

Regular Meeting
Tuesday, January 18, 2022 6:30 PM

Cannady Cedar Hill Room
285 Uptown Blvd.
Cedar Hill, Texas 75104

Agenda

1. CALL TO ORDER
FIRST ORDER OF BUSINESS - Announcement by the Board President whether a quorum is present, and that the notice of the meeting has been duly called, and posted in the time and manner required by the Texas Open Meetings Act, Texas Government Code Chapter 551.
2. CLOSED SESSION
Recess to Executive Session, pursuant to Texas Open Meetings Act, Texas Government Code Section:

551.071) Private consultation with the board's attorney, and
551.074) To deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee.
551.082) Considering discipline of a public school child, or complaint or charge against personnel.

If, during the course of the meeting, the Board of Trustees should determine that a closed session is required, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code Section listed above.

The Board will vote on matters in Open Session considered in Closed Session or matters considered if the Board enters into a Closed meeting during the meeting, if applicable.
3. PUBLIC SESSION
 - 3.A. Pledge to Flags
 - 3.B. Prayer
4. COMMUNICATIONS/RECOGNITIONS
 - 4.A. Academics - Department Efficiency Report

Cedar Hill Independent School District BOARD OF TRUSTEES

Meeting Date: January 18, 2022

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Teaching and Learning Department - Academic Intervention
District Efficiency Report

Information

BACKGROUND INFORMATION:

Education Code 11.201(d)(5) requires the superintendent to manage the day-to-day operations of the district as its administrative manager, including implementing and monitoring plans, procedures, programs, and systems to achieve clearly defined and desired results in major areas of district operations. One of the ways the superintendent meets that requirement is through the District Effectiveness Report (DER). The Teaching and Learning Department will present the professional learning district efficiency report reflecting June 2021-January 2022.

RECOMMENDATION:

None

BOARD ACTION REQUIRED:

None

POLICY AUTHORIZATION:

None

CONTACT PERSON:

Dr. Cherron Montgomery, Executive Director of Teaching and Learning

FUNDING SOURCE:

None

ENCLOSURES:

Academic Intervention Efficiency Report
DER Presentation - Academic Intervention



CEDAR HILL ISD

DEPARTMENT EFFICIENCY REPORT

DEPARTMENT: Academics - Teaching and Learning - Academic Intervention

PRESENTER: Dr. Cherron Montgomery, Executive Director of Teaching and Learning

EXECUTIVE SUMMARY

The Cedar Hill ISD (CHISD) Teaching and Learning Department provides support to all district departments, campuses and staff. The uniqueness of the department is that, in order to be effective, this team must have an understanding and connection to pedagogical and curriculum needs across the district. In basic terms, we focus on the art of teaching and instructional methods. In addition, this department must focus on collecting district data to drive academic acceleration opportunities and properly scheduling accelerated learning with the least amount of disruption to tier I teaching and learning.

The objectives of the CHISD Teaching and Learning Department are:

1. Provide focused professional learning experiences that are purposeful, differentiated and effective.
2. Provide professional learning that inspires participants through quality learning opportunities.
3. Provide professional learning for all district departments and ensure customer service is a priority.
4. Guide the implementation of the district wide initiatives through seamless implementation.
5. Prepare year long planning for all departments for foreseeable sessions.
6. Support all district, campus, and department based professional learning to ensure alignment with CHISD strategic plan and Cadence of Accountability.
7. Gather data on effectiveness of professional learning offered throughout the district

8. Facilitate the development of Instructional Facilitators.
9. Facilitate the development and implementation of the CHISD's instructional facilitators (coaching) model.
10. Facilitate the development of Academic Interventionist.
11. Facilitate the development and implementation of the CHISD intervention model.
12. Coordinate professional learning resources within the organization through a strategic plan of improvement.
13. Assist individuals, as appropriate, seeking support for their own identified professional or personal growth activities.
14. Assist in identification of appropriate resources for planned professional learning opportunities.
15. Track scheduled professional learning activities in Edugence and give credit to all participants.
16. Use social media, email, web-site and other communication avenues to inform educators of learning opportunities.
17. Seeks to establish district instructional continuity across all grade levels and content.



During the 2021-22 school year, the teaching and learning department supported the continued implementation of new initiatives across the district from the 2020-2021 school year. These new initiatives include Achieve 3000, IXL, NWEA, Schoology, TEKS Resource and Edugence. An intentional push to provide professional learning focusing on intervention began August 2021. All staff received intervention training for either academic or behavioral during the back to school days. This was a three hour training session. Additionally, all academic interventionists have received training in Edugence on how to enter an intervention and accommodations.

Academic Intervention - Core Content Staff PK - 12

Behavioral Intervention - Non Core Staff PK - 12

Instructional Alignment

Longhorn Time (LHT)

Elementary - Built into the campus master schedule

Middle Schools - Tuesdays and Thursdays

High Schools - Collegiate Prep during P3 time, CHHS

Wednesday and Thursdays End of tier I instruction

District Support

District Academic Interventionists have led grade level conversations regarding grouping of scholars, expectations of intervention time and planning of skill based interventions. Each campus has an intervention document that tracks scholar groups and skill focus areas.

		Push-In Teachers:		
	Time	Period	1	2
Tuesday	FIRST 20 Minutes:	Rotation 1 Push-In	Teacher 1	Teacher 1
			Place skill/RIT from Learning Continuum here	Place skill/RIT from Learning Continuum here
			RTI Students:	RTI Students:
			1. Student Name	1. Student Name
			2. Student Name	2. Student Name
	SECOND 20 Minutes:	Rotation 2 Push-In	Teacher 2	Teacher 2
			Place skill/RIT from Learning Continuum here	Place skill/RIT from Learning Continuum here
			RTI Students:	RTI Students:
			1. Student Name	1. Student Name
			2. Student Name	2. Student Name
			3. Student Name	3. Student Name
			4. Student Name	4. Student Name
			5. Student Name	5. Student Name

Teaching and Learning - Academic Intervention “ONE THING”

As part of the District’s Cadence of Accountability and our focus on continuous improvement, Cedar Hill ISD departments and staff have identified their “One Thing”.

