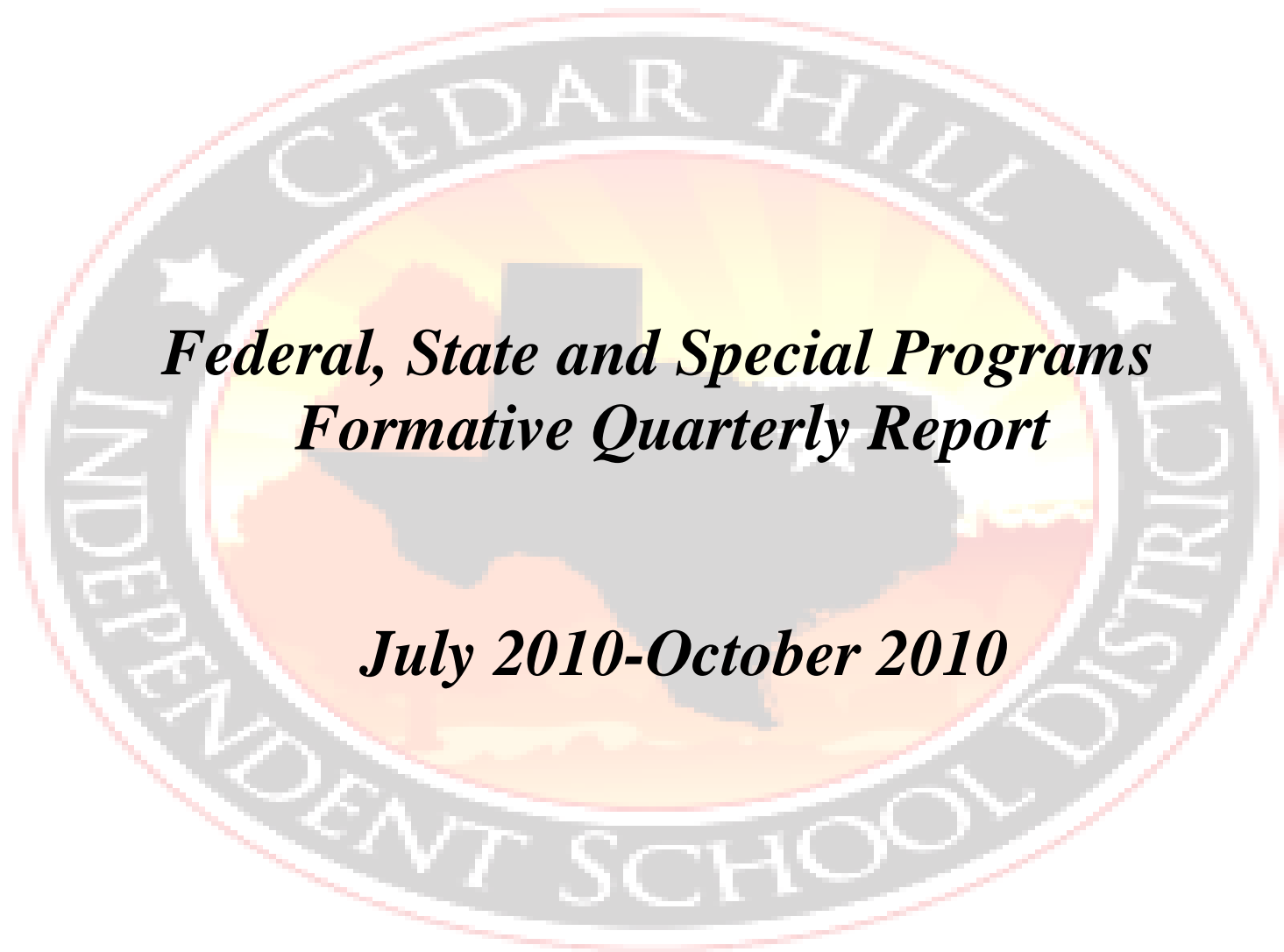
CBB (LEGAL)

CONTACT PERSON(S):

Dr. Homer Carter, Chief Academic Officer
Anika Perkins, Director of Curriculum and Instruction

ENCLOSURES:

See attachment.



***Federal, State and Special Programs
Formative Quarterly Report***

July 2010-October 2010



**Federal, State and Special Programs
2010-2011**

Title of Grant: One Community-One Child Project

Grant Starting Date: Sept. 2010

Grant Ending Date: Dec. 2010

Grant Project Manager: Linda Cronenberg/Jo Lewis

Funding Amount: \$5,000

Balance: \$2,367.65

Program Description: Parent Involvement					
Goal: Increase parental and community involvement within our school.					
Objective: Offer evening events, computer training classes, a parent center, volunteer opportunities and increased school and community spirit.					
Strategies	Staff	Timeline	Evaluation	Amount Spent	Progress Status
Parent Involvement General Supplies (Math Night)	All	Oct. 12, 2010	Event sign-in sheets	\$300.00	Complete
HP Officejet 6500 All in One Printer (Parent Center)	None	Oct. 2010	Parent center sign-in sheets	\$120.00	In Progress
Math & Science Connection Newsletter Grades 2 nd - 4 th (Parent Involvement)	None	Sept. 2010-May 2011	Parent surveys	\$396.00	In Progress
Spirit Store (Parent Involvement Materials and Supplies)	All	Sept. 2010-May 2011	Parent participation and inventory list	\$1,073.45	In Progress
Math Software (Parent Incentives-Math Night)	None	Oct. 12, 2010	Event sign-in sheets	\$743.10	Complete



