

***District Mid-Year Program Status Reports
September 2007-December 2007***

District Federal and State Programs/Budgets

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EXECUTIVE SUMMARY

Overview

Cedar Hill Independent School District has implemented seventeen federally and state funded grant programs to supplement the 2007-2008 budgets and provide academic support for instructional programs on its thirteen campuses. The following table lists the programs that are in this report in addition to the program's facilitator, type of program, and total budget at the beginning of the school year for each program. The program status updates cover a reporting period starting September 3, 2007-December 17, 2007 that list objectives for each program, major activities, highlight of accomplishments, program summary, recommendations, and data analyses.

Programs	Program Facilitator/s	Type	2007-2008 Total Budget	Budget Balances as of 12-17-2007
Character Education	Allena Anderson Cheryl Wesley	Federal Grant	\$470,429.12	\$314,334.80
SMMART Labs (Title I Part A)	Karen Gilbert Joanie Hudson	Federal Grant	\$725,336.00	\$545,006.87
Even Start (Title I Part B)	Rickey Henderson Cheryl Wesley	Federal Grant	\$200,000.00	\$129,984.00
Technology (Title II Part D)	Diane Case Joanie Hudson	Federal Grant	\$6,956.00	\$6,365.60
Bilingual/ESL (Title III)	Orlando Chavez Joanie Hudson	Federal Grant	\$30,298.00	\$30,332.18
Teacher Training (Title II)	Joanie Hudson	Federal Grant	\$137,280.00	\$6,365.00
SRT (Title IV)	Chanda McGhee Joanie Hudson	Federal Grant	\$21,742.00	\$21,565.00
Innovative Practice (GT) (Title V)	Allena Anderson Joanie Hudson	Federal Grant	\$9,137.00	\$1,015.00
Extended Day	Cheryl Wesley Rochelle Fleming	Local Funds/Tuition	\$711,000.00	\$331,173.00
Career and Technology	Bill Allen	Federal Grant	\$58,576.00	\$26,043.92
One Community-One Child	Sylvia Lewis	State Grant	\$7,600.00	\$-0-
High School Allotment	Joanie Hudson	State Grant	\$844,000.00	\$675,232.20
High School Completion	Joanie Hudson	Federal Grant	\$38,730.00	\$25,107.67
Mentoring Program	Joanie Hudson	State Grant	\$93,500.00	\$91,662.24
IDEA B Formula	Kellie Spencer	Federal Grant	\$1,403,823.00	\$1,236,114.33
IDEA B Preschool	Kellie Spencer	Federal Grant	\$24,181.00	\$18,175.16
Tobacco Grant	Kim Lewis Chief Burris	State Grant	\$6,000.00	\$6,000.00

CEDAR HILL INDEPENDENT SCHOOL DISTRICT

FEDERAL PROGRAMS STATUS REPORT

Program Rating Key

+	On track and/or satisfactory progress
*	Some action required
x	Requires attention and/or further immediate action

Name of Program

Students Mastering Math and Reading Techniques
(SMMART Labs) Literacy Labs and Read 180 Labs
Title I Part A-Fund 211

Dates Covered by the Report:

September-December 2007

Executive Summary

Titles I, Part A campuses in CHISD implement targeted assistance programs that provide services to those students who are most in need. All Title I campuses have a school support team consisting of two to three members as appropriate to monitor program compliance and effectiveness. The campus site-based decision-making committee serves in a monitoring capacity. All Title I campuses implement Literacy Labs, SMMART Labs, and/or Read 180 Labs. The Literacy Labs serve students in grades 1-2 who are one or two years below grade level. The SMMART Labs serve students in grades 3-6 who are one or two years below grade level or failed TAKS. The Read 180 Labs serve students in grades 7-8 who are two or more years below grade level or failed TAKS. The Literacy Labs are staffed with five Title I teachers in pullout instructional setting. The SMMART Labs are staffed with nine Title I teachers also in a pullout instructional setting. The Read 180 Labs are an additional class in each student's schedule. Schools are assigned Title I teachers based on their percentage of economically disadvantaged students. Labs are located on each elementary, intermediate, and middle school campus. Title I funds are used for Title I teachers' salaries on the ten designated Title I campuses along with staff development trainings and classroom supplies. The Title I campuses in the district are:

- Plummer Elementary
- High Pointe Elementary
- Highlands Elementary
- Waterford Oaks Elementary
- Bray Elementary
- West Intermediate
- Beltline Intermediate
- Jo Wilson Intermediate
- Permenter Middle School
- Bessie Coleman Middle School

Program Objectives:

Objective 1-Students in grades 1-2 will demonstrate at least one-year's growth in reading ability.

Objective 2-Seventyfive percent of the students in grades 3-8 will meet the passing standard for TAKS in the four core areas.

Objective 3-Seventyfive percent of the students in grades 3-8 will meet the passing standards for TAKS in the four core areas.

Summary:

The Literacy and SMMART Labs along with Read 180 provide students who are in at-risk situations with the necessary instructional support needed for them to function on grade level. Data shows that at most campuses SMMART/Literacy Labs are very effective. Students are beginning to make grounds in reading and math, which in turn helps these students to be prepared for the TAKS Test.

Issue/s Requiring Central Office Direction	Campus/es	Status
Principal request transition from a Title I Targeted Assistant campus to a School-wide Title I campus	High Pointe Elementary	+
Implement uniform math program in all SMMART Labs grades 3-6	Title I Campuses	x

Accomplishments or Highlights This Period

A representative of the company trained all middle school teachers in Read 180. Overall, students are showing an improvement on the district three-week assessments in reading and math.

Highly qualified teachers meeting the standards of *No Child Left Behind* are employed on each campus.

Two teachers were sent to St. Paul, Minnesota to become trainers in Project Read, and they then provided training to all Literacy Lab and SMART Lab teachers.

Formative Evaluation

Description of Major Activities	Time Period	Evaluation Method	Overall Effectiveness	Recommendations
Pullout tutorials	Sept. 2007- December 2007	Three week assessments	Continued improvement needed : Some Action Required(*)	Continue to loop skills not mastered on each assessment
Implement Project Read Program	Sept. 2007- December 2007	Diagnostic reading assessment	Continued improvement needed: Some Action Required (*)	Continue the use of individual academic student profiles
Implement Parental Involvement Program	Sept. 2007- December 2007	Sign-in sheets; training evaluations	Fair : Some Action Required(*)	Continue to seek out innovative ways to increase parent attendance

Overall Program Recommendations

- Every lab teacher should profile students' progress throughout the year on an electronic spreadsheet using *AWARE*.
- All schools will use a standard electronic spreadsheet to document the standard end-of-the-year profile.
- Provide a minimum of at least three staff developments specifically for SMART/Literacy Lab teachers along with Read 180 teachers.
- Continue pullouts for intense small group instruction.
- Annually review purpose, program guidelines and curriculum, and criteria for student selection.
- SMART Labs' focus should be on intense reading and math skills acquisition.
- Literacy Labs' and Read 180 focus should be on intense reading skills acquisition.
- Student's instructional time in SMART Labs and Literacy Labs should be adjusted based on needs and skills levels with the expectation of students exiting the program after mastery of all skills.