<p>Academic Interventionist Per campus</p>	<p>Performance Measures: % of scholars in tier 1 by Grade Level in Reading</p> <p>% of scholars in tier 1 by Grade Level in Math</p> <hr/> <p>Fidelity Measures: % of identified scholars receiving 60 or more minutes of intervention per week by the Academic Interventionist in reading (elementary)</p> <p>% of identified scholars receiving 60 or more minutes of intervention lessons per week provided to the teacher by the Academic Interventionist in math (secondary)</p>
<p>ED of Teaching and Learning</p>	<p>% of 3rd grade scholars in Tier 1 Reading by Campus</p> <p>% of Algebra Scholars in Tier 1 Math by Campus</p> <p>% of identified 3rd grade scholars receiving 40 or more minutes of intervention per week by the Academic Interventionist in Reading</p> <p>% of identified 8th and 9th grade scholars receiving 30 or more minutes of intervention lessons per week provided to the teacher by the Academic interventionist in Math</p>



DEPARTMENT STAFFING

Executive Director of Teaching and Learning - Dr. Cherron Montgomery

Facilitates and schedules all professional learning sessions held on district Staff Development days, after school offerings at the TLC, Leadership and executive cabinet retreats and onboarding of all new staff for CHISD. Supervises Instructional Facilitators and Academic Interventionists on campuses. Focused on providing support and consistency regarding teaching and learning throughout the district.

Team lead for:

- District Wide Professional Planning
- District Calendar
- T&L Onboarding
- STEM Planning PD
- RSSP Instructional Improvement
- Intervention MTSS
- Leadership Professional Learning
- Instructional Facilitators

District Staff - Supports Campuses

Campus	Facilitator	Interventionist
Bray	Melonie German	Kelecia Jackson
Collegiate Prep	Dr. Mendoza	Tiffany Tyler-Johnson
Highland	Standley Valdez	Vacant
High Pointe	Bethany Sennett	Rennell Manning

Lake Ridge	Kristina Johnson	Phyllis Moore
Plummer	Lamentre Williams	Kimberly Bryant
Waterford Oaks	Karen Morales	Tonnie Jackson
Bessie Coleman	Treeca Clear	Sequency Randall Carl Green
Permenter	Jolynn Maddox	Keshun Irving Monica Johnson
Collegiate Academy / High	John Bradford	N/A
STRIVE	N/A	N/A
CHHS	Jocelyn Mays Deldrick Burley	Luis Diaz Cheverez Ashley Anderson

DEPARTMENT FUNCTIONS

Professional Learning Professional Learning Yearly Planning Professional Learning Implementation District Board Presentations Microcredentials / Badging	Edugence - T-TESS / T-PESS, Interventions Analyzing Assessment Data Resilient Schools Support Program Year 1, 2, 3 MTSS - Intervention
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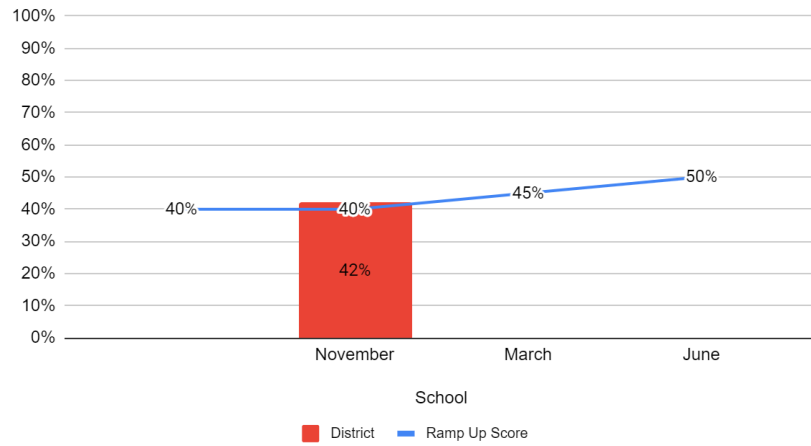
2021-22 BUDGET - \$247,504. Title II

Purchase	Description	Cost
Payroll	Executive Director of Teaching and Learning, Mentoring Stipends and Extra Duty for Professional Development	99,000.00
Contracted Services	Shipman LLC, Results Based Coaching, IXL, NWEA MAP Training, Achieve 3000	126,180.00
Supplies and Materials	RBC materials,	12,324
Other Operating Expenses	Travel	10,000