Federal, State and Special Programs 2010-2011

Title of Grant: One Community-One Child Project

Grant Starting Date: September 2010

Grant Ending Date: December 2010

Grant Project Manager: Dr. Karen Crow

Funding Amount: \$5,000

Balance: \$1,306

Program Description: High Pointe Elementary will provide evening library hours for parents and offer computer training and English language acquisition classes for parents.

Goal: Increase the number of parents participating with High Pointe Elementary

Objective: Provide evening library hours for parents and offer computer training and English language acquisition classes.

Strategies	Staff	Timeline	Evaluation	Amount Spent	Progress Status
Conduct parent computer technology training in the computer lab	1 –parent and 1 paraprofessional	September 9-30	Surveys	\$175	28 evening guests to the library
Provide child care for the parent computer training and ESL training	2-high school students	September 9-30	Surveys	\$49	5 evening guest for the computer lab
Provide parent ESL training using the Rosetta Stone	Parent ESL liaison	November-December	Number of participants and surveys	\$3,180	Due to timeline in ordering and installation program will start late October



Federal, State and Special Programs 2010-2011

Title of Grant: One Community-One Child Project

Grant Starting Date: Sept. 2010

Grant Ending Date: Dec. 2010

Grant Project Manager: Dr. Dawn Brown

Funding Amount: \$5000.00

Balance: \$5000.00

Program Description: Beltline Intermediate School will eliminate barriers that prevent parents from participating in school related activities designed to increase healthy lifestyles and promote educational activities					
Goal: Increase number of parents engaged in school sponsored activities at Beltline Intermediate.					
Objective: Provide health/nutrition seminars and fitness activities outside of the business day to influence healthy lifestyles among families					
Strategies	Staff	Timeline	Evaluation	Amount Spent	Progress Status
Provide on-site childcare for parents attending evening activities	Childcare Network staff: 3 @ \$10.00 /hour for 3 hours 8 x monthly for 4 months	September 2010- December 2010	Event Evaluations; Sign-In Sheets	Childcare Network staff: 3 @ \$10.00 /hour for 3 hours 8 x monthly for 4 months = Approximately \$3,000.00	Network staff contacted and on-call for each session
Appoint Parent Liaison/Coordinator	Paid Parent Liaison	September 2010- December 2010	Event Evaluations; Sign-In Sheets	Paid Parent Liaison= Estimated \$500.00	Appointed
Conduct Parent Training to Promote Healthy Food and Nutrition	Child Nutrition Director or representative 2x /month 3 hours @25.00/hour	September 2010- December 2010	Event Evaluations; Sign-In Sheets	Child Nutrition representative 2x /month 3 hours @25.00/hour= Estimated \$160.00	First sign-up completed

Conduct Parent Training to Promote Physical Education at Home	Physical Education Coordinator or representative 2x /month 3 hours @25.00/hour	September 2010-December 2010	Event Evaluations; Sign-In Sheets	Physical Education representative 2x /month 3 hours @25.00/hour = Estimated \$160.00	First sign-up completed
Provide Parents Opportunity to Exercise for Health	Zumba Instruction 2/week x 13 weeks (Methodist Charlton)	September 2010-December 2010	Event Evaluations; Sign-In Sheets	Zumba Instruction 2/week x 13weeks (Methodist Charlton) = Estimated \$670.00	29 parents enrolled/Health Contracts Designed – Began Oct. 5
Promote and Publicize Training Opportunities	Grant Manager	September 2010-December 2010	Event Evaluations; Sign-In Sheets	Supplies/Postage = Estimated \$510.00	No expenditures to date



Federal, State and Special Programs 2010-2011

Title of Grant: One Community-One Child Project

Grant Starting Date: Sept. 2010

Grant Ending Date: Dec. 2010

Grant Project Manager: Shauntee Mayfield/Jason Scott

Funding Amount: \$5,000.00

Balance: \$2,986.00

<p>Program Description: Design and implement three categories of activities geared toward helping participants develop specific skills to better assist students in school:</p> <ol style="list-style-type: none"> 1. Parent Academy 2. Parent Resource Center 3. Parent Volunteerism 					
<p>Goal: Develop a strong network of parent partnerships to improve the education process for all students.</p>					
<p>Objectives: Increase parental involvement in school activities by 10%. Baseline data will be collected this year.</p>					
Strategies	Staff	Timeline	Evaluation	Amount Spent	Progress Status
Offer a <i>Parent Academy</i> to create learning opportunities that help parents support and advocate for their children.	Grant Managers and Selected Staff	Sept. 2010 – Dec. 2010	Survey of Participants	Budget \$1,000.00 Balance \$1,000.00	Materials under review; teachers & parents signed up to teach courses
Establish a <i>Parent Resource Center</i> that provides resources and activities to help students succeed and to increase parent awareness of school programs and curricula.	Grant Mangers	Sept. 2010 – Dec. 2010	Survey of Participants	Budget \$2,229.00 Balance \$215.00	Materials on hand; room set-up in progress