CEDAR HILL INDEPENDENT SCHOOL DISTRICT

FEDERAL PROGRAMS STATUS REPORT

Program Rating Key

+	On track and/or satisfactory progress
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x	Requires attention and/or further immediate action

Name of Program

Event Start Family Literacy Program

Title I Part B-Fund 211

Dates Covered by the Report:

September-December 2007

Executive Summary

The CHISD Even Start Program targets the educational needs of families which adults have minimal formal education, literacy skills below the 9th grade, and low levels of English proficiency. Their children are in need of assistance in order to achieve at district norm levels in school. All of the children served are eligible to receive free or reduced breakfast and lunch. Many of the Spanish speaking children and their parents are Limited English Proficient (LEP). The Even Start Program provides comprehensive family services for most-needy families. Workforce/Work Source for Dallas County through its partnership with CCMS provides the program with additional funds for childcare for the infants and toddlers in the program as well as other program support. Work Source/CCMS funds are primarily targeted for childcare expenses for community parents desiring to obtain a GED or take English as a Second Language courses (ESL). The project provides early childhood enrichment and enriched childcare in a stimulating environment that supports language and pre-literacy development. Parenting class and interactive literacy activities are offered to families weekly. A summer program is available to all families.

Program Objectives:

Objective 1-Recruit 50 eligible most in need families from local CHISD Schools, Cedar Hill Community, and surrounding organizations. Prioritize families for participation by need and develop a waiting list.

Objective 2-Provide a monthly Even Start home-based program to increase family participation by 100%.

Objective 3-Maximize opportunities ES will collaborate with federal local resources by 5%.

Objective 4-100% Even Start families will be provided multi-level adult academic instruction, intergenerational literacy learning activities, and parenting classes.

Objective 5-Multi-level classes will be provided to 100% of adults to increase literacy.

Summary:

The program has successfully completed its fourth quarter of the 06-07 SY and is now in the 07-08 SY first quarter beginning the seventh year of its second cycle. Overall, the ES Program is making efforts to continue the recruitment process and become more marketable within the district. Staff attended all open house events at the beginning of the new school year. Over the summer, the program had to fill positions and add new part time staff. The program is at full capacity with its staff and the addition of part-time staff; including the parent educator and home and family liaison.

Issue/s Requiring Central Office Direction

Campus/es

Status

Continue to seek additional fund sources due to reduction of funds from Texas Workforce/Work Source

Even Start
Program

*

Low attendance in teen parent training sessions

Even Start
Program

*

Accomplishments or Highlights This Period

The program successfully completed the 06-07 school year by having an enrollment of 39 families.

The Home Builders Association donated over 80 pair of shoes to the program. The Even Start families all benefited.

CHISD Even Start Program relocated within a neighborhood where there are houses and apartments that will attract more families to participate in the program based on accessibility.

Recruitment activities were effective. Now that the program has moved to better facilities at Plummer Elementary School, it is expected that enrollment will increase throughout the year.

One ESL student has successfully completed all levels of ESL (Adult Ed.), received her citizenship and is now seeking her GED. Her daughter is now enrolled in Kindergarten.

Four students on the high school level who participated in the Even Start Program have graduated and enrolled in college. The Cedar Hill Even Start Program helped give those students the opportunity to succeed by providing childcare for their children and parenting classes.

Formative Evaluation

Description of Major Activities	Time Period	Evaluation Method	Overall Effectiveness	Recommendations
Recruitment	Throughout School Year	Monthly Monitoring	ES Program is averaging four families per month due to recruitment: On Track (+)	Staff shall seek to get involved in PTA meetings and school functions
Assessment / Screening	A pre-post test is given to all students and parents upon enrollment	Scores of each test and screening are given to the families and referrals are made accordingly	Families in the program can benefit from knowing their level. Testing and screening provides families with an early start: On Track (+)	Continue to administer test on time
Parental Involvement / Parent Club	Throughout the course of the school year	Parents are given the opportunity to become more involved with their child educational process	Improve parent involvement in the ES Program: Requires Attention(x)	Continue to provide parents with adequate information and guidance
Adult Basic Education Classes	Mon thru Thurs	Students are Pre-tested and Progress tested	Students learn English by taking ESL. Adult students will obtain a GED: On Track (+)	Continue to work with Dallas/ Rockwall Adult Education as partners to ensure that all students are achieving

Overall Program Recommendations

- The program will develop a strategic plan of action to get the parents of the program involved in activities throughout the district and expose the parents to services that may provide other assistance as needed.
- Recruitment will occur throughout the school year.

CEDAR HILL INDEPENDENT SCHOOL DISTRICT

FEDERAL PROGRAMS STATUS REPORT

Program Rating Key

+	On track and/or satisfactory progress
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x	Requires attention and/or further immediate action

Name of Program

Carl D. Perkins Program-Career and Technical
Education: Title I Part C-Fund 244

Dates Covered by the Report:

September-December 2007

Executive Summary

Many career pathways in our district require students to take a sequence of courses that include challenging courses such as math & science. An example of our recommended health science career pathway includes Biology I & II and Anatomy & Physiology as well as Health science technology I & II. In all our CTE classes, practical uses of Math, English, and Science are stressed to show students how these core classes will prepare them for jobs in their chosen fields. Teacher teams remain with the same group of students over time and coordinate course content and instruction. In some instances, close relationships have been established with business and industry partners, thereby providing students with additional motivation, mentors, and internships. The Career and Technical Program prepares students to manage the dual roles of being a student and wage earner. The Career and Technical Program enables students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education. Academic standards have been incorporated into CTE courses through either the adoption of new curriculum materials or the development of model curricula.

Program Objectives:

Objective 1-Increase training for the teachers that includes instruction on preparing units covering all aspects of industry by 5%.

Objective 2-Increase the number of teachers certified in industry-related occupations in the fields that they are teaching by 5%.

Objective 3-Increase the number of students enrolled into DCCCD Tech Prep Program by 5%.

Objective 4-Decrease the CTE dropout rate by 5%.

Summary:

The Career and Technical Education Program's new focus is to train and hire teachers who can prepare students for careers and not jobs through providing them a rigorous interdisciplinary curriculum through career pathways, curriculum alignment, and vertical articulation starting in eighth grade. The academic curriculum has been modified to incorporate CTE applications and examples so the curriculum is more relevant and engaging for students. Both academic curriculum and CTE curriculum have been aligned and linked by using additional practical applications in academic area courses and more academic skills in CTE. Teachers from both the academic and CTE coordinate the content of what they teach at a particular time or jointly develop the curriculum for both academic and CTE courses. Academic teachers have identified, developed, and implemented classroom activities that provide real-world career applications.

Issue/s Requiring Central Office Direction	Campus/es	Status
Career Technical Education collaboration with Early College High School	NGC/HS	*

Two hundred forty students out of two hundred sixty-one scored above the Performance Based Monitoring state rate on the TAKS Social Studies test.

Accomplishments or Highlights This Period

One hundred ninety-four students out of two hundred sixty scored above the Performance Based Monitoring state rate on the TAKS Math test.

Two hundred thirty-nine students out of two hundred sixty-six scored above the Performance Based Monitoring state rate on the TAKS Reading test.

Formative Evaluation

Description of Major Activities	Time Period	Evaluation Method	Overall Effectiveness	Recommendations
Career Clusters - Courses have been organized around occupational clusters facilitating cooperation among academic and CTE teachers. Teachers from each of the disciplines provide emphasis appropriate to a student's career goal.	June, 2007-December 2007	High School Completion Rate Percentage of students enrolled in CTE	Exceeds Expectation: On Track (+)	Continue to add courses based on present job market
Academic competencies in basic and higher-order skills have been identified by CTE teachers and incorporated into the curriculum, including instructional activities that lead students from theory to application.	August 2007-December 2007	Data in F.O.C.U.S (AWARE Component)	Still in evaluation: Some Action Required (*)	Continue hands-on activities to real life learning that addresses all learning styles
Written procedures have been established to provide stakeholders with the opportunity for participation in decisions that influence CTE and the services provided and/or available to students who are members of special populations.	August 2007-December 2007	Sign-in sheets, site-based agenda, department meetings, and staff meetings	Exceed Expectations On Track (+)	Continue collaboration with all stakeholders

Overall Program Recommendations

- Continue to strengthen the academic and technical skills of career and technology students by integrating academics with career and technology programs through a coherent sequence of courses.
- Continue to provide professional development that will assist teachers, counselors, and administrators in meeting the needs of special populations.
- Continue parent-teacher conferences are held regularly to discuss students' progress and placement.
- Continue to implement dropout prevention programs for students in the CTE Program.