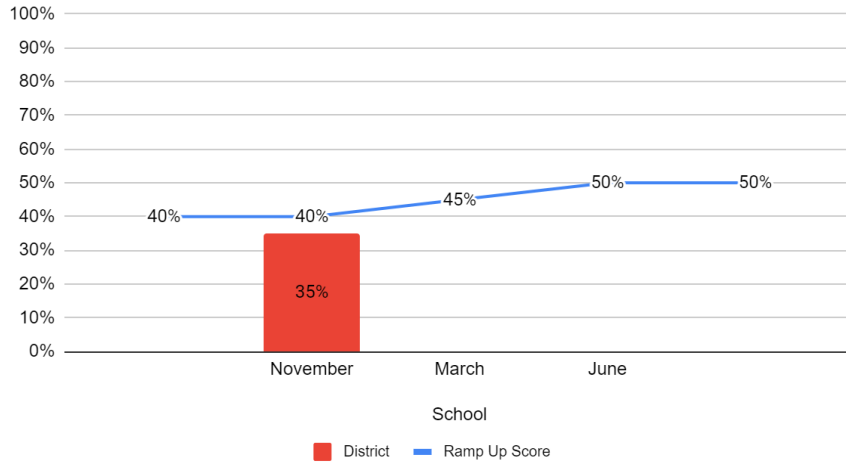
EFFECTIVENESS INDICATORS

DEPARTMENT DASHBOARD

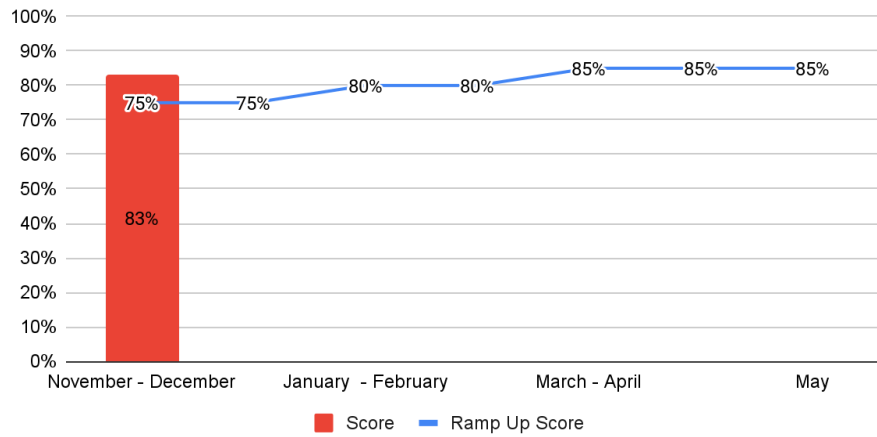
% of 3rd grade scholars in Tier I by campus (Reading)



% of Algebra I scholars in Tier I by campus (Math)



% of 3rd grade scholars receiving 40 minutes of intervention per week by the AI in Reading

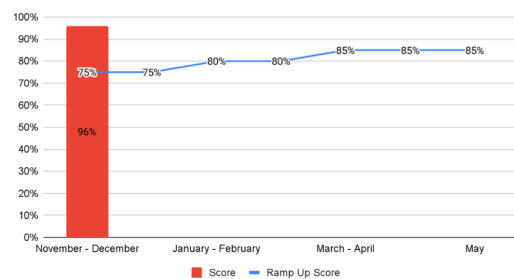


TEACHING AND LEARNING ONE THING

Ensure District academic intervention initiatives are implemented with fidelity through monitoring campus data



% of 8th & 9th grade scholars receiving 30 or more minutes of intervention lessons per week provided to the teacher by the AI



LONESTAR GOVERNANCE - SUPERINTENDENT CONSTRAINTS

Not Applicable

DEPARTMENT CHALLENGES

Thirteen Campuses

Interventionist

Working to not interfere with Tier 1 instruction is critical to the scholars core academic needs. Campus principals allocate time for RTI meetings to discuss scholars' progress. Protecting the interventionist time and allowing them to focus on scholars academic growth.

Facilitators

Instructional Facilitators consistency of district expectations of their roles and responsibility. Create a way to monitor expected outcomes from the facilitators' work with teachers. Facilitators must be allowed to complete their assigned responsibilities without interruption thus focusing on improving teacher instructional practice.

Intervention

Elementary campuses have intervention built into the daily schedule to ensure all scholars are receiving what they need academically. Campus master schedules impact the time and delivery of intervention at



the secondary level. Effective monitoring of intervention expectations by campus administration and ensuring any accommodations are in place for our scholars based on RTI committee recommendations.

Professional Learning

Identify effective ways to deliver academic intervention consistently and intentionally on each campus.



VISION FOR THE FUTURE

Facilitators: Will grow teachers through mentoring, modeling and supporting their assigned teachers. Facilitators will work with a select few (7-10) teachers for the entire year. This will allow Facilitators to coach teachers on specific coaching and modeling. Increase the professional development delivery and curriculum support in the job role for the 21-22 school year. Bridge district communication to the campus between district professional development days.

Interventionist: Academic interventionist will lead the intervention schedule on each campus collaborating with both core and special education teachers. Specific focus on use of the NWEA Learning Continuum will be an embedded focus on the professional development of our Academic Interventionist. Interventionists will support analyzing data, creating specific skill based interventions and assist teachers in tracking scholar progress. They will work closely with campus administrators on grouping scholars and reporting out progress. All staff are responsible for scholars

interventions and support. At the secondary level teachers will push in to like content areas twice a week for scholar small group instruction.

SAFE Schools - Professional development for State required PD and increasing maintenance safety and security PD options. Implemented 2021-2022 school year.

Instructional Priorities - Professional development, coaching and academic interventions will center around the district aligned instructional priorities that focus on what we want to see instructionally at all levels in all classrooms.

T&L Onboarding - We will have a year long plan to support new hires to CHISD. Our focus will be on equipping teachers with district expectations before they make their way onto the campus.