<p>Promote <i>parent volunteerism</i> to link parents to teachers and school. Parents will volunteer at least two to three times per month.</p>	<p>Grant Managers</p>	<p>Sept. 2010 – Dec. 2010</p>	<p>Survey of Participants</p>	<p>Budget \$1750.00 Balance \$1750</p>	<p>Held 2 Orientation Sessions; 10 Parents signed up; Volunteers began Oct 12</p>
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Federal, State and Special Programs 2010-2011

Title of Grant: Title I, Part A

Grant Starting Date: September 2010

Grant Ending Date: July 2011

Grant Project Manager: Brian Ward/Anika Perkins **Funding Amount:** \$872,814.00 (received NOGA on 10/26/10) **Balance:** \$872,814.00

Program Description: Title I Part A, Literacy Centers (K-6)					
Goal: Cedar Hill ISD will design and implement a rigorous instructional delivery system that is data-driven and fosters student engagement.					
<p>Objective:</p> <ul style="list-style-type: none"> 100% of elementary and intermediate Literacy Specialists will receive Literacy Coach Training designed to improve the campus reading instruction and intervention strategies. 100% of elementary and intermediate Literacy Specialists will utilize the Read Naturally Program to increase student fluency and comprehension. 90% of all students in all subgroups for grade 3 – 6 will meet expectations on the 2011 TAKS Reading and Writing Tests. All campuses will increase the percentage of students performing at the national average on the ITBS Reading and Language Tests by 10%. 					
Strategies	Staff	Timeline	Evaluation	Amount Spent	Progress Status
Provide training for Literacy Specialists in the use of the Read Naturally Program.	Instructional Coordinators Literacy Specialists	August - October	ITBS Reading Levels, TAKS Reading Scores, Formative and Summative Assessments		In Process

Utilize Read Naturally Program for struggling students to increase student fluency and comprehension through focused instruction.	Literacy Specialists	September - June	ITBS Reading Levels, TAKS Reading Scores, Formative and Summative Assessments, Reading Levels		Ongoing
Provide classroom guidance, assistance, strategies and instruction for teachers working with students in need of additional reading interventions.	Instructional Coordinators Literacy Specialists	August - June	ITBS Reading Levels, TAKS Reading Scores, Formative and Summative Assessments, Reading Levels		Ongoing
Train Literacy Specialists in the use of effective reading instruction and coaching to assist classroom teachers in working with struggling readers.	Instructional Coordinators Literacy Specialists	August - June	ITBS Reading Levels, TAKS Reading Scores, Formative and Summative Assessments, Reading Levels	\$0.00	Literacy Leader Institute Completed September 14 – 16
Provide small group instruction and individualized assistance through the literacy lab for those students demonstrating the greatest needs.	Literacy Specialists	September - June	ITBS Reading Levels, TAKS Reading Scores, Formative and Summative Assessments, Reading Levels		Ongoing
Utilize small group, guided reading and differentiated instruction designed to address individual student reading deficiencies.	Literacy Specialists, Classroom Teachers	August - June	ITBS Reading Levels, TAKS Reading Scores, Formative and Summative Assessments, Reading Levels		Ongoing



Federal, State and Special Programs 2010-2011

Title of Grant: Title I, Part A (ARRA)

Grant Starting Date: August 2009

Grant Ending Date: June 2011

Grant Project Manager: Jeremy Sullivan/Anika Perkins

Funding Amount: \$203,066.00*

Balance: \$160,088.15

***Beginning balance for new fiscal year**

Program Description: Title I, Part (ARRA) , V-Math Labs					
Goal: Cedar Hill ISD will design and implement a rigorous instructional delivery system that is data-driven and fosters student engagement.					
Objective: All subgroups for grades 3-6 will pass the TAKS Math test at 90% or better. All campuses will have an average score of 50% or better on the Math and Science ITBS tests.					
Strategies	Staff	Timeline	Evaluation	Amount Spent	Progress Status
All campuses grades 3-6 will be trained on the use of the V-Math program.	Math Coordinator and Math Teacher Specialist	Sept. 2010 – Oct. 2010	Sign-in sheets from campus trainings and completed surveys in eduphoria.	\$26,721.00 for program and training	All grade 3-6 campuses have been trained with the exception of Bray Elementary.
All students in grades 3-6 will be uploaded into V-Math program and given password to access the program.	Campus Teachers	Sept. 2010 – Oct. 2010	Campus reports generated through the V-Math program.		The majority of students have been loaded into the V-Math program.