CEDAR HILL INDEPENDENT SCHOOL DISTRICT

FEDERAL PROGRAMS STATUS REPORT

Program Rating Key

+	On track and/or satisfactory progress
*	Some action required
x	Requires attention and/or further immediate action

Name of Program

Teachers/Principal Professional
Development/Recruiting: Title II Part A-Fund 255

Dates Covered by the Report:

September-December 2007

Executive Summary

The purpose of Title II, Part A is to help Texas school districts ensure that all students have effective teachers; that is, teachers with the subject-matter knowledge and teaching skills necessary to help all children achieve high academic standards, regardless of individual learning styles or needs. In this regard, the program provides funding to help LEAs recruit, train, reward, and retain effective teachers. LEAs that receive funds are held accountable for improvements in academic achievement. Title II, Part A provides Cedar Hill ISD with the flexibility to use these funds creatively to address challenges for teacher quality or the need for more capable principals and assistant principals to serve as effective school leaders.

Program Objectives :

Objective 1-Increase the number of highly qualified teachers in the district by 5%.

Objective 2-Increase the retention rate of highly qualified teachers and teachers in shortage areas by 5%.

Objective 3-One hundred percent of all teachers will participate in district-wide professional development.

Objective 4-Provide stipends to 100% of all math, science, special education, Bilingual, and ESL teachers.

Summary:

Title II Part A funds have strengthen the mentoring and professional development program for CHISD by providing stipends for mentor teachers and professional development activities that have improved the knowledge of teachers and principals in content knowledge by providing training in one or more of the core academic subjects. Title II funds have also been used to strengthen classroom practices by providing training to improve the delivery of instructional strategies, methods, and skills.

Issue/s Requiring Central Office Direction	Campus/es	Status
Maintaining 100% highly qualified teachers in shortage areas such as Bilingual, Special Education, Math, and Science	District-wide	x

Accomplishments or Highlights This Period

The 2007-2008 school year opened fully staffed on each campus in August 2007.

Implemented stipends and sign-on bonuses for teachers in shortage areas.

Implemented LINC Academy for assistant principals who aspire to become principals.

Formative Evaluation

Description of Major Activities	Time Period	Evaluation Method	Overall Effectiveness	Recommendations
Teacher Recruiting Schedule 2007-2008	Sept.2007-May 2008	Number of HQ Recruits	Good: On Track(+)	Continue recruiting year round
LINC Academy (Principal Recruiting)	Sept. 2007-May 2008	Participants Portfolios	Excellent: On Track (+)	Continue LINC Academy Apprenticeships
Professional Development in core areas	Aug. 2007-July 2008	Surveys; Sign-in Sheets; Agenda	Excellent: On Track (+)	Continue year-round trainings

CAMPUS	TEACHER ATTRITION 2006-2007	2006-2007 # OF RESIGNATIONS	TEACHER ATTRITION 2007-2008	*2007- 2008 # OF RESIGNATIONS
Bray	24%	5	0%	0
Plummer	17%	6	3%	1
High Pointe	29%	10	0%	0
Highlands	39%	13	3%	1
Waterford Oaks	15%	5	0%	0
Lake Ridge	14%	3	0%	0
West Intermediate	29%	7	0%	0
Beltline Intermediate	47%	9	5%	1
Joe Wilson	25%	6	0%	0
Bessie Coleman	27%	8	3%	1
Permenter MS	28%	15	0%	0
Ninth Grade Center	24%	8	5%	2
DAEP	60%	3	0%	0
High School	18%	23	2%	2
DISTRICT TOTAL	22.8%	121	2%	8
			*= Based on number of teacher resignations received as of 12/9/07	*= Based on number of teacher resignations received as of 12/9/07

Overall Program Recommendation

- Continue to utilize *Title II Part A* funds for recruiting highly qualified teachers into the district.

CEDAR HILL INDEPENDENT SCHOOL DISTRICT

FEDERAL PROGRAMS STATUS REPORT

Program Rating Key

+	On track and/or satisfactory progress
*	Some action required
x	Requires attention and/or further immediate action

Name of Program

Instructional Technology: Title II Part D-Fund 262

Dates Covered by the Report:

September-December 2007

Executive Summary

Title II Part D-Enhancing Education through Technology funds are used to provide assistance to states and localities for the establishment or expansion of initiatives for using innovative technology to improve student academic achievement. There is strong emphasis on staff development; therefore, there is a requirement that 25% of federal Title II Part D technology funds be dedicated to professional development. This initiative should be responsive to the needs of teachers by providing content-focused strategies and technology tools appropriate for each subject and grade level.

Title II Part D funds may be used for any of the following:

- To implement and support a comprehensive system that effectively uses technology in elementary and secondary schools to improve student academic achievement.
- To establish or expand initiatives, including initiatives involving public-private partnerships, designed to increase access to technology.
- To assist in the acquisition, development, interconnection, implementation, improvement, and maintenance of an effective educational technology infrastructure in a manner that expands access to technology for students and teachers.
- To promote initiatives that provide teachers, principals, and administrators with the capacity to integrate technology effectively into curricula and instruction that are aligned with challenging state academic content and student academic achievement standards, through such means as high-quality professional development programs.
- To enhance the ongoing professional development of teachers, principals, and administration by providing constant access to training and updated research in teaching and learning through electronic means.

The major project using Title II Part A funds is a new initiative called the Robotic Club. Students will design, build, and program LEGO robots. The LEGO website provides activities that build skills like creativity and problem solving – skills that are not necessarily addressed in the classroom.

Program Objectives:

Objective 1-Increase opportunities for students to participate in innovative projects by 5%.

Objective 2-Increase funding by 5% through additional fund sources for the implementation of innovative technology (robotics).

Summary:

The LEGO robotic project is a part of the 25% required allocations to promote deliver specialized or rigorous academic courses and curricula for students.

Issue/s Requiring Central Office Direction	Campus/es	Status
Continuing to maintain updated technology equipment and software	District-wide	*

Accomplishments or Highlights This Period

Beltline and Joe Wilson Intermediate are in the process of organizing their Robotics Clubs. Fifth graders are the targeted group so that they will have two years to work with the students. The two teachers involved in this project are Wilmetria Simpson and Lorinza Brown. These teachers attended training last June and in September to learn how to build and program the new NXT Lego Robots. Several kits were purchased with Title II Part D funds from last year to jump start the project this year.

Training material from previous trainings and the LEGO Educational website will be utilized to guide instruction.

Formative Evaluation

Description of Major Activities	Time Period	Evaluation Method	Overall Effectiveness	Recommendations
Recruit and set up Robotics Club	October 2007	Club Roster	Joe Wilson's club started October 8 with 10 students. Beltline's club started November 26 with 12 students. (+)	Continue to recruit additional students.
Train students on designing, building and programming robots	Fall 2007	Teacher observation Completion of Robotic activities	Two teams from Joe Wilson designed and built robots for an Area 10/11 contest and won 3 rd place. On Track (+)	Continue to work with online curriculum and work on design of robots for next robotics contest.
Teams will compete in a local Robotics Contest	March 2008	Contest Entry Form Results of the contest	TBD Some Action Required (*)	TBD
Teams will create and develop a unique robot that is designed to solve an existing problem of their choosing for the Technology Fair.	May 2008	Robotics Invention Rubric	TBD Some Action Required (*)	TBD
Send teachers to State Technology Conference	February 2008	Survey on conference Presentation	TBD Some Action Required (*)	TBD

Overall Program Recommendation

- Use the Title II Part D funds to provide the necessary resources to make the program successful.