CEDAR HILL ISD

DEPARTMENT EFFICIENCY REPORT

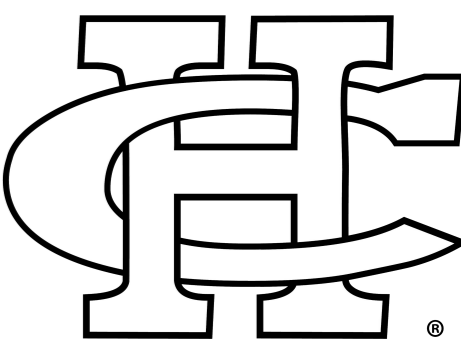
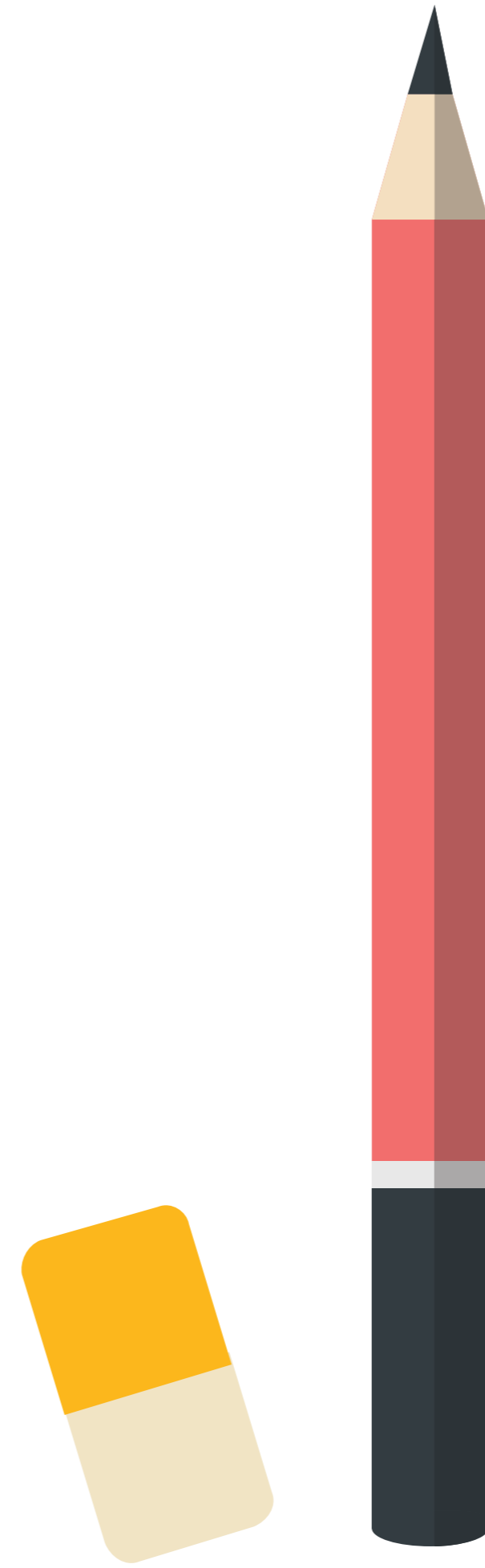


Dr. Cherron L. Montgomery
Executive Director of TEACHING AND LEARNING

Academic Intervention

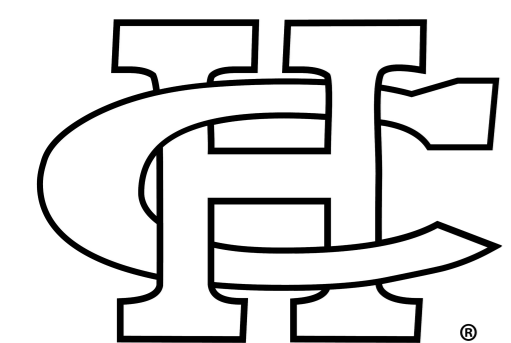
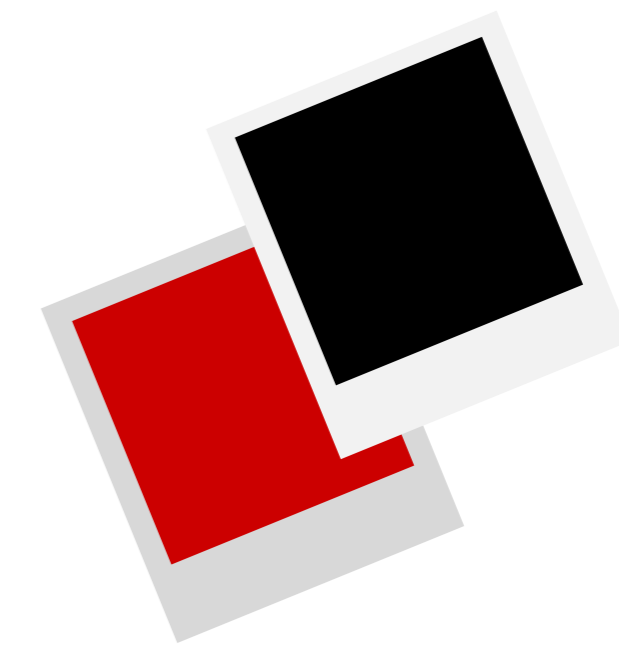
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EXECUTIVE SUMMARY



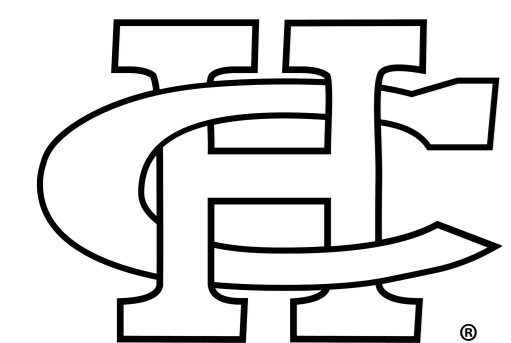
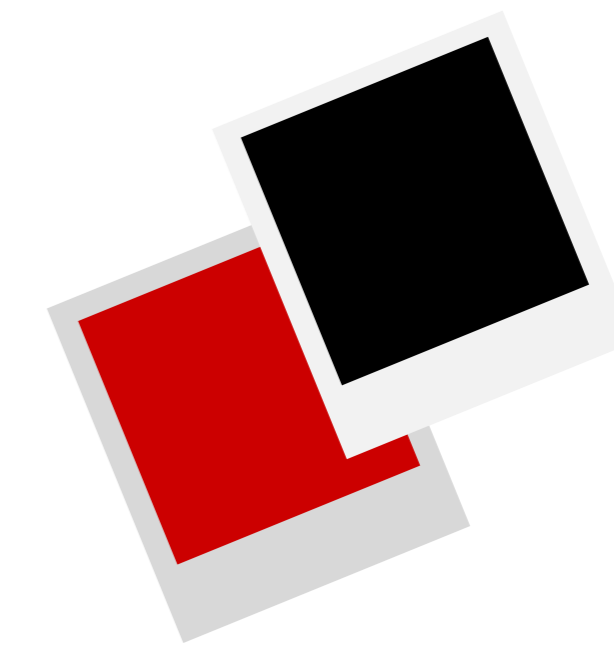
ACADEMIC INTERVENTION- THEORY OF ACTION

If we implement with fidelity a campus intervention plan, focused on specific scholar skills and strategies, then we will increase teacher effectiveness, which will then impact scholar academic growth.