Students in grades 3-6 that are two or more grade levels behind in mathematics will be identified using ITBS data.	Campus Administrators	Sept. 2010 – Oct. 2010	ITBS reports		Campuses are in the process of identifying students.
Targeted students will be assigned extra time in the campus computer labs to receive intervention provided through the V-Math program.	Campus Administrators	Sept. 2010 – May 2011	V-Math Reports Formative/Summative Assessments TAKS Assessments		Campuses are in the process of uploading student data into the system.
Math and Science Teacher Specialists have been assigned to work with all elementary and intermediate campuses.	Math Teacher Specialist Science Teacher Specialist	August 2009- June 2011	Formative/Summative Assessments ITBS TAKS Assessments	\$16,256.85	Teacher specialists have been working with all teachers at this level with teaching math and science.



Federal, State and Special Programs 2010-2011

Title of Grant: Title II, Part A

Grant Starting Date: September 2010

Grant Ending Date: July 2011

Grant Project Manager: Anika Perkins

Funding Amount: \$160,828.00 (received NOGA on 10/26/10) **Balance:** \$160,828.00

Program Description: Title II, Part A funds provide supplemental funding to improve student achievement by elevating teacher and principal quality through recruitment, hiring and retention strategies. This program also helps the district increase the number of highly qualified teachers and administrators in our district.

Goal(s): Improve the quality of teachers and administrators in our district through a focus on teacher retention, professional development, and a researched-based mentoring program for teachers and administrators.

Objective(s):

1. Maintain 100% highly qualified teachers in the district as determined by the annual HQ district report
2. Decrease the attrition rate by 5% as determined by the 2010-2011 teacher resignation records at the end of the school year
3. Continue to require professional development hours for all professional staff to provide support and ensure on-going development
4. Provide differentiated support through the TXBESS model for teachers with 0-2 years of experience

Strategies	Staff	Timeline	Evaluation	Amount Spent	Progress Status
Identify teachers and conference with each one about their certification needs and provide dates of certification trainings.	Human Resources Teachers	August-April	Annual HQ Report		Reported 100% on HQ Report

Assign instructional coaches to assess and support all teachers with 0-2 years of experience.	Teachers with 0-2 years of experience Instructional Coaches	August-May	Teacher Surveys Formative/Summative Results TAKS Results		All teachers with 0-2 years of experience have been assessed and those needed extensive assistance have been placed on action plans.
Professional developments are offered in and out of district for the core contents, literacy, SPED, technology, PE/Health, campus service and leadership, new teachers, and teachers in need of assistance.	All Professional Staff	August-June	Professional Development Evaluations		All professional staff have started completing their 30 hours of professional development.
Mentors are required to attend two trainings with their mentees, submit on-going mentor/mentee activities and classroom observations.	Teachers with 0-2 years of experience and their mentors	August-May	Mentee Surveys		Mentors have started to submit documentation of required fall activities
ESL teachers are required to work with a number of students daily and participate with extra duty assignments and on-going professional development.	ESL Teachers	August-May	Formative/Summative Results TAKS Results		ESL/BE Coordinator has started to identify number of students in each class and extra duty activities.

Principals, assistant principals and central office administrators have been assigned to professional learning communities for the purpose of collaborating and development.	Principals Assistant Principals Central Office Administrators	August-May	PLC Evaluations		All PLC have started to meet and have completed first book study.
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Federal, State and Special Programs 2010-2011

Title of Grant: Title III

Grant Starting Date: September 2010

Grant Ending Date: July 2011

Grant Project Manager: Orlando Chávez **Funding Amount:** \$39,296.00 (received NOGA on 10/26/10) **Balance:** \$39,296.00

Program Description: Title III, Part A provides supplemental resources to local education agencies to help ensure that children who are limited English proficient attain English proficiency at high levels in core academic subjects to meet state mandated achievement performance standards.					
Goal: Ensure that children who are limited English proficient (LEP) attain English proficiency, reach high levels of academic achievement, and meet the same challenging state academic content and student academic achievement standards as are expected of their English-speaking peers					
Objective: 1. Resources to monitor current program implementation 2. Provide campuses with supplemental resources to assist LEP students.					
Strategies	Staff	Timeline	Evaluation	Amount Spent	Progress Status
Plan to attend National Association of Bilingual Education Conference	Bilingual Instructional Coordinator District Teachers	February 16-18, 2011	Share gathered information with CHISD to improve program implementation this will be determined through campus surveys		Planning
Extra duty pay for ESL teachers	ESL teachers	December 2010 May 2011	Monitor progress of LEP students served through ESL through formative/summative assessments		Mid-year stipends will be paid in December
Host site for Dual Language Training Institute	Bilingual Teachers	Summer 2011	Assessment report of the dual language program provided by Region 10		Meeting to discuss report is scheduled for November

Provide supplementary material to improve academic performance of the district's LEP students	Bilingual/ESL teachers	October 2010 – February 2011	Formative/summative assessments, grades and TAKS results		Contacted all campuses to identify needs as outlined in their CIP
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**Federal, State and Special Programs
2010-2011**