CEDAR HILL INDEPENDENT SCHOOL DISTRICT

FEDERAL PROGRAMS STATUS REPORT

Program Rating Key

+	On track and/or satisfactory progress
*	Some action required
x	Requires attention and/or further immediate action

Name of Program

Bilingual and English as a Second Language
Title III Fund- 263

Dates Covered by the Report:

September-December 2007

Executive Summary

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.

General Program Requirements: to help ensure that children who are limited English proficient (LEP), including immigrant children and youth, 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.

Program Objectives:

Objective 1-Increase high-quality professional development by 5% to all classroom teachers

Objective 2-Increase the achievement of LEP students on non-TAKS assessment by 5%.

Objective 3-Increase the graduation rate of LEP students by 5%.

Objective 4-Increase the TAKS passing rate of LEP students in math, reading, science, and social studies by 5%.

Objective 5-Increase the parental involvement of LEP students' parents by 5%.

Summary:

Title III has allowed our secondary campuses to provide additional academic support for our LEP students through sheltered instruction. We will continue to supplement/enhance our instruction through Title III.

Issue/s Requiring Central Office Direction	Campus/es	Status
Stipend increases and sign-on bonuses for recruiting Bilingual Teachers	All Bilingual	x
Retaining Bilingual teachers over a ten year period	All Bilingual	x

Accomplishments or Highlights This Period

The CHISD met requirements of a *Stage 1B Intervention Plan* for Performance Based Monitoring with regard to our ESL student group in their TAKS performance in math and science.

The secondary core area teachers were trained to implement sheltered instruction to assist our LEP students in acquiring academic skills.

A national expert, on dual-language instruction has confirmed to give a seminar to our community and teachers.

Formative Evaluation

Indicators 2007	PBM State Rate	PBM District Rate	Passed	Tested
Mathematics	45	59	23	39
Reading/ELA	65	76.3	29	38
Science	40	14.3	1	7
Social Studies	N/A	N/A	N/A	N/A
Writing	65	71.4	10	14
Mathematics	45	59	49	83
Reading/ELA	65	67.5	56	83
Science	40	43.5	10	23
Social Studies	65	57.7	7	12
Writing	65	82.6	19	23

Description of Major Activities	Time Period	Evaluation Method	Overall Effectiveness	Recommendations
Implementation of a dual language model of instruction for the elementary bilingual campus	Jan 2008-Aug 2008	Program monitoring and observation	TBD Some Action Required (*)	TBD
Attend national/state conferences	Jan 2008-Aug 2008	Conference report	Information on target with district goals: On Track (+)	Apply information from conference in designing the Dual Language Program
Monthly meetings to provide instructional/compliance support	November 2007-May 2008	Teacher Survey	Program is in compliance: On Track (+)	Continue monthly meetings to discuss instruction and program compliance

Overall Program Recommendation

- Implementation of a dual language program at grades PK-6. Continue to provide secondary LEP students academic support through sheltered instruction.

**CEDAR HILL INDEPENDENT
SCHOOL DISTRICT**

**FEDERAL PROGRAMS
STATUS REPORT**

Program Rating Key

+	On track and/or satisfactory progress
*	Some action required
x	Requires attention and/or further immediate action

Name of Program

Social Responsibility Training (SRT)
Title IV (Safe and Drug Free) Fund-204

Dates Covered by the Report:

September-December 2007

Executive Summary

Social Responsibility Training (SRT) is a standardized cognitive behavioral prevention and intervention program designed to assist at-risk youth with social problem-solving. It will be facilitated by Services of Hope and is expected to show an increase in student attendance and academic performance, and a reduction in behavioral referrals and drop out rate. CHISD staff was trained to facilitate SRT groups.

Program Objectives:

Objective 1-Decrease absences of student participants by 20% from previous semester.

Objective 2-Improve academic performance (as measured by GPA) by .75 points.

Objective 3-Decrease behavioral referrals by 50% among student participants.

Summary:

Program commenced at three CHISD campuses. Data are currently being collected to begin looking at student progress.

Issue/s Requiring Central Office Direction	Campus/es	Status
Improve student attendance	NGC	*

Accomplishments or Highlights This Period

Students at DAEP have been willing participants and have made progress through course curriculum. Students at NGC are being grouped and managed, but more staff is being recruited to be able to divide the students into smaller groups.

The SRT Program began at DAEP and the Ninth Grade Center.

SRT currently have three group leaders and approximately eighty kids potentially. Nevertheless, incentives are being added this week to help encourage the students' participation and cooperation and eight students are being served at the high school on Saturdays.

Parents of all students at NGC and CHHS have been contacted and their support has been enlisted.

Formative Evaluation

Description of Major Activities	Time Period	Evaluation Method	Overall Effectiveness	Recommendations
Monthly meetings with at-risk students at NGC	September 2007-December 2007	Student Attendance Topic Evaluations	Fair: Requires Attention (x)	Implement strategies to improve student attendance

Overall Program Recommendation

- Overcome the obstacle of student participation at NGC and include recruiting additional volunteers to assist with facilitating groups.

CEDAR HILL INDEPENDENT SCHOOL DISTRICT

FEDERAL PROGRAMS STATUS REPORT

Program Rating Key

+	On track and/or satisfactory progress
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Name of Program

Innovative Practice-Gifted and Talented
Title V –Funds 269

Dates Covered by the Report:

September-December 2007

Executive Summary

Title V funds have been used to support and enhance the district's Gifted & Talented Program through professional development for teachers assigned to teach students who have been identified to participate in the Gifted and Talented Program in grades K-12.

Program Objective:

Objective 1-One hundred percent of all selected CHISD GT teachers will be fully qualified to teacher GT students by having the 30 clock hours required in Gifted Education.

Summary:

Teachers of Gifted and Talented students are better equipped to service Gifted & Talented students after obtaining the GT professional development offered by Region 10.

Issue/s Requiring Central Office Direction	Campus/es	Status
Retain teachers with 30hrs. in Gifted Education	District-wide	*
Ensure that all gifted teachers deliver a rigorous and challenging curriculum	District-wide	*

Accomplishments or Highlights This Period

Teacher participated in the training and earned the Gifted and Talented hours required to better serve our GT students.

About 20 teachers attended the modules training and about 90% of the teachers completed the 30 full hours to be fully qualified to service GT students.

Formative Evaluation

Description of Major Activities	Time Period	Evaluation Method	Overall Effectiveness	Recommendations
GT Professional Development	Fall Semester	Region 10 Evaluation forms – 30 hour certificate	Fair: Some Action Required (*)	Training be required for all teachers

Formative Evaluation

Campuses	Number of Teachers by Campus Attending In-District Trainings through Region 10 2007-2008 School Year MODULES				
	1	2	3	4	5
Bray Elementary	3	4	4	3	4
Lakeridge Elementary	0	0	0	0	0
Waterford Oaks Elementary	0	0	0	0	0
High Pointe Elementary	1	0	0	1	1
Plummer Elementary	0	0	0	0	0
Highlands Elementary	0	0	0	0	0
Jo Wilson Intermediate	1	0	0	0	0
West Intermediate	1	0	0	0	0
Beltline Intermediate	1	1	1	1	1
Permenter MS	2	2	2	1	1
Bessie Coleman MS	6	5	4	5	6
Ninth Grade Center	1	1	1	1	1
Cedar Hill High School	5	2	2	8	6

Overall Program Recommendations

- Encourage teachers who teach GT students and/or advanced learners to obtain the 30 hours in Gifted & Talented professional development.
- Hold GT teachers accountable for the delivery of a rigorous curriculum for gifted students.
- Involve more business and community members in the success of the gifted program.