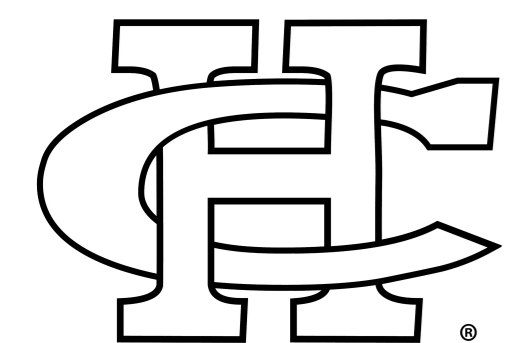
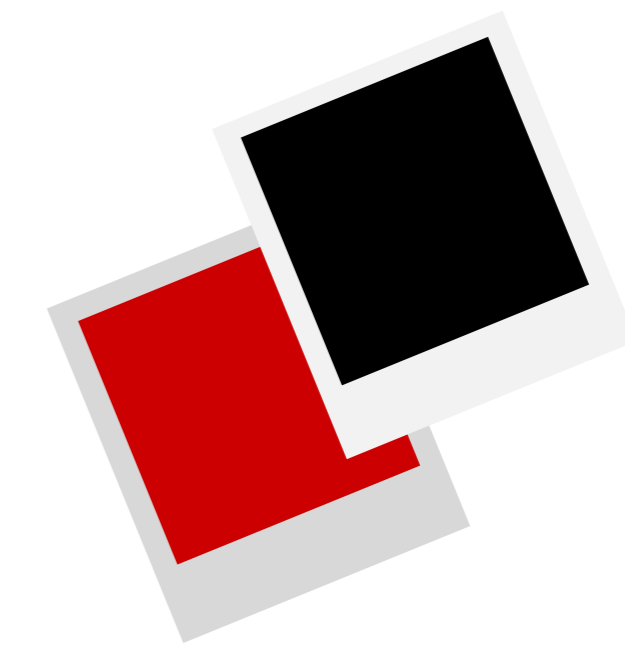
ACADEMIC INTERVENTION PROJECT VISION

- We Believe: Targeted Instruction + Time = Learning
- Increase the number of scholars who are successful in the general education classroom thereby increasing the number of Tier I Scholars.
- Small group instruction improves scholar outcomes
- Strategically target scholars during the day
- RTI works when done with fidelity
- Aligning interventions to the district approved universal screener tools



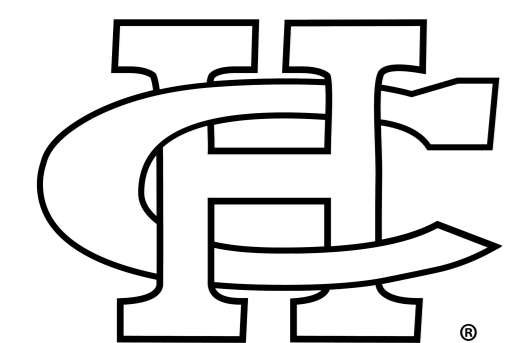
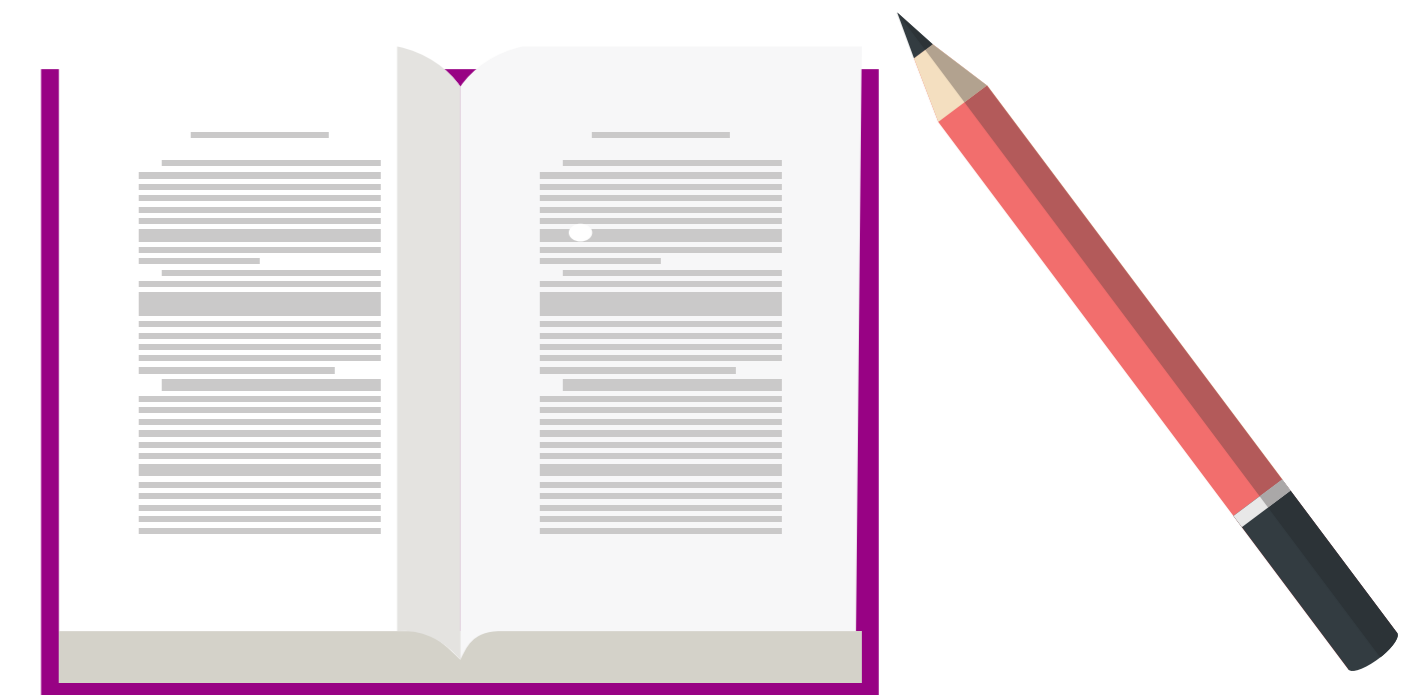
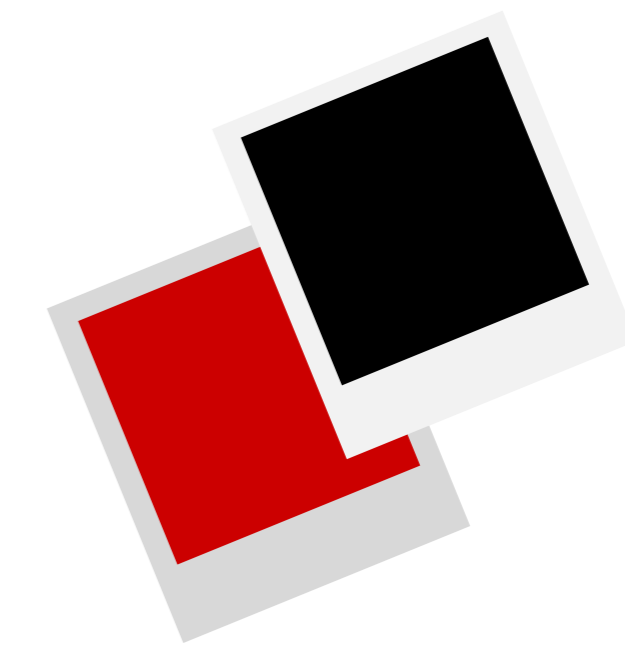
ACADEMIC INTERVENTION PROJECT GOALS