Title of Grant: IDEA – Preschool

Grant Starting Date: July 2010

Grant Ending Date: June 2011

Grant Project Manager: Kellie Spencer

Funding Amount: 24,136

Balance: \$22,287

Program Description: Special Education					
Goal: Provide appropriate educational opportunities to students, ages 3-5, eligible for special education & related services.					
Objective: Provide the supplemental aids & services outlined in each student’s IEP.					
Strategies	Staff	Timeline	Evaluation	Amount Spent	Progress Status
Highly qualified teacher in the PPCD classroom.	PPCD Teacher	July 2010 – June 2011	Implementation of Students’ IEPs	\$1849	On-going



**Federal, State and Special Programs
2010-2011**

Title of Grant: ARRA Stimulus - IDEA

Grant Starting Date: April 2009

Grant Ending Date: September 2011

Grant Project Manager: Kellie Spencer

Funding Amount: \$500,685*
*Beginning balance for new fiscal year.

Balance: \$412, 473

Program Description: American Recovery & Reinvestment Act (ARRA) - IDEA					
Goal: Provide world-class educational opportunities to all students eligible for special education & related services.					
Objective(s):					
<ol style="list-style-type: none"> 1. Obtain state-of-the-art assistive technology devices and provide training in their use to enhance access to the general curriculum for students with disabilities. 2. Increase the academic achievement of students with disabilities. 					
Strategies	Staff	Timeline	Evaluation	Amount Spent	Progress Status
Support advancement of district's dyslexia program.	Dyslexia Teacher	July 2010 – June 2011	Increased Instructional Opportunities	\$15,963 \$15,467 for payroll (Dyslexia Teacher)	On-going

<p>Provide state-of-the-art technology in all special education classrooms in support of the district technology plan. As appropriate, this will include co-taught & inclusive classrooms</p>		<p>July 2010 – June 2011</p>	<p>Documentation of Installation Survey</p>	<p>\$43,429.82</p>	<p>On-going Smart Boards & Projection Systems in math classrooms at PMS and NGC. Computers for CHHS to increase credit recovery opportunities.</p>
<p>Establish consistency in discipline management throughout CHISD.</p>	<p>District Trainers (6)</p>	<p>July 2010 – May 2011</p>	<p>Documentation of Trainings Decreased Discipline Referrals</p>	<p>\$34,172 \$6114 for payroll (summer trainings)</p>	<p>On-going Full Implementation</p>



Federal, State and Special Programs 2010-2011

Title of Grant: ARRA Stimulus - IDEA
Preschool

Grant Starting Date: April 2009

Grant Ending Date: September 2011

Grant Project Manager: Kellie Spencer

Funding Amount: \$29,808*

Balance: \$27,646

***Beginning balance for new fiscal year.**

Program Description: American Recovery & Reinvestment Act (ARRA) - IDEA					
Goal: Provide world-class educational opportunities to students, ages 3-5, eligible for special education & related services.					
Objective(s):					
<ol style="list-style-type: none"> 1. Obtain state-of-the-art assistive technology devices and provide training in their use to enhance access to the general curriculum for students with disabilities. 2. Increase the academic achievement of students with disabilities. 					
Strategies	Staff	Timeline	Evaluation	Amount Spent	Progress Status
Provide state-of-the-art technology in all special education classrooms in support of the district technology plan. As appropriate, this will include co-taught & inclusive classrooms.		July 2010 – June 2011	Documentation of Installation Survey	\$399	On-going
Increase continuum of services available for students with disabilities (ages 3-5).	Paraprofessional	July 2010 – June 2011	Student Progress on IEP Goals & Objectives	\$1763	Paraprofessional support is provided in PreK for PPCD students.



Federal, State and Special Programs 2010-2011

Title of Grant: IDEA – B

Grant Starting Date: July 2010

Grant Ending Date: June 2011

Grant Project Manager: Kellie Spencer

Funding Amount: \$1,069,226

Balance: \$900,011

Program Description: Special Education					
Goal: Provide appropriate educational opportunities to students eligible for special education & related services.					
Objective: Provide the supplemental aids & services outlined in each student's IEP.					
Strategies	Staff/Service Providers	Timeline	Evaluation	Amount Spent	Progress Status
Recruit and retain HQ employees	Teachers (2) Paraprofessionals (28) LSSP Data Specialist	July 2010- June 2011	Performance Appraisals	\$88,797	On-going
Provide the related services necessary to ensure FAPE.	Dallas County Schools	August 2010- June 2011	Student Progress on IEP	\$3886	On-going
	Dallas Regional Day School			\$36,692	
	OT/PT			\$6,861	



Federal, State and Special Programs 2010-2011

Title of Program: 21st Century Model Classrooms

Starting Date: June 2010

Ending Date: May 2011

Project Manager: Diane Case

Funding Amount: \$144,000 (199) + \$25,000 (411)

Balance: \$22,000

Program Description: The teachers will develop and utilize activities specifically designed to engage all students through the use of 21st century tools such as interactive whiteboard, student response systems, videoconference unit, portable laptops, and/or individual mobile devices. Teacher will work collaboratively to develop and incorporate activities that will capture student interest through the use of formats already familiar to many if not most of our learners.

