

Cedar Hill Independent School District
BOARD OF TRUSTEES

Meeting Date: December 7, 2009

Presented by: Horace Williams, Superintendent of Schools

Subject: First Quarterly Report-Federal and State Programs

Information Item

BOARD GOALS:

Align the budget process to achieve district goals.

BACKGROUND INFORMATION:

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

RECOMMENDATION:

N/A

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

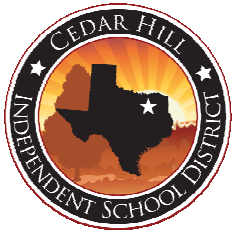
ENCLOSURES:

See attachment.

*Federal and State Programs
Quarterly Report*

August 2009-November 2009





Federal and State Programs 2009-2010

Title of Grant: Title I Part A

Grant Starting Date: September 2009

Grant Ending Date: June 2010

Grant Project Manager: Karen Gilbert

Funding Amount: \$929,080.25

Balance: \$929,080.25

Program Description: Title I Part A, Literacy Centers			
Goal(s): Cedar Hill ISD will design and implement a rigorous instructional delivery system that is data-driven and fosters student engagement.			
Objective(s): 100% of the CHISD campuses will design and implement Campus Literacy plans for improving literacy for all students during the 2009/2010 school year.			
Group	Improvement Strategies	Amount Spent	Progress Status
Kindergarten	Small Group Instruction Phonics Instruction		7 students in this group and needs are being addressed in the Literacy Center.
Grades 1-2	Small Group Instruction Phonics Instruction Read Naturally Guided Reading		Grade 1 is addressing needs of 117 students with 99% up to 2 years below grade level and 1% more than 2 years below grade level. Grade 2 is addressing needs of 100 students with 96% up to 2 years below grade level and 1% more than 2 years below grade level. 3% of the students are on grade level but struggling with various skills.

Grades 3-4	Small Group Instruction Phonics Instruction Read Naturally Guided Reading		<p>Grade 3 is addressing needs of 92 students with 96% up to 2 years below grade level and 4% more than 2 years below grade level.</p> <p>Grade 4 is addressing needs of 72 students with 86% up to 2 years below grade level and 13% more than 2 years below grade level. 1% of the students are on grade level but struggling with various skills.</p>
Grades 5-6	Small Group Instruction Phonics Instruction Read Naturally Guided Reading		<p>Grade 5 is addressing needs of 47 students with 45% up to 2 years below grade level and 55% more than 2 years below grade level.</p> <p>Grade 6 is addressing needs of 64 students with 42% up to 2 years below grade level and 58% more than 2 years below grade level.</p>
Grades 7-8	Small Group Instruction Vocabulary Strategies Read 180		<p>Grade 7 is addressing needs of 32 students with 19% up to 2 years below grade level and 72% more than 2 years below grade level. No scores are available for 9% of the students.</p> <p>Grade 8 is addressing needs of 68 students with 21% up to 2 years below grade level and 63% more than 2 years below grade level. O scores are available for 2% of the students. 4% of the students are reading on grade level but continue to struggle with passing the TAKS test</p>
Grade 9	Small Group Instruction Vocabulary Strategies Read 180		Read 180 is being newly implemented at the ninth grade center.



Federal and State Programs 2009-2010

Title of Grant: Even Start

Grant Starting Date: September 2009

Grant Ending Date: August 2010

Grant Project Manager: Dr. Rickey Henderson

Funding Amount: \$150,000.00

Balance: \$138,847.60

Program Description:

The CHISD Even Start Program targets the educational needs of families where adults have minimal formal education, literacy skills below the ninth grade, and low levels of English proficiency. The project provides early childhood enrichment and childcare in a stimulating environment that supports language and pre-literacy development. The Even Start Program is year-round and partners with Dallas ISD Adult Basic Education Program.

Goal(s):

Improve on the developmental process for each child, birth through four years old, and provide services to low-income families.

Objective(s):

1. Eighty-five percent (85%) of the birth through two year olds, and all newly (non-continuing, not active in the previous year) enrolled three year olds from Even Start families will be screened for developmental progress by the end of the third month of enrollment in Even Start.
2. Seventy percent (70%) of Even Start parents, with children ages birth to five years old who are enrolled in the program at least four consecutive months, will show gains on at least one subscale of the Home Inventory Instrument.
3. Seventy percent (70%) of students, who are 3-5 years of age by September 1 of the program year from Even Start families enrolled in Even Start at least four consecutive months, will show progress between pre and post testing on Peabody Picture Vocabulary Test, Third Edition (PPVT) administered in English.