- Campus administrators will intentionally lead targeted intervention time on each campus
- Campus will identify scholars and will have a specific skill they will focus on during intervention
- Administrators will lead scheduled district RTI meetings
- Campus will inform parents early of academic progress of their scholars



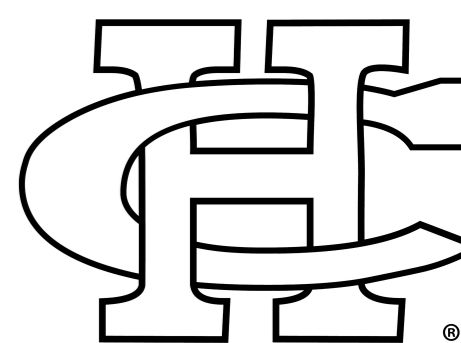
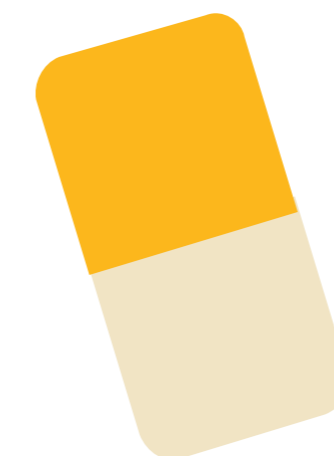
PROFESSIONAL DEVELOPMENT 2021-2022

- Tuning protocol with leadership summer 2021 (July)
- Fishbowl (exemplar) activity on RTI meeting protocol
- Equip Academic Interventionist in district expectations
- Train Academic Interventionist in documentation of interventions
- Core Content staff professional development (August)
- Academic Interventionist support teachers in documenting interventions
- Seek to establish district instructional continuity across all grade levels for LHT



Job Responsibilities Curriculum Preview Assessments Bilingual / ESL Updates	August 2021
Curriculum Preview NAPE - Equity Accountability PD Prep Edugence Update	September 2021
Curriculum Preview Curriculum Works Achieve 3000 Evaluation Campus Braggs Accountability Reporting ESL Instructional Accommodations	October 2021
Curriculum Preview LLI Training	November 2021
District Staff Development Prep	December 2021