Goal: Create a digital learning environment that:

- Improves scores on standardized tests by 10%
- Increases student engagement to high levels based on observations and surveys
- Improves access to information that increases knowledge, inquiry and depth of investigation based on student projects and test results

Objective:

- Set up a digital environment in 6 classrooms with interactive whiteboard, document camera, student response system, webcam, and interactive slate.
- Enhance the ongoing professional development of 21st century teachers by providing 30+ hours of training and updated research in teaching and learning through electronic means.

Strategies	Staff	Timeline	Evaluation	Amount Spent	Progress Status
Purchase and install SMART board, SMART response system, SMART wireless slate, document camera, AV system in all classrooms.	Technology Staff	June –August 2010	Observations Formative/Summative Assessments	\$39,162	Installation complete

Purchase pilot devices-2 mini-laptop COWs, 2 iPod Touch class sets, and 2 videoconferencing units.	Technology Staff	June 2010	Observations Formative/Summative Assessments	\$100,012	In the process of setting up different equipment. Laptops deployed in October. iPod Touches and VC equipment to be deployed in November.
Attend 21 st Century Learning Conference	21 st Century Teachers, Instructional Technology Coordinator and Executive Director	June 28-30	Surveys	\$4888	Based on the evaluation information—the attendees rated the conference as excellent. The conference provided multiple ideas for integrating technology. They all would recommend the conference to other teachers and will share information obtained with their campuses.
Training on using SMART equipment and software	21 st Century teachers	July 28-30	Workshop evaluation	\$3,000	Positive feedback on survey. Each teacher developed and demonstrated an interactive lesson to use in their classroom.

Attend Technology Specialist Institute at Region 10	21 st century teachers and Instructional Technology Coordinator	September 14 October 7	Workshop evaluation	\$0	Evaluation of 1 st session—average. Repeat of a lot of the information they received during 21 st Century Learning Conference. Evaluation of 2 nd session—high. Learned about several new tools/websites that they can use in their classes.
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Federal, State and Special Programs 2010-2011

Title of Grant: Title I, Part C Carl Perkins (CTE) **Grant Starting Date:** September 2010 **Grant Ending Date:** June 2011

Grant Project Manager: Casey Stone **Funding Amount:** \$80,078 **Balance:** \$25,078

Program Description: The Title I, Carl Perkins Grant facilitates the maintenance and improvement of the Career and Technical Education programs in secondary schools.					
Goal: Strengthen the academic and technical skills of Career and Technical students, through integration of core TEKS and 21 st Century Skills with Career and Technical Education curriculum, culminating in a coherent sequence of courses.					
Objectives: Increase of 21 st Century instruction Increase the breadth of student certifications Raise CTE-Special Ed Math/ELA/Science scores from 30 to 70% based					
Strategies	Staff	Timeline	Evaluation	Amount Spent	Progress Status
Increase the daily use of computers for CTE students and streamline the 4-year planning process through mobile computer labs.	CTE Director Career Counselor	November 2010	Monitoring of instruction, maintenance procedures, 4-year planning efficiency	\$55,000	On Order
Teacher Professional Development in Special Education and Student Certifications	CTE Teachers	November 8, 2010 January 4, 2011	2011 Performance Evaluation Report 2011 Performance Based Monitoring Report	\$5,500-\$7,000	In Process
Career planning resources and restocking	CTE Director Career Counselor	June 2011	Teacher Surveys	\$1500	In Planning

Promote 21 st Century Skills of the High School through the purchase of technology and problem-solving instructional tools.	CTE Director	June 2011	Formative/Summative Assessments TAKS Results	\$3500	In Planning
Promote 21 st Century Skills of the NGC through the purchase of technology and problem-solving instructional tools.	CTE Director	December 2010	Formative/Summative Assessments TAKS Results	\$10,000	In Planning
Employee Travel for Professional Development	CTE Teachers	August 2011	Training Evaluations	\$3078	On Going



Federal, State and Special Programs 2010-2011

Title of Grant: ECHS Cycle 3 – Expansion Grant, Cedar Hill Collegiate High School

Grant Starting Date: September 2009

Grant Ending Date: August 2010

Grant Project Manager: Usamah Rodgers

Funding Amount: \$190,000

Balance: \$0

Program Description: The purpose of the ECHS Cycle 3 Expansion Grant is to create collaborative partnerships between school districts and IHEs to open small high schools that provide students at risk of dropping out of school, including traditionally underserved students, an opportunity to earn a high school diploma and 60 credit hours towards an associate's degree and/or a baccalaureate degree at no cost to the student.