CEDAR HILL INDEPENDENT SCHOOL DISTRICT

FEDERAL PROGRAMS STATUS REPORT

Program Rating Key

+	On track and/or satisfactory progress
*	Some action required
x	Requires attention and/or further immediate action

Name of Program

Character Education

Dates Covered by the Report:

September-December 2007

Executive Summary

The Cedar Hill Independent School District Character Education program focuses on increasing academic achievement, improving behavior, increasing participation in extra curricular activities, increasing parental involvement, improving student and faculty morale, and increasing faculty and staff involvement in character development. The program is implemented at 13 campuses within Cedar Hill Independent School District. The program benefits approximately 8000 students, including special needs students. This program also provides professional development for faculty & staff.

Program Objectives:

Objective 1- The focus is to improve student behavior by 5%.

Objective 2- The focus is to improve student achievement by 5%.

Objective 3- The focus is to increase enrollment in extra curricular activities by 5%.

Objective 4- The focus is to increase parental involvement by 5%.

Objective 5- The focus is to improve faculty and student moral by 5%.

Summary:

The Character Education program is exceeding the projected goals. This program is becoming customized to meet the needs our Cedar Hill ISD and Cedar Hill, Texas. The Character Education Site Coordinators are scheduling valuable, character based events to cater to the character development of students, faculty & staff and parents. Character Education has developed partnerships with community organizations and has made an effort to support character development as a whole. Parent's partnerships will be a part of the events of the upcoming report.

Issue/s Requiring Central Office Direction

Campus/es

Status

Support drug prevention activities through the Character Education Program.

Permenter, Bessie
Coleman, NGC,
and High School

+

Accomplishments or Highlights This Period

Each campus (13) provided 8-hour professional development training for all teachers.

Teachers integrating Character Education into curriculum and daily lessons.

A make-up session was offered on a Saturday for teachers who were unable to attend.

CHISD has district-wide words of the week which are read each day over the morning announcements

Schools are hosting Character Education assemblies for the students.

Character Education online newsletter launched.

Monthly Character Education Site Coordinators occurring.

Character Education Kids Club established on each campus.

Character Education representative attends the Chamber of Commerce monthly Education Committee meeting

Formative Evaluation

Description of Major Activities	Time Period	Evaluation Method	Overall Effectiveness	Recommendations
Teachers Character Education professional development	8 hours	Surveys	Above Average On Track (+)	Continue each year
Teachers integrating Character Education into the TEKS	Daily	3 Minute Walk-Throughs	Effective On Track (+)	Continue – Possibly use Character Education form
Make- Up Teachers Character Education professional development	8 hours	Surveys	Above Average On Track (+)	Continue
District-Wide Character Education Words of the Week	Daily	Observation	Excellent On Track (+)	Continue
Schools are hosting Character Education assemblies	2/ semester per campus	Student Feedback	Above Average On Track (+)	Continue

Overall Program Recommendation

Current recommendations include expanding the professional development opportunities for more CHISD employees. This expansion is to include support staff, counselor, facility staff, police department and other departments, initially not included in the original professional development plan. These trainings are scheduled to begin in the fall 2007.

CEDAR HILL INDEPENDENT SCHOOL DISTRICT

FEDERAL PROGRAMS STATUS REPORT

Program Rating Key

+	On track and/or satisfactory progress
*	Some action required
x	Requires attention and/or further immediate action

Name of Program

Texas High School Success Completion Program
Credit Recovery/THSCG Cycle 3

Dates Covered by the Report:

September-December 2007

Executive Summary

The Credit Recovery Program has been evolving since its conception in the Spring of 2003. It has continued to help students succeed in reaching their graduation requirements for the last four years.

Program Objectives:

Objective 1-Fifty percent of our students will recover credits to allow them to graduate either with their class or as early as possible.

Objective 2-One hundred percent of students will set goals and make timelines for completion of each course.

Objective 3- One hundred percent of students will have individual education plans to help facilitate graduation.

Objective 4-One hundred percent of the Credit Recovery teacher will communicate regularly with parents and students.

Objective 5-One hundred percent of the Credit Recovery teacher will monitor student progress in regular classes and facilitate, mediate, and tutor when necessary.

Objective 6-One hundred percent of the students will gain self-esteem through the successful completion of their work.

Summary:

Credit Recovery has been very successful. The program has helped students who are behind on their credits graduate; helped students gain self-esteem, and has helped students who come from other districts with different semester types, such as block schedule or tri-mesters, gain credits instead of sitting in regular classes. The program has helped students who were not able to be successful in regular classes by allowing them to work at their own pace and by giving them a safe, quiet, encouraging environment. Credit Recovery allows students to see immediate success when they complete an assignment or complete the entire course. When students are asked why they are successful in Credit Recovery, many students answer that the environment is quiet and that they can work on the assignment until they get it right. They feel confident that the teacher will not ridicule them, but allow them to make mistakes and work through those mistakes until they learn the material. Through one on one interaction with the teacher, students learn the process of learning. They often teach each other. In regular classes, they often feel that they have been left behind without means to accelerate.

Issue/s Requiring Central Office Direction

Campus/es

Status

Expand program and sustain program at the end of the grant period

High School

*

Accomplishments or Highlights This Period

One fifth year student completed all of his credits and graduated from high school.

One fifth year student completed all of her credits and is continuing work in math models to pass the TAKS test.

One fifth year student finished all of her credits and moved out of the district.

There are 53 students in the Credit Recovery Program as of 10/15/07. There have been 69 semester credits earned.

Formative Evaluation

Description of Major Activities	Time Period	Evaluation Method	Overall Effectiveness	Recommendations
The Credit Recovery Teacher and the student's other teachers will communicate regularly.	Aug. through Oct	Student grades	Students grades have improved since progress reports: On Track (+)	Continue Activity
Students will work on self paced accelerated course work to complete credits.	Aug. to Oct.	Credits Earned	90% of students have received at least ½ credit. On Track (+)	Continue Activity.
Training on TRACKS online TAKS tutorials	October 4.	Improvement on student TAKS scores	On Track (+)	Continue to encourage participation
Watch 3 Character Education Videos, respect, trustworthiness, responsibility. Discuss and fill in worksheet.	Aug. to Oct.	Improvement in discipline referrals	Needs Action (*)	Continue to discuss character and morals.
Teacher will discuss with each student their grades from both the progress report and report card. Goals will be set to improve failing grades	Aug. to Oct.	Improvement in grades	On Track (+)	Continue activity.
Students will see a career counselor or the librarian to learn about their careers	Aug. to Oct.	Discussions	On Track (+)	Continue discussion activity.

Overall Program Recommendations

- Expand the Credit Recovery Program into a full Alternative School. However, it is also necessary to
- Continue the Credit Recovery Program at the high school so that students that want to continue to participate in extra curricular activities have a place to recover credits.
- Continue to help students who get behind who want to stay in the regular high school environment.
- Continue to give students that would otherwise not earn credit because of district changes, etc. the opportunity to gain credit.