Group	Improvement Strategies	Amount Spent	Progress Status
All Even Start Children ages 0-7	Inform parents weekly through weekly meetings concerning students' progress. This will improve on family participation.	\$0	Denver screen test will continue throughout October. Three tests remain to be given.
Even Start Families	Families in program must be indentified early to ensure home visits done monthly. Continue to speak with families in program and explain the importance of Home Visits. Allow parents to select best time for visit.	\$0	Fifty percent of visits were done. Attendance was low in the month of September due to late start. Home Visits are ongoing.
3-5 year of age	Work with participants to set up a Parent Club. Staff will do more follow up with parents and prepare for post test.	\$0	PPVT pretest will be completed by the end of October and entered in TESPIRES.



Federal and State Programs 2009-2010

Title of Grant: Title I, Part C Carl D Perkins

Grant Starting Date: September 2009

Grant Ending Date: June 2010

Grant Project Manager: Bill Allen

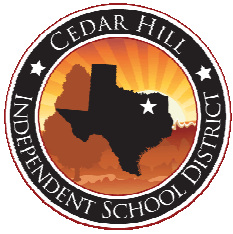
Funding Amount: \$77,442

Balance: \$59,908.00

<p>Program Description: This grant is designed and operated to assist our school district in improving our career and technical training for students.</p>
<p>Goal(s): Strengthen the academic and technical skills of career and technical students by integrating academics with career and technical programs through a coherent sequence of courses.</p>
<p>Objective(s): Eighth, ninth, and tenth grade students will be introduced to the 16 career clusters where all can see the value of integrating academics into a career pathway, certification or licenses. 70% of eighth-tenth, and ninth grade students will have an electronic career four year plan.</p>

Group	Improvement Strategies	Amount Spent	Progress Status
MS, NGC, HS	All 8 th -11 th CHISD students with parents and counselors' access can have an electronic career plan based on interest and career opportunities.	\$4,040.60	70% of 8 th , 9 th , and 10 th grade students either have or in the process of completing a four year electronic career plan.
All students of CHISD	Chamber of Commerce education committee is working with career and technology education to furnish speakers for school career days.		All schools have a career day scheduled. CC education committee has the list and they are working on getting volunteers for the careers requested by the individual schools.
BC, PMS, NGC	New course approvals determine when modules will be redirected and upgraded.		

MS,NGC, HS	Program improvement- alignment with counselors, special education, and CTE.	\$6,116.40	CTE teachers, counselors, and special education are working together to improve career & technical programs for all students. Much progress has been made.
MS, NGC, HS,	Recommendations for career clusters and programs of study for our district will be submitted for 2010-2011 school year.	\$5.000	Redirection of CTE programs has been presented to teachers, counselors, and administrators based on consultants' recommendations.
HS CTE career cluster pathways that have certifications.	Certifications test will be given in the Spring.	\$2,377	



Federal and State Programs 2009-2010

Title of Grant: Title II, Part A

Grant Starting Date: September 2009

Grant Ending Date: June 2010

Grant Project Manager: Anika Perkins

Funding Amount: \$175,386.71

Balance: \$175,386.71

<p>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.</p>			
<p>Goal(s): Improve the quality of teachers and administrator in our district through a focus on teacher retention, professional development, and a researched-based mentoring program for teachers and administrators.</p>			
<p>Objective(s):</p> <ol style="list-style-type: none"> 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 2009-2010 teacher resignation records at the end of the school year. 3. Require professional development hours for all professional staff to provide support and ensure on-going learning. 4. Revamp the mentoring program to provide differentiated support through the TXBESS model. 			
Group	Improvement Strategies	Amount Spent	Progress Status
Teachers	Identify teachers and conference with each one about their certification needs and provide dates of trainings.		Currently, we have three teachers affected and they are taking their tests this semester.
Teachers with 0-2 years of experience	Assigned instructional coaches to assess all teachers with 0-2 years of experience.		All teachers with 0-2 years of experience have been assessed.
Teachers	Professional developments are offered in district for the core contents, literacy, SPED, technology, PE/Health, new teachers, and teachers in need of assistance.		Fall course offerings were published in August to allow teachers an opportunity to select courses.

Teachers with 0-2 years of experience	The program has been tiered based on years of experience to allow an opportunity for new teachers to evolve into campus level instructional leaders.		New teachers have been meeting monthly.
Teachers with 0-2 years of experience and their mentors	Mentors attend three trainings with their mentees.		This has allowed the mentors to have more time to meet with mentees.
Principals	Principals have been tiered and placed in professional learning communities based on their needs.		Principals have been able to collaborate and provide support for one another.



Federal and State Programs 2009-2010

Title of Grant: Title II, Part D

Grant Starting Date: September 2009

Grant Ending Date: June 2010

Grant Project Manager: Diane Case

Funding Amount: \$8162

Balance: \$7952

<p>Program Description: Title II, Part D-Enhancing Education through Technology funds are used to provide assistance to states and localities for the establishment or expansion of using innovative technology with a strong emphasis to provide ongoing professional development.</p>			
<p>Goal(s): Enhance the on-going professional development of teachers and staff by providing opportunities to attend out-of-district workshops and conferences.</p>			
<p>Objective: Increase the number of teachers/staff attending out-of-district workshops or local conferences by 50%.</p>			
Group	Improvement Strategies	Amount Spent	Progress Status
Teachers	Nine teachers attended area technology conference on Saturday, October 24 to meet their requirement for professional content/skills.	\$210	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.



Federal and State Programs 2009-2010

Title of Grant: Title III

Grant Starting Date: September 2009

Grant Ending Date: June 2010

Grant Project Manager: Orlando Chavez

Funding Amount: \$39,941.19

Balance: \$39,941.19

<p>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.</p>			
<p>Goal(s): To help 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.</p>			
<p>Objective(s):</p> <ol style="list-style-type: none"> 1. Resources to monitor current program implementation 2. Provide campuses with supplemental resources to assist our LEP students. 			
Group	Improvement Strategies	Amount Spent	Progress Status
ESL Teachers	ESL teachers will provide assistance with curriculum development, mentor campus teachers on ESL strategies, monitor ESL students' progress, tutor ESL students, and assist with ESL parent trainings.	\$30,000	ESL teachers have begun meeting monthly to align documenting procedures.



Federal and State Programs 2009-2010

Title of Grant: Title IV—Safe and Drug Free

Grant Starting Date: September 2009

Grant Ending Date: June 2010

Grant Project Manager: Chanda McGhee

Funding Amount: \$14,114

Balance: \$14,114

<p>Program Description: This program provides prevention, education, parent involvement opportunities, and interventions for preventing drug use and violence in schools.</p>
<p>Goal(s):</p> <ol style="list-style-type: none"> 1. Prevent drug usage in schools. 2. Prevent violence in schools. 3. Create a comprehensive program for prevention and intervention of drug use and violence in schools.
<p>Objective(s):</p> <ol style="list-style-type: none"> 1. Reduction in student and parent perceptions of drug usage in schools. 2. Reduction in student and parent perceptions of violence in schools. 3. Reduction in occurrences of violent offenses at schools. 4. Reduction in occurrences of drug/alcohol related offenses at schools.

Group	Improvement Strategies	Amount Spent	Progress Status
Grades 3-12	<ol style="list-style-type: none"> 1. Host parent info sessions (targeting general sessions and specific for drug use). 2. Host activities for students to participate in fun activities in a positive, supervised setting. 3. Host parent training classes for parents of identified students. 4. Conduct staff training on recognizing signs of abuse/reporting abuse. 5. Participate in Region 10 Safe and Drug Free Cooperative. 		<ol style="list-style-type: none"> 1. Using framework of Developmental Assets (Search Institute), create/expand programs that support student success and reduce student involvement in drugs/alcohol and violence related activities

<p>Grades 3 – 12 and parents</p>	<ol style="list-style-type: none"> 1. Involve parents in activity planning. 2. Host drug free activities at campuses 3. Create activities for student involvement (i.e., clubs) at campuses. 		<ol style="list-style-type: none"> 1. Survey parent and student perceptions of drug usage in the schools. 2. Review PEIMS data for drug/alcohol offenses.
<p>Grades 3 – 12 and parents</p>	<ol style="list-style-type: none"> 1. Support implementation of Boystown at campuses. 2. Implement Peer Mediation (PAX United) at 2 campuses in spring, 2010. 		<ol style="list-style-type: none"> 1. Survey parent and student perceptions of violence in schools. 2. Review PEIMS data for violence related offenses in schools.

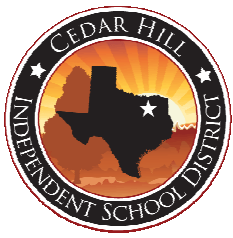


Federal and State Programs 2009-2010

Title of Grant: Character Education **Grant Starting Date:** July 2006 **Grant Ending Date:** June 2010
Grant Project Manager: Allena Anderson **Funding Amount:** 229,739.00 **Balance:** 130,668.01

Program Description: Character Education			
Goal(s): Improve Student Achievement, Improve Student Behavior, Increase Participation in Extra Curricular Activities, Increase Parental Involvement, and Improve Faculty & Student Morale			
Objective(s): 1. Improve student achievement by 5%. 2. Improve student behavior by 5%. 3. Increase student participation in extra curricular activities by 5%. 4. Increase parental involvement by 5%. 5. Improve faculty and student morale by 5%.			
Group	Improvement Strategies	Amount Spent	Progress Status
Grades K-12	Incorporate Character Education / TEKS integration as a component of 3 minute walk-throughs.	\$13,088.99	AEIS Data not yet available for 2008-2009 school year.
Grades K-12	Counselors conduct groups with students to improve student decision making process.	\$51,465.37	40% overall decrease in negative behaviors. 39% decrease in calls for service 61% decrease in court citations 51% decrease in campus referrals 54% decrease in students counseled 39% decrease in parents counseled 59% decrease in arrests .04% decrease in theft

Grades 10-12	Review process for increasing the number of students participating in extra-curricular activities.		52% increase in high school club participation
Grades K-12	Schools continue to host Character Education events for parents.		Pending analysis by Outside Evaluator.
Grades K-12	Include campus level activities in campus improvement plans	\$1,300	75% of schools had faculty with improved morale.



Federal and State Programs 2009-2010

Title of Grant: IDEA - B

Grant Starting Date: July 2009

Grant Ending Date: June 2010

Grant Project Manager: Kellie Spencer

Funding Amount: \$1,434,297

Balance: \$1,207,388.50

*includes \$330,000 roll forward

Program Description: Special Education			
Goal(s): Provide appropriate educational opportunities to all students eligible for special education and related services.			
Objective(s): Provide the supplemental aids & services outlined in each student's IEP.			
Group	Improvement Strategies	Amount Spent	Progress Status
SPED Department	3 teachers; 31 paraprofessionals; 1 counselor; 1 LSSP, 1 data specialist	\$208,325.26	
	Professional Contracted Services	\$14, 823.40	
	Private Vent Nurse	\$4090.60	
	IEP Data Management System & Training	\$9107.80	
	Contracted Consultant (Instruction)	\$1625.00	
	Supplies and materials	\$1,814.35	
	Adapted PE Materials	\$831.10	
	OT Supplies	\$749.25	
	Teacher Subscriptions to NCTM	\$234.00	
	Other Operating Costs	\$1,945.55	

	Evaluation Materials	\$1405.55	
	Conference Registrations	\$440.00	
	CPI Membership Dues	\$100.00	



Federal and State Programs 2009-2010

Title of Grant: BTIM

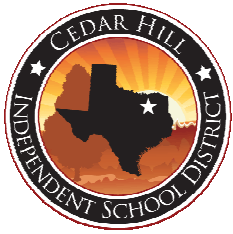
Grant Starting Date: August 2009

Grant Ending Date: June 2010

Grant Project Manager: Anika Perkins Funding Amount: \$125,000

Balance: \$110,768.23

<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>Goal(s): 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>Objective(s):</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. 			
Group	Improvement Strategies	Amount Spent	Progress Status
0-2 Year Teachers	Mentors were assigned to all teachers with 0-2 years of experience.	\$89,242	Mentors and mentees having been meeting and submitting documentation monthly.
Principals	Principals and new mentors were trained by Region 10 on the TXBESS model.	\$3,345	100% of principals have been trained on the TXBESS model and 90% of new mentors have completed TXBESS training.
Mentees/Mentors	Professional developments are offered monthly to support both the mentee and mentors.		All mentors/mentees have begun attending trainings.
0-2 Year Teachers	Instructional coaches have assessed all mentee teachers.	\$5,000	Instructional coaches have now started to provide one-on-one assistance to those 0-2 year teachers who showed areas of concerns in their assessment.



Federal and State Programs 2009-2010

Title of Grant: Tobacco Grant

Grant Starting Date: September 2009

Grant Ending Date: August 2010

Grant Project Manager: Chief Burruss

Funding Amount: \$ 6,000

Balance: \$5423.07

Program Description: Texas Statewide Tobacco Education and Prevention			
Goal(s): Per the state of Texas guidelines to provide a comprehensive compliance education of tobacco laws for school age youth, enforce minors in possession and educate youth on the health effects of tobacco.			
Objective(s): Performance expectation to educated 100% of the student population.			
Group	Improvement Strategies	Amount Spent	Progress Status
Elementary To Age 17	Set up displays at the Cedar Hill Back to School Rally, Presentations to Health classes, PE, and PTA during Red Ribbon Week. Five schools were targeted, which were CHHS, Joe Wilson, PMS, Lake Ridge, and DAEP. Tobacco Media of Posters were distributed.	\$576.93	From Aug. to present 782 students, 35 teachers and 35 parents were educated regarding tobacco. No citations issued.



Federal and State Programs 2009-2010

Title of Grant: **Project Turn*Around Mentor Program** Grant Starting Date: **September 2009** Grant Ending Date: **August 2010**

Grant Project Manager: Chanda McGhee

Funding Amount: \$35,000

Balance: \$0

<p>Program Description: Program provides mentors to meet with students with difficulties.</p>			
<p>Goal(s):</p> <ol style="list-style-type: none"> 1. Provide consistent, positive adult mentors to assist students with appropriate school behavior, school attendance, and behavior choices. 2. Improve student attendance. 3. Improve student behavior. 4. Establish positive adult relationships with students. 			
<p>Objective(s):</p> <ol style="list-style-type: none"> 1. Decrease student truanancies by 25% from previous school year. 2. Improve teacher ratings for student behavior by an average of 3 points on 10 point scale. 3. Decrease student discipline referrals by 25% from previous school year. 4. Demonstrate positive perceptions of mentor relationship through student and parent survey results. 			
Group	Improvement Strategies	Amount Spent	Progress Status
Grades K – 12	PTA provides In-School Mentor Coordinator to coordinate mentors’ meetings with students	\$35,000	3 of 7 referred students currently matched with mentors
Grades K – 12	Mentors use Boystown skills (practice with skill steps) with students based on teacher/referring person’s ratings		Average of students’ attendance for 08-09 school year was <u>20 truanancies</u> (in a class period)

Grades K - 12	Mentors use Boystown skills (practice with skill steps) with students based on teacher/referring person's ratings		Average pre-mentor ratings for students referred: Academic performance – 4.5 Social Skills – 4.7 Family Support – 8.3 Communication Skills – 7.3 Attitude to school – 5 Peer Relations – 6.7
Grades K - 12	Mentors use Boystown skills with students based on teacher/referring person's ratings		Average # of behavioral referrals among students with mentors for 2008-09 was <u>8.6 referrals</u>
Grades K – 12	Mentors establish positive and consistent relationship with student mentees		Surveys will be administered in spring, 2010
Grades K – 12	Mentors establish positive and consistent relationship with student mentees		Surveys will be administered in spring, 2010



Federal and State Programs 2009-2010

Title of Grant: Early College High School

Grant Starting Date: September 2009

Grant Ending Date: June 2010

Grant Project Manager: Usamah Rodgers

Funding Amount: \$191,998.00

Balance: \$154,303.17

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(s):

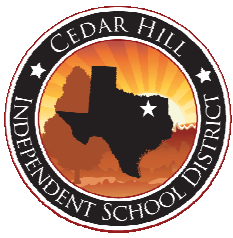
1. To provide a rigorous academic program that will equip students with the knowledge and skills to obtain their high school diploma and earn up to 60 college credit hours.
2. To create a transition program that will expose students to the expectations of the Early College Program.
3. To provide test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

Objective(s):

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 pursue rigorous college-preparatory coursework including dual credit classes beginning in grade 9.

Group	Improvement Strategies	Amount Spent	Progress Status
All 9 th grade students	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.	\$2,500.00	<p>Only 1 student elected to attend Cedar Hill High School instead of continued enrollment in Collegiate High School</p> <p>2008-2009 99% Promotion Rate</p> <p>Eighty students participated in the transition program Summer 2009</p>
All 9 th grade students	<p>Create ASSET/ ACCUPLACER Intervention groups and provide tutorials</p> <p>Purchase ASSET/ ACCUPLACER and other College Readiness Testing Materials</p>	\$1,513.00	<p>2009-2009 98% completed the TSI reading standard and 91% completed the DCCCD writing prerequisite</p> <p>Transition Program 2009 (incoming students) 49% completed the TSI reading standard and 15% completed the DCCCD writing prerequisite</p>
All EC students	<p>Faculty members will attend the ECHS Summer Institute</p> <p>On-going campus based professional development regarding implementation of the ECHS Instructional Framework</p> <p>Internal Coach and Principal will attend ECHS Network Training Sessions</p>	\$4,192.00	<p>Fidelity of Implementation Survey Results indicated that all faculty members are familiar with the Instructional Framework and are in the developmental stages of implementation.</p> <p>Monthly Professional Learning Community Meetings are focused on implementation of the ECHS Instructional Framework.</p>

<p>All EC students</p>	<p>Purchase classroom supplies and materials</p> <p>Provide transportation to Cedar Valley College for Summer Classes and campus orientation, activities and events</p> <p>Purchase college textbooks</p> <p>Provide Study Hall and tutorials</p> <p>Develop Academic Intervention plans for students experiencing difficulty</p> <p>Host parent meetings and conferences in order to increase awareness and parental support</p>	<p>\$ 22,485.00</p>	<p>2008-2009: all students enrolled earned a minimum of 8 college credit hours.</p> <p>2008-2009: 71 students enrolled in Summer I courses at Cedar Valley College</p> <p>2008-2009: 15 students were invited to join Phi Theta Kappa (Community College Honor Society) requirements include completing a minimum of 12 credit hours and maintain a G.P.A. of 3.5 or higher</p> <p>2008-2009: All students earned a minimum G.P.A. of 2.0 with 87% earning a 3.0 or higher Cedar Valley G.P.A.</p>
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Federal and State Programs 2009-2010

Title of Grant: Pre Kindergarten Early Start Grant Starting Date: September 2009 Grant Ending Date: August 2010

Grant Project Manager: Chanda McGhee Funding Amount: \$144,900 Balance: \$117,793.78

Program Description: Two half-day classrooms provide instruction to three-year old pre kindergarten students

Goal(s):

1. Partner with a local child care site to assist in bringing school district resources to community
2. Prepare 95% of students in pre kindergarten classes to enter kindergarten on or above grade level
3. Become certified as a Texas School Ready Pre Kindergarten Program

Objective(s):

1. Provide, recruit, and retain 100% highly qualified Pre Kindergarten Teachers in Pre Kindergarten classrooms
2. Recruit and identify eligible Pre Kindergarten students to fill three year old classrooms at Lake Ridge Elementary and Community Partner Site (Creative Academy)
3. Implement high quality, developmentally appropriate, and rigorous curriculum that is aligned with Texas Pre Kindergarten Guidelines in 100% of classrooms
4. Monitor student progress in literacy, math, and social development skills (according to Texas Pre Kindergarten Guidelines)
5. Participate in the Texas School Readiness Certification System to become certified as a Texas School Ready Program

Group	Improvement Strategies	Amount Spent	Progress Status
Pre K 3 classrooms	<ul style="list-style-type: none"> • Provide teacher training on curriculum materials, Texas Pre K Guidelines • Provide a support network consisting of experienced Pre K teachers 	\$13,972.33	100% of staff highly qualified
Pre K 3 classrooms	<ul style="list-style-type: none"> • Host Pre Kindergarten Round Up days for registration • Provide office hours during which parents can register students • Advertise through district website, Cedar Hill water bill, and flyers to current CHISD students 		Recruited 44 eligible students and filled 100% of student seats available per grant
All pre K classrooms	<ul style="list-style-type: none"> • Provide classroom furniture, supplies, curriculum materials etc. to classrooms • Provide training to teachers on curriculum materials and Texas Pre K Guidelines 	\$13,133.89	100% of classrooms utilizing state approved curriculum materials and supplemental materials aligned with Texas Pre K Guidelines
All Pre K classrooms	<ul style="list-style-type: none"> • Teachers are provided curriculum based assessments to utilize with students • Teachers provide small group and individualized instruction to students based on weaknesses 		Initial data shows that students' average score on basic assessment of letters, numbers, colors, shapes is 38%. Additional data will be collected through locally developed assessment
All Pre K classrooms	<ul style="list-style-type: none"> • Comply with standards of Tx School Ready Certification Program • Provide teacher staff development to improve instructional delivery • Intentional and planned instructional activities in language, literacy and math 		100% of certification process completed to date: <ul style="list-style-type: none"> • Submitted application

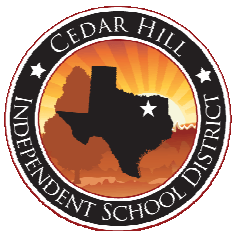


Federal and State Programs 2009-2010

Title of Grant: ARRA Stimulus - IDEA **Grant Starting Date:** April 2009 Grant **Ending Date:** September 2011
Grant Project Manager: Kellie Spencer **Funding Amount:** \$1,589,348 **Balance:** \$887,610.41

Program Description: American Recovery & Reinvestment Act (ARRA) - IDEA			
Goal(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. Provide intensive professional development of special education and general education teachers that focuses on scaling-up, through replication, proven and innovative evidence-based school-wide strategies in reading, math, and positive behavioral supports to improve outcomes for students with disabilities. 3. Develop or expand the capacity to collect and use data to improve teaching and learning. 4. Increase achievement of student with disabilities. 			
Group	Improvement Strategies	Amount Spent	Progress Status
Special Education			
	Increase access to AT devices to support communication, reading, writing, and physical access	\$17,819.36	Increased communication and academic opportunities for students with significant disabilities.
	Provide professional development opportunities regarding the use of AT devices.	\$1919.00	Increased knowledge and use of AT during instruction in SKILL classrooms.
	Provide state-of-the-art technology in all special education classrooms.	\$247117.22	Smart boards and student computers in every special education classroom.

	Establish consistency in discipline management throughout CHISD.	\$19,875.24	Ongoing
	Provide professional development opportunities to improve academic outcomes for students with disabilities.	\$2187.96	Ongoing Increased rigor in resource classrooms. District plan for dyslexia identification, instruction, and intervention. District trainer for <i>Read Naturally</i> .
	Enhance evaluation materials available to diagnosticians, speech therapists, & LSSP.	\$22435.37	Complete
	Provide research-based mathematics programs for resource classrooms.	\$12301.99	Ongoing <i>Texas Triumphs & Saxon Math</i>
	Increase access to math manipulatives.	\$5020.91	Ongoing <i>Hands-On Equations</i>
	Provide research-based reading programs for resource classrooms & literacy labs for early intervention.	\$85024.14	Ongoing <i>SRA Corrective Reading & Read 180</i> <i>EIS – Read Naturally</i>



Federal and State Programs 2009-2010

Title of Grant: Title I, Part A ARRA

Grant Starting Date: August 2009

Grant Ending Date: June 2011

Grant Project Manager: Anika Perkins

Funding Amount: \$351,015

Balance: \$351,015

<p>Program Description: ARRA funding offers a great opportunity to improve student achievement through school improvement and strategic reform.</p>			
<p>Goal(s): 1. Provide additional support for Title, I Part A campuses.</p>			
<p>Objective(s): 1. All Title I, Part A campuses will show growth in the areas of reading/ELA, math, and science.</p>			
Group	Improvement Strategies	Amount Spent	Progress Status
Targeted assistant students and teachers	Math/science teacher specialists will provide support to teachers working with targeted assistant Title I students.		Teacher specialists have been working with teachers at identified campuses.