Goal:

- Provide a rigorous academic program that will equip students with the knowledge and skills to obtain their high school diploma and earn up to 60 college credit hours.
- Create a transition program that will expose students to the expectations of the Early College Program.
- Provide test taking strategies and practice materials in preparation for taking the ASSET/ ACCUPLACER examination.
- Work collaboratively with our TEA liaison and Higher Education partners to develop the collegiate course sequence.
- Provide professional development activities that will lead to effective classroom instruction and a deeper understanding of the Early College Core Principles

Objectives:

1. Host a transition program for incoming students
2. All students will meet the TSI reading and DCCCD writing prerequisite within the first year of enrollment
3. Provide staff development and training in regard to implementing the ECHS Instructional Framework
4. All students will pursue rigorous college-preparatory coursework including dual credit classes beginning in grade 9

Strategies	Staff	Timeline	Evaluation	Amount Spent	Progress Status
Implement a two week transition program for incoming students which included: math, writing, technology and introduction to CHC studies along with the Cedar Valley College Orientation.	Teachers Principal	June 14-28, 2009	Daily attendance report	\$2,500	Complete
Create ASSET/ ACCUPLACER Intervention groups and provide tutorials Purchase ASSET/ ACCUPLACER Testing Materials	Teachers Principal	August 2009-May 2010	ASSET and ACCUPLACER Results	\$7,613.82	Complete
On-going campus based professional development regarding implementation of the ECHS Instructional Framework	Teachers Principal	August 2009-May 2010	Staff Development Agenda and Certificates Classroom Observations Post Rounds Reports	\$10,750	Complete
Purchase college textbooks	Principal	August 2009-May 2010	Enrollment Fee Receipts Textbook Purchase Orders	\$136,733.18	Complete

Host parent meetings and conferences in order to increase awareness and parental support	Teachers Principal Counselor	November 2009 May 2010	Parent Academy Registration Parent Academy Sign-In Sheets Parent Academy Evaluation	\$2,200	Complete
School Leadership Payroll	Principal	July 2009- May 2010	Budget Expense Report	\$30, 203	Complete



Federal, State and Special Programs 2010-2011

Title of Grant: Communities Foundation of Texas (Texas High School Project)
Early College High School Professional Development

Grant Starting Date: September 2009

Grant Ending Date: July 2010

Grant Project Manager: Usamah Rodgers

Funding Amount: \$6,000.00

Balance: \$0

Program Description: The Texas Education Agency (TEA) provided a grant to the Communities Foundation of Texas (CFT) and Jobs for the Future (JFF) in order to build professional development network for early college high schools in Texas. The goal of this network is to improve instruction and learning in early college high schools by providing comprehensive training for teachers and administrators.

Goal: JFF and CFT will deliver the Texas ECHS Professional Development Program, a comprehensive professional development developed by JFF based on the leadership and instructional model of the University Park Campus School (UPCS) in Worcester, MA. University Park is one of the few schools in the nation that has closed the achievement gap and graduated all students college-ready.

Objectives: The Texas ECHS PD Program design is a model for school-wide change that includes:

1. School Leaders – the principal of each ECHS campus will participate in “Training for School Leaders.”
2. Internal Instructional Coaches – one teacher from each ECHS campus will participate in “Training for Internal Instructional Coaches” and will provide training for the faculty on their own ECHS campus.
3. Math Teachers – one math teacher from each ECHS campus will participate in “Supplementary Training for Math Teachers.”
4. New Teachers – in Summer 2010, new teachers in each ECHS will participate in a “New Teacher Institute.”

Strategies	Staff	Timeline	Evaluation	Amount Spent	Progress Status
Stipend for the campus ECHS Internal Coach for providing campus ECHS Common Instructional Framework training and completing required THSP reports.	Robin Ford	August - July	Campus staff development agenda and sign-in sheets Coaches monthly report Classroom observation	\$1,500	Complete
Staffing – substitute teachers for teachers attending ECHS workshops and training sessions	All teachers	August - May	ECHS Professional Development registration Substitute Teacher Daily Sign In Sheet	\$1,435	Complete
Supplies and materials for campus based professional development College and Career Readiness Book Study	All teachers and administrators	July	Book study meeting agendas and notes Purchase orders	\$1,245	Complete
Employee travel – ECHS professional development and training	All teachers	August - July	ECHS Professional Development registration Lesson Plans Rounds notes	\$1,820	Complete



Federal, State and Special Programs 2010-2011

Title of Grant: Pre-Kindergarten Early Start

Grant Starting Date: September 2010

Grant Ending Date: August 2011

Grant Project Manager: Rochelle Fleming

Funding Amount: \$110,292.00

Balance: \$92,982.89

Program Description: Expand current pre-kindergarten program to include three year old students					
Goal: Offer free pre-kindergarten to eligible students that prepares them for kindergarten					
Objective: Obtain Texas School Ready Certification for CHISD Pre-Kindergarten Program					
Strategies	Staff	Timeline	Evaluation	Amount Spent	Progress Status
Monitor pre-kindergarten student progress in literacy, math, and social development skills (according to Texas Pre-Kindergarten Guidelines)	Pre-Kindergarten Staff, Early Childhood Coordinator	August 2010 – June 2011	Student assessment results	\$17,309.11	On-Going
Comply with data standards for Texas School Ready Certification	Early Childhood Coordinator, Pre-K Data Clerk	August 2010 – June 2011	Texas School Ready, Region 10 compliance reports		On-Going