PROFESSIONAL LEARNING
 SESSIONS PROVIDED TO
 ACADEMIC INTERVENTIONIST
 2021-2022



RTI COMPONENTS



Longhorn TIME (LHT) - scheduled within the school day

Progress Monitoring

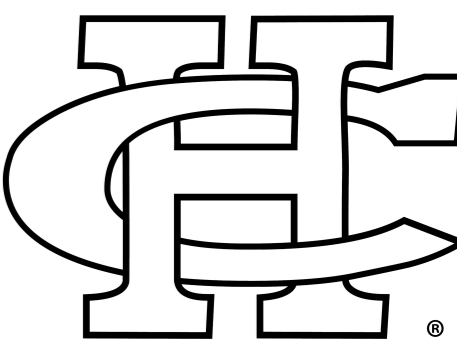
- Achieve 3000
- IXL

Universal Screener

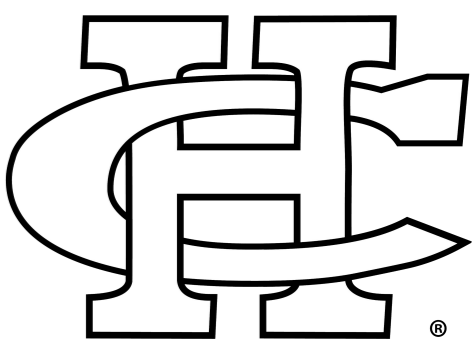
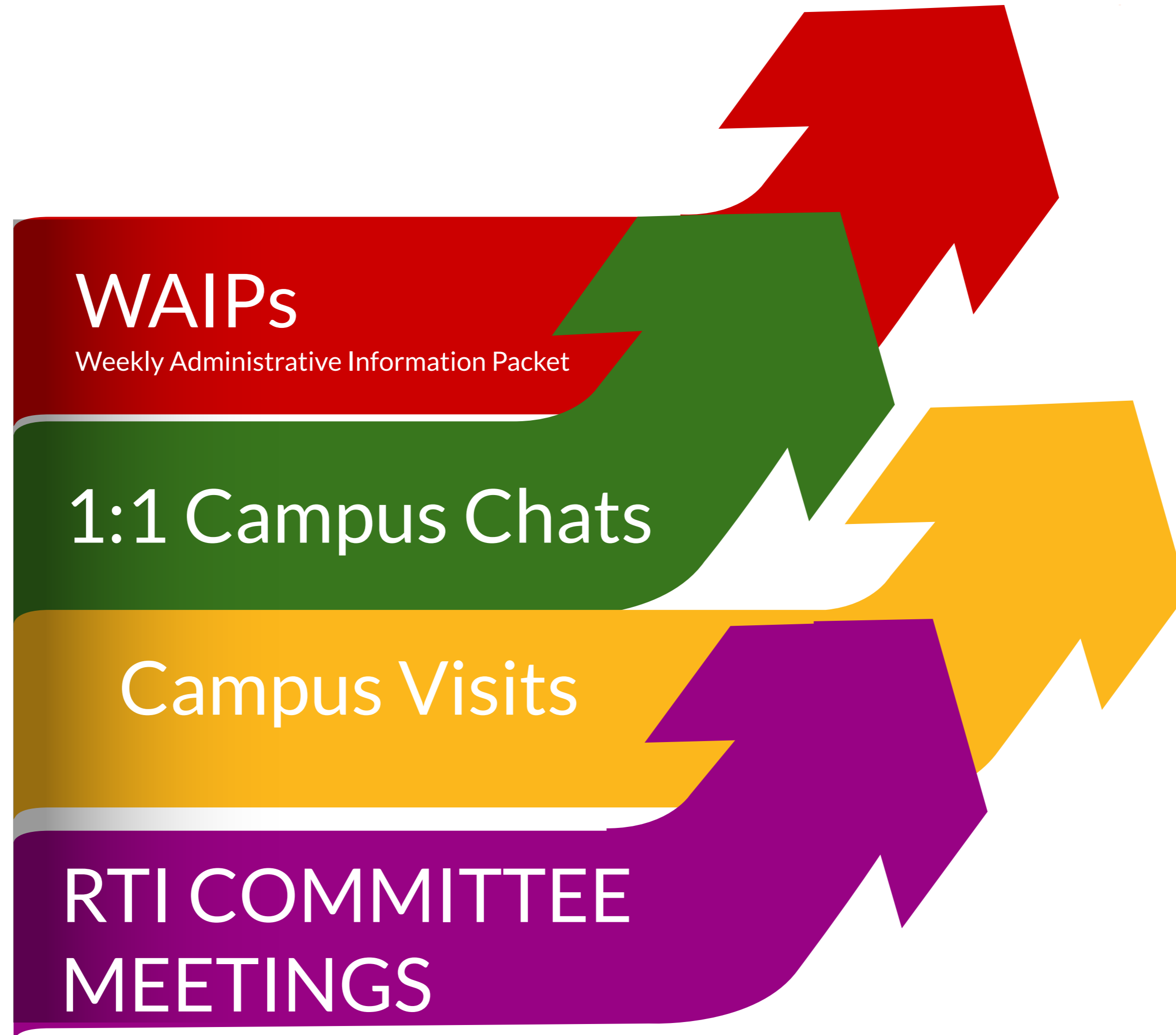
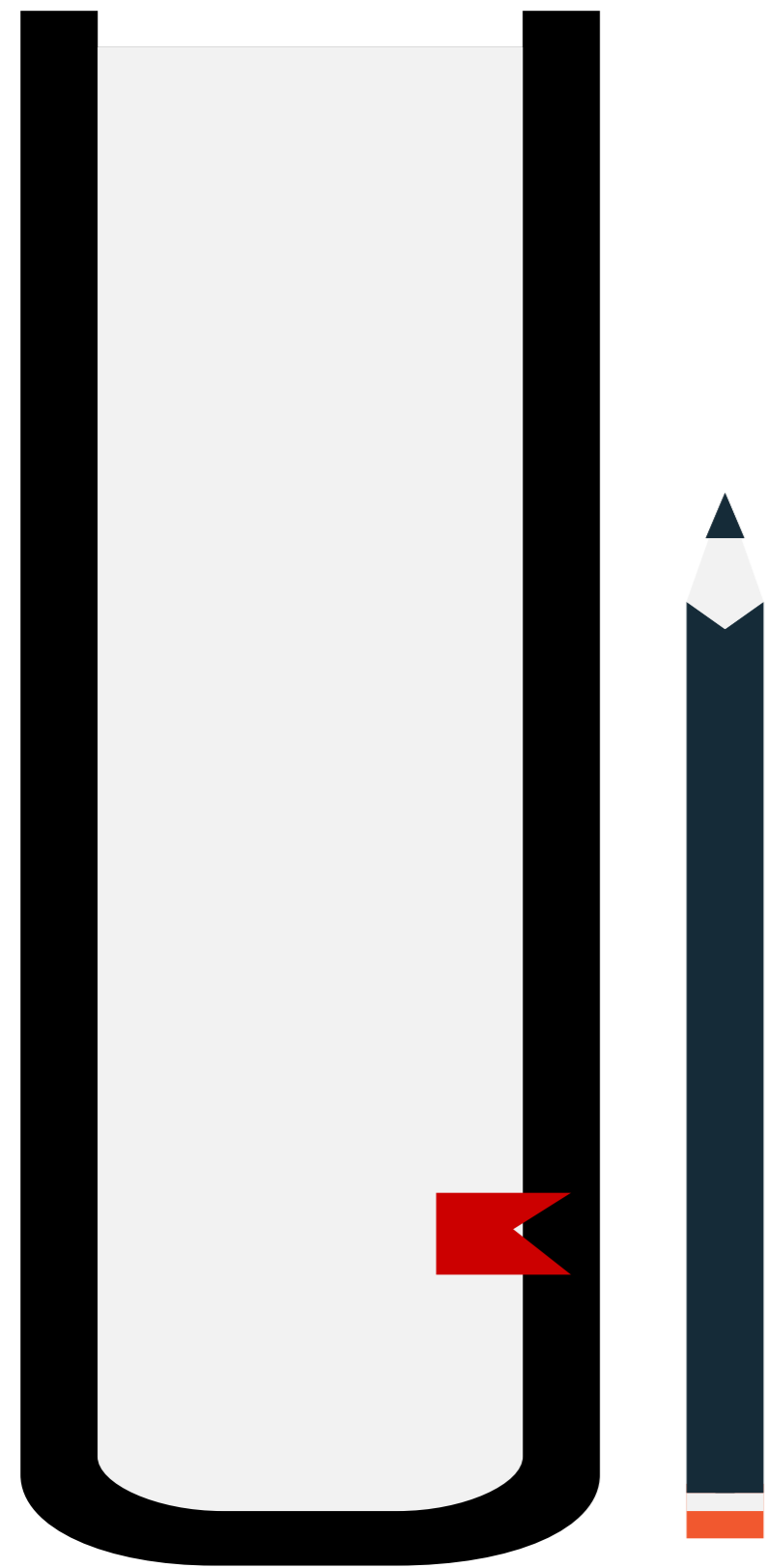
- NWEA

Resource

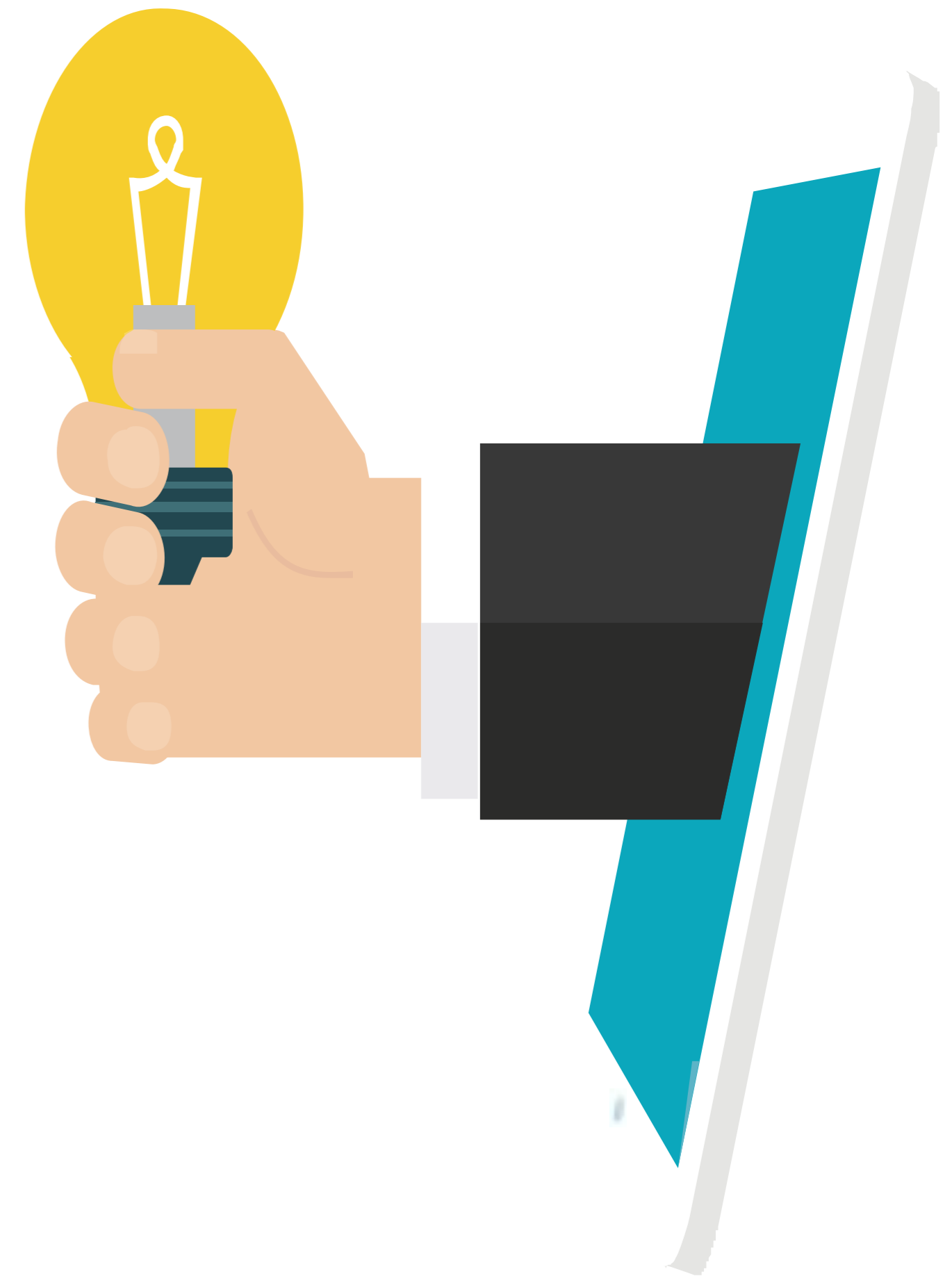
- Leveled Literacy Intervention (LLI)
- Edugence
- Designated Supports
- Final Operational Guidance
- Academic Interventionist Schedules
- Academic Interventionist working alongside the classroom teacher