CEDAR HILL INDEPENDENT SCHOOL DISTRICT

FEDERAL PROGRAMS STATUS REPORT

Program Rating Key

+	On track and/or satisfactory progress
*	Some action required
x	Requires attention and/or further immediate action

Name of Program

Special Education-IDEA Formula

Dates Covered by the Report:

September-December 2007

Executive Summary

Once the Admission, Review and Dismissal (ARD) committee determines a child is a child with a disability needing special education, the ARD committee designs the special education services the child needs in order to receive an appropriate education. CHISD has a full continuum of special education services available. Services available include, but are not limited to:

- General Education Classroom with Accommodations
- Content Mastery Program (CM)
- Resource
- Intervention Classes
- SKILL
- Preschool Program for Children with Disabilities (PPCD)
- Speech Therapy
- LEAP
- Vocational Adjustment Classes (VAC)
- Hospital/Homebound
- Related Services
- Counseling Services
- Occupational Therapy and Physical Therapy
- Parent Training
- Orientation and Mobility Services
- Special Transportation
- Assistive Technology Device
- Assistive Technology Service

Program Objectives:

Objective 1-Increase the number of students using the AMP Reading System by 5%.

Objective 2- Improve the reading fluency level of middle school and high school students by showing one year's growth in reading ability by 5%.

Summary:

Students receiving special education services are provided a free appropriate public education (FAPE) through the development of an individual education program (IEP). Instructional materials are provided to ensure that the IEP is effectively implemented and student progress attained. We recognize that an essential piece to student success is parental awareness and involvement, and are dedicated to providing support to parents through informational sessions, workshops, and in-home training.

Issue/s Requiring Central Office Direction

Campus/es

Status

Continue to integrate the district's Dyslexia Program

District-wide

*

Accomplishments or Highlights This Period

AMP Reading System has been implemented for students in grades 7-9. The AMP Reading System is a scientifically research-based intervention system for middle & high school students who are reading at a third- to fifth-grade level.

Research demonstrates a strong correlation between fluency and reading comprehension. The Read Naturally Program offers struggling readers a structured opportunity to engage in reading on a regular basis. The program utilizes three research-based strategies for improving fluency: teacher modeling repeated reading and progress monitoring. The program is being "piloted" by the special education teacher at Waterford Oaks Elementary. Data will be continuously monitored to determine the program's effectiveness and impact on student achievement. Data collected will guide district-wide instructional decisions.

Formative Evaluation

Description of Major Activities	Time Period	Evaluation Method	Overall Effectiveness	Recommendations
Implement AMP Reading System	Sept. 01- November-30, 2007	Formative Assessments Unit Tests	Good: On Track (+)	Continue data collection Provide additional training to teachers
Read Naturally	Sept. 01- November-30, 2007	Progress Monitoring	Good: On Track (+)	Continue data collection

Indicators 2007	PBM State Rate (%)	PBM Rate	Passed	Tested
Special Education TAKS Passing Rate				
Mathematics	45.0	45.1	111	246
Reading/ELA	65.0	60.4	136	225
Science	40.0	41.9	18	43
Social Studies	65.0	66.7	36	54
Writing	65.0	65.9	27	41

Overall Program Recommendations

- Support district's implementation of a Response to Intervention model.
- Collect data regarding effectiveness of current math programs used in special education classrooms; research alternative programs.
- Utilize Special Education Advisory Committee in making program recommendations.

CEDAR HILL INDEPENDENT SCHOOL DISTRICT

FEDERAL PROGRAMS STATUS REPORT

Program Rating Key

+	On track and/or satisfactory progress
*	Some action required
x	Requires attention and/or further immediate action

Name of Program

Preschool Program for Children with Disabilities
IDEA (PPCD)

Dates Covered by the Report:

September-December 2007

Executive Summary

Students who enter the PPCD program meet special education eligibility criteria as a student with a disability and are functionally non-verbal. One of the primary functions of providing special education services to a child with a disability is to enable the child to participate and make progress in the general curriculum. In developing the student's Individualized Education Program (IEP), the ARD committee must consider the impact of the disability on the child's ability to participate and progress in all areas of the preschool curriculum. Student performance is documented through progress on their goals & objectives. Students, ages 3 & 4, attend PPCD for three hours each day; they attend all day their "kindergarten year".

Program Objectives:

- Objective 1-Increase the number of students who are mainstreamed by providing opportunities to meet the developmental needs (cognitive, communication, fine motor, gross motor, self-care, and social/emotional) of 3-5 year olds with disabilities in a structured, early-learning environment while fostering life-long independent living skills by 5%.
- Objective 2- Increase the number of staff needed to meet the developmental needs of 3-5 years olds with disabilities by 5%.
- Objective 3- Increase the number of students who exhibit improved communication skills by 5%

Issue/s Requiring Central Office Direction	Campus/es	Status
PPCD Program integrated with regular Kindergarten Program	Plummer	+

Accomplishments or Highlights This Period

- One student has been fully mainstreamed into a kindergarten classroom.
- Four kindergarten-aged students enjoyed a field trip to Green Meadows Farm and engaged in activities with their peers.
- Two students are responding well to communicating with voice output devices
- Students are learning to talk with picture communication and visual supports.

Formative Evaluation

Description of Major Activities	Time Period	Evaluation Method	Overall Effectiveness	Recommendations
Provide least restricted learning environment	Sept. 01- November-30, 2007	Number of students mainstreamed	Good: On Track (+)	Continue to provide learning opportunities in a least restricted environment

Formative Evaluation

Campuses	Number of Students	Staff	Percentage of Students Mainstreamed	Percentage of Students with Improved Communication
Plummer Elementary	20 Students	2 Teachers; 4 Paraprofessionals	10%	70%

Overall Program Recommendations

- Update classroom facilities to include a private bathroom/changing area, sensory/motor lab and increased storage and add age-appropriate playground for 3-5 year olds (ADA accessible)

CEDAR HILL INDEPENDENT SCHOOL DISTRICT

FEDERAL PROGRAMS STATUS REPORT

Program Rating Key

+	On track and/or satisfactory progress
*	Some action required
x	Requires attention and/or further immediate action

Name of Program

Extended Day Program

Dates Covered by the Report:

September-December 2007

Executive Summary

The Extended Day Program provides before school and after school care for about 350 students in our district. We provide services at all six elementary and three intermediate campuses. Our hours of operation are as following: Elementary campuses the hours are 6:30 a.m – 7:30 a.m and 3:10 p.m - 6:30 p.m. in the evening. The intermediate hours are 6:30 am – 7:45 am and 3:30 pm – 6:30 p.m. in the evening.

Program Objectives:

Objective 1-Continue to increase the number of students who we provide a safe, secure, and nurturing environment for children in a quality before and after school program by 5%.

Objective 2-Increase activities that meet the cognitive, social, physical and emotional needs of the children by 5%.

Objective 3-Increase the number of school and district resources and personnel to strengthen the program by 5%.

Objective 4-Increase the amount of funding for programs by 5%.

Summary:

The Extended Day Program is providing services for over 360 students in our school district at nine of our campuses. We also provide a Summer Camp Program for ten weeks. Our program is continuing to grow each year. Supplemental funding is needed. The EDP is funded by parent tuition. According to our surveys, we have a great program and the staff is wonderful.

Issue/s Requiring Central Office Direction	Campus/es	Status
Sufficient Personnel	EDP	*
Sustained Funding	EDP	*

Accomplishments or Highlights This Period

Summer Camp had an enrollment of over 250 students.

EDP has an enrollment of over 360 students

Formative Evaluation

Description of Major Activities	Time Period	Evaluation Method	Overall Effectiveness	Recommendations
Arts and Crafts Board Games Computer Lab Gym Playtime Outside Playground Movie Day (Fridays Only)	08/07-10/07	Parent Surveys	99% of our parents agree that our services are needed, effective and the prices are reasonable: On Track (+)	Possible extend services to the Middle Schools with adjusted.
Summer Camp ➤ Duration 10 weeks ➤ 6:30 am – 6:30 pm Two snacks and lunch was provided	06/07-08/07	Parent Surveys	Parents are requesting more field trips. Requires Attention (*)	Funding is needed to take the students on more field trips during the summer

Overall Program Recommendation

- Current recommendations include seeking out other supplemented funding and possibly extending services to the middle schools with adjusted program activities.

CEDAR HILL INDEPENDENT SCHOOL DISTRICT

FEDERAL PROGRAMS STATUS REPORT

Program Rating Key

+	On track and/or satisfactory progress
*	Some action required
x	Requires attention and/or further immediate action

Name of Program

Cedar Hill Independent School District's Tobacco
Prevention Program

Dates Covered by the Report:

September-December 2007

Executive Summary

Although smoking rates have declined over the years, more than one in five Americans smoke. In 2004, this included about 21 percent of adults and more than 22 percent of high school students. Consequently, smoking is the leading cause of premature death in the United States. Each year, an estimated 438,000 Americans die as a result of smoking or exposure to secondhand smoke, and for each person who dies from a smoking-related disease, about 20 more are living with a smoking-attributable illness. The estimated costs of smoking-related medical expenses and loss of productivity exceed \$167 billion annually. The evidence indicates that we have the ability to reduce the health and economic burdens of tobacco use by funding and implementing strategies proven effective in four goal areas identified by the National Tobacco Control Program. Promote cessation among people of all ages Prevent initiation and tobacco use among adolescents Reduce exposure to secondhand smoke Identify disparities related to tobacco use and its effects among different population groups.

Tobacco is generally the first drug used by young people. The goal is to reduce youth access, provide strategies and curricula on tobacco compliance education and the laws of minor's in possession of tobacco. Reducing youth access is the ultimate goal of applying the elements of *Texas Step's Model of Enforcement*. Compliance with our State's tobacco control laws sends a message to the public that community leaders believe these policies are important. American Smoke out Rally will target two schools with a tobacco rally. Educating the students, faculty, and parents about tobacco use, and law enforcement for minors in possession of tobacco is a priority for Cedar Hill Independent School District. CHISD PD will form a partnership with the Dallas Maverick Club, American Cancer Society, and Cedar Hill faculty to provide a fun, but strategic educational rally.

Program Objectives:

Objective 1-Increase compliance education of school-aged youth on tobacco use by 5%.

Objective 2-Increase the enforcement of *Minor in Possession* (MIP) Program of Tobacco laws by 5%.

Summary:

Tobacco is generally the first drug used by young people. The goal is to aim at reducing youth access and provide strategies and curricula on compliance education. The CHISD PD will keep all stakeholders informed on the health consequences of youth tobacco use and the legal reporting responsibilities

Issue/s Requiring Central Office Direction	Campus/es	Status
Sustaining Program through grant funds	District-wide	*

Accomplishments or Highlights This Period

Kick Butt's Day- April 2, 2008 will target two schools on this day with a tobacco rally in order to educate the students, faculty, and parents about tobacco use and law enforcement for minor's in possession of tobacco.

Formative Evaluation

Description of Major Activities	Time Period	Evaluation Method	Overall Effectiveness	Recommendations
American Smoke-Out-Day	November 15, 2007	Student Surveys	Exceeded Expectations: On Track (+)	Choose more than two schools for next rally
Collaborate with school counselors on integrating tobacco prevention programs in guidance lessons	August 2007 May 2008	Campus Surveys	Still in progress for improvement: Requires Attention (*)	Continue collaboration
Present information on tobacco in campus training sessions	August 2007 December 2008	Sign-in sheets; Staff evaluation	Effective: On Track (+)	Continue public school education on training campus staff on tobacco use among students
Distribute flyers and brochures to students concerning the dangers of tobacco use	August 2007	Discipline referrals for tobacco possession and use	Effective: On Track (+)	Continue to educate the students concerning the dangers and long term effect of tobacco use

Overall Program Recommendations

- CHISD Board, CHISD administrators, and all staff continue to assist the PD in preventing the illegal use of tobacco among students.
- The CHISD PD will continue to seek additional funding through grants that will help enhance the district's tobacco prevention program.

CEDAR HILL INDEPENDENT SCHOOL DISTRICT

FEDERAL PROGRAMS STATUS REPORT

Program Rating Key

+	On track and/or satisfactory progress
*	Some action required
x	Requires attention and/or further immediate action

Name of Program

High School Allotment-Fund 427

Dates Covered by the Report:

September-December 2007

Executive Summary

The High School Allotment Initiative is to prepare students to go on to higher education, encourage students to take advanced academic course work, increase the rigor of academic course work, align secondary and post-secondary curriculum and support promising high school graduation and success in initiatives in grades 6 through 12.

Program Objectives:

- Objective 1-Improve student academic performance by 5%.
- Objective 2-Improve student performance on college entrance exams by 5%.
- Objective 3-Improve student performance on state standardized tests by 5%.
- Objective 4-Reduce student retention rate by 5%.
- Objective 5-Increase graduation rate 5%.
- Objective 6-Increase the number of students taking Advanced Placement courses by 5%.
- Objective 7-Increase student performance on AP exams by 5%.

Summary:

The programs that are made possible by HAS are demonstrating moderate success. The tutorial program has a 30% increase in student participation at the Ninth Grade Center. Providing transportation for our students, which makes it more convenient for both the student and parent has contributed to the increase in student performance. The Advanced Placement Program on both campuses is experiencing a form of rejuvenation and development. Teachers are participating in various staff development sessions that will impact instruction and student performance. In addition, there was an increase in the number of students taking the PSAT test on both campuses. The Ninth Grade Center had 62 ninth grade students to take the October test. The result from data analyses is cornerstone of everything instructionally related on both campuses. Teachers are trained on how to interpret data in order to modify their instruction to meet the needs of their students as a class or individually. The common planning periods at the main campus have afforded teachers the opportunity to work collaboratively on a daily basis in data analyses as well as assessment development, and curriculum writing and monitoring. Teachers at the Ninth Grade Center meet at the start of each six weeks to review and revise the scope and sequence for the six weeks. In summary, both campuses are experiencing notable student improvement, which is documented on 3-week mini-assessments, six-week report cards, and teacher made assessments.

Issue/s Requiring Central Office Direction	Campus/es	Status
Supplemental funding for math lab	High School and NGC	*

Accomplishments or Highlights This Period

High School Allotment (HAS) funds have made it possible to restructure the master schedule so that teachers will have additional time during the day to analyze student data, provide feedback, and modify classroom instruction.

Formative Evaluation

Description of Major Activities	Time Period	Evaluation Method	Overall Effectiveness	Recommendations
Study Skills Course	August 2007-September 2007	Student Enrollment Report Cards Progress Reports Lesson Plans	Good: On Track (+)	To expand it to include more students.
Fees, paid students to take college entrance exams.	September 2007	Completed Waiver Forms	Excellent: On Track (+)	Increase the number of waivers
Skills course to prepare students to take college entrance exams (PSAT)	September 2007	Student sign-in Registration for PSAT	Good: On Track (+)	Provide incentives to increase participation
Bonuses or stipends to recruit and retain math and science teachers	August 2007-September 2007	Signed contracts for highly qualified teachers	Excellent: On Track (+)	A yearly stipend to retain current Math and Science teachers.
Data system to track graduates and use data to improve efforts to better prepare students for college and career	August 2007 – September 2007	Student enrollment in DCCD Tech Prep Online System	Good: On Track (+)	None
Stipends for sponsors for co-curricular academic enrichment	August 2007-September 2007	Number of teachers that have committed to sponsoring academic enrichment activities	Fair: Requires Attention (*)	Increase stipend amounts
Professional development to assist staff with assessment strategies	August 2007–September 2007	Staff Development sign-in sheets for Eduphoria- Aware	Good: On Track (+)	More training throughout the year.
Professional development to assist staff use of assessment data to improve instruction.	August 2007 – September 2007	Staff Development sign-sheets Documentation in Eduphoria Workshop	Good: On Track (+)	Continuous training

Overall Program Recommendation

- The Ninth Grade Center is seeking supplemental funding to create a math lab using a module Algebra program developed by PITSCO. This program would add a set curriculum and activities for students that are not successful on the 8th grade TAKS math test and for those repeat students that failed Algebra. Both campuses must develop a solid tutorial curriculum. Both campuses are researching effective reading programs for secondary students.

CEDAR HILL INDEPENDENT SCHOOL DISTRICT

FEDERAL PROGRAMS STATUS REPORT

Program Rating Key

+	On track and/or satisfactory progress
*	Some action required
x	Requires attention and/or further immediate action

Name of Program

Beginning Teacher Induction and Mentoring Program
(BTIM)

Dates Covered by the Report:

September-December 2007

Executive Summary

The purpose of the BTIM Program is to provide funding to assign a mentor teacher to each classroom teacher with 0-2 years teaching experience. Four of the five schools (Highlands, Bessie Coleman, Beltline, Ninth Grade Center, and W.S. Permenter), identified for this grant were in the highest quartile for teacher attrition; three of these schools also were in the highest quartile for the number of new teachers. The Beginning Teacher Induction and Mentoring Program is designed based on TxBESS, which is a research-based mentoring program that, through external evaluation, has demonstrated success in improving new teacher quality. It has been found through data collection and research that the TxBESS system increases new teacher retention. Grant funds are used for the following activities: mentor teacher stipends; scheduled time for mentor teachers to provide mentoring to assigned classroom teachers mentoring support through providers of mentor training. Mentors will assist in improving the beginner teacher's performance because of having completed the required initial 3-day mentor training. During training, they will learn the skills and techniques that will affect beginning teacher performance through Teacher Activity Profile (TAP) training. TAP provides support for new teachers in planning, instruction, and management. The mentors participated in CHISD's beginning teacher orientation in August 2007. As a result of this shared process, a learning community of mentors and early career teachers developed.

Program Objectives:

- Objective 1-The four schools in the highest quartile for teacher attrition will reduce their attrition rate by 10% by implementing the TxBESS teacher induction process in collaboration with Region 10 ESC.
- Objective 2-There will be a 10% increase in the number of students who pass TAKS at each of the five campuses identified in this grant.
- Objective 3-100% of all mentors will participate in the TxBESS mentor-training program.

Summary:

Cedar Hill Independent School District's mentoring program has begun with a great start. Ninety percent of all the mentoring trainings have been completed. Training and follow-up sessions will continue for new teachers. Brenda Jean Patrick from Region 10 will be the guest presenter at the January meeting for new teachers. Brenda Jean Patrick is a motivational speaker and her focus will be to help new teachers start the second half of the year with a great attitude.

Issue/s Requiring Central Office Direction	Campus/es	Status
Recruit and retain highly qualified teachers	District-wide	+

Accomplishments or Highlights This Period

All teachers with 0-2 years of teaching experience have been assigned a mentor

85% of all new teachers (0-2 years) have participated in monthly follow-up sessions for teachers new to the district

90% of all mentor teachers have been trained in TxBESS

Formative Evaluation

Description of Major Activities	Time Period	Evaluation Method	Overall Effectiveness	Recommendations
Monitor new teachers' progress with mentors and instructional team	Sept. 2007 December 2007	New Teacher Surveys	Excellent: On Track (+)	Continue monitoring
Provide TxBESS Training for all mentors	Sept. 2007 December 2007	Training Evaluation; Sign-in Sheets	Good: On Track (+)	Continue offer trainings and make-up sessions

Campus	Percentage of Mandatory Mentor Training Completed	Percentage of New Teacher Participation in Follow-up Trainings
Bray	100%	100%
Highlands	100%	95%
High Pointe	45%	90%
Lake Ridge	100%	100%
Plummer	10%	95%
Waterford Oaks	100%	100%
Beltline	100%	100%
Joe Wilson	0%	80%
West	10%	100%
W. S. Permenter	85%	80%
Bessie Coleman	10%	70%
Ninth Grade Center	15%	70%
Cedar Hill High School	95%	60%
DAEP	100%	100%

Overall Program Recommendations

- Continue with follow-up monthly meetings with new teachers.
- Implement 18 hours mentor training during the new teacher orientation week.
- Implement more discipline training sessions during new teacher orientation week.

CEDAR HILL INDEPENDENT SCHOOL DISTRICT

FEDERAL PROGRAMS STATUS REPORT

Program Rating Key

+	On track and/or satisfactory progress
*	Some action required
x	Requires attention and/or further immediate action

Name of Program

One Community/One School Program

Dates Covered by the Report:

September-December 2007

Executive Summary

The *One Community One Child Project* is a state grant award in the amount of \$7,600 to increase the level of parent involvement in the local school. The over-riding goals are to encourage more parents to volunteer in schools and to play an active role in their child's education experience. Highlands Elementary School is the recipient of the grant for the 2007 school year. The grant provides funding for parent training, parental resource materials, development of a parent resource center, promotion of parent activities, and parent continuing education. The initiatives to address increasing parental involvement were developed in collaboration with the campus improvement team and the PTA. The strategies and activities were targeted school-wide for our pre-k -4 campus. The trainings were available to all parents and the resource center will be available to parents throughout the school day and some evenings. All trainings were conducted in Spanish and English to accommodate the needs of all monolingual parents. The counselor and volunteer parents will supervise the parent resource center.

Program Objectives:

Objective 1-Increase parental volunteer activities at each grade level in the school by 5%.

Objective 2-Increase parental training participation at each grade level will by 5%.

Summary:

Thirty-nine parents participated in the training sessions and approximately 10 received perfect attendance recognition. The parents who attended are more visible in the school and are initiating opportunities to be involved in school activities. All 39 parents are participating in the PTA sponsored book fair and Book'Em night. Formative data attendance logs indicate that 39 parents participated in the series of parent workshops. The average attendance at any one workshop was approximately 8-12 people according to sign in logs. Ten parents received perfect attendance awards. All parents completed a parent survey and approximately 95% indicate the goals of the training program were met. All 39 parents have agreed to participate in the PTA book fair and Book'Em shared reading activities. The materials for the parent resource center are being delivered so no data on utilization of the resource center is available at this time. Currently, the volunteer attendance log indicates that there are approximately 20 volunteers who give time to our school regularly. To date, there are 100 entries in our volunteer book for this group. Five of the regular volunteers participated the parent training sessions. These figures do not include parents who volunteer intermittently

Issue/s Requiring Central Office Direction	Campus/es	Status
None	Highlands Elem.	*

Accomplishments or Highlights This Period

Seven parent training sessions were conducted on the topics of "Learning at Home", "Teaching Discipline and Responsibility with Love", and "Preparing for Parent Teacher Conferences."

Formative Evaluation

Description of Major Activities	Time Period	Evaluation Method	Overall Effectiveness	Recommendations
Procure supplies and equipment for parent resource center	September-December 2007	Log of parent utilization	Not determined at this time: Requires Attention and /or Immediate Action (x)	Will have parents to complete a feedback survey once center is totally operative
Parent training sessions	October 2007	Surveys	Approximately 95% of parents surveyed indicate that the objectives of the training sessions were met: On Track (+)	Continue parent training
Volunteer Opportunities	September-May	Volunteer log	20 regular volunteers: On Track (+)	Continue providing opportunities and recognition

Overall Program Recommendations

- Monitor the academic trends of each student who had a parent to participate.
- Continue training on topics that are of interest to parents.
- Provide parent recognition at monthly PTA meetings.