Provide at least 3 professional development offerings for pre-kindergarten teachers in pre-kindergarten curriculum, instruction, and/or progress monitoring	Early Childhood Coordinator	August 2010 – June 2011	Number of professional development offerings; participant feedback		In Process
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Federal, State and Special Programs 2010-2011

Title of Program: Extended Day Program

Starting Date: August 2010

Ending Date: June 2011

Project Manager: Rochelle Fleming

Funding Amount: \$330,450.00

Balance: \$237,215.32

Program Description: Before and after school care for students in grades K - 4					
Goal: Provide safe and orderly care for enrolled students					
Objectives:					
<ol style="list-style-type: none"> 1. Ensure that 100% of students remain safe and under adult supervision daily 2. Provide productive and engaging activities for students 					
Strategies	Staff	Timeline	Evaluation	Amount Spent	Progress Status
Maintain a 15 to 1 student to staff ratio at all campuses 95% of days	EDP Coordinator, EDP Site Supervisors	August 2010 – June 2011	Staff time sheets; number of days with 15 to 1 ratio	\$84,432.92	On-Going
Ensure student safety at all campuses daily	EDP Site Supervisors	August 2010 – June 2011	Campus daily sign-in sheets; number of days with all students delivered safely to parents	\$3,643.53	On-Going
Provide quiet time and staff assistance to facilitate student homework	EDP Site Supervisors	August 2010 – June 2011	Parent feedback	\$5,158.23	On-Going

Provide rotation of art, gym, and computer activities weekly	EDP Site Supervisors and Staff	August 2010 – June 2011	Parent feedback		On-Going
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Federal, State and Special Programs 2010-2011

Title of Grant: Beginning Teacher and Induction/Mentoring Program

Grant Starting Date: August 2010

Grant Ending Date: June 2011

Grant Project Manager: Anika Perkins

Funding Amount: \$76,725.00

Balance: \$70,722.60

<p>Program Description: The Beginning Teacher Induction/Mentoring (BTIM) Grant Program is to provide a teacher with 0-2 years of teaching experience an eligible mentor teacher who has three or more years of teaching experience to improve the teacher retention rate among induction year teachers.</p>					
<p>Goals: Increase the retention rate among 0-2 year teachers identified on the nine campuses associated with the grant (Bray, Lake Ridge, Plummer, Waterford Oaks, High Pointe Joe Wilson, West, CHHS, and CHCHS) and reduce the attrition rate on each campus through continued professional development and mentoring support.</p>					
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Obtain a ninety-seven percent (97%) retention rate among all 0-2 year teachers on the designated campuses 2. One hundred percent (100%) of all mentors will complete 12 hours of TxBESS Mentor Training 3. Ninety-five (95%) satisfaction with mentors 					
Strategies	Staff	Timeline	Evaluation	Amount Spent	Progress Status
Mentors are assigned to all teachers with 0-2 years of experience.	Mentors	August-May	Mentees Evaluations		All mentors were trained regarding the district's expectations and all signed MOUs.

Principals and new mentors will be trained on the TXBESS model.	Principals and Mentors	September and March	Training Evaluations		Fall training was held in September with 12 participants.
Professional developments are offered monthly to support both the mentee and mentors. The focus of the trainings is based on the book <i>Teaching Hope</i> by Erin Gruwell.	Director Mentors and their Mentee(s)	August-May	Professional Development Evaluations		Monthly professional developments began in September.
Instructional coaches have assessed all mentee teachers and have placed identified teachers on action plans.	Instructional Coaches	August-May	Mentees Evaluations	\$6,002.40	Instructional coaches have been assigned campuses and they have observed all mentee teachers (0-2 years of experience).



Federal, State and Special Programs 2010-2011

Title of Program: Turn Around Agenda (OCBF Outreach)

Starting Date: November 2010

Ending Date: June 2012

Project Manager: Chanda McGhee

Funding Amount: No Cost

Program Description: Program provides mentors to support students in at-risk situations					
Goals:					
<ol style="list-style-type: none"> 1. Provide assistance to students in at-risk situations 2. Increase students' developmental assets 3. Show school improvement outcomes 					
Objectives:					
<ol style="list-style-type: none"> 1. Increase number of at- risk students served by 10% from previous school year 2. Increase mentored students' number of "developmental assets" 3. Show increase in at least 70% of mentored students' attendance rates, behavior, or GPA 					
Strategies	Staff	Timeline	Evaluation	Amount Spent	Progress Status
Refer homeless students / families to OCBF outreach	SSCS Director	November 2010 – June 2011	% of referred students who are served (parent survey)	\$0	100% (3 students served of 3 referred)
Connect at-risk students with mentors – mentors will focus on building "commitment to school" assets	OCBF Staff and Mentors, Campus Counselor Facilitator	November 2010 – June 2011	Pre and post measure of developmental assets	\$0	Mentors will begin in November 2010

Mentors will connect with parents and students to help improve areas of school need (attendance, behavior, or grades)	OCBF Staff and Mentors	November 2010 – June 2011	Compare students' outcomes in 2009-10 to outcomes for 2010-11 and 2011-12	\$0	Mentors will begin in November 2010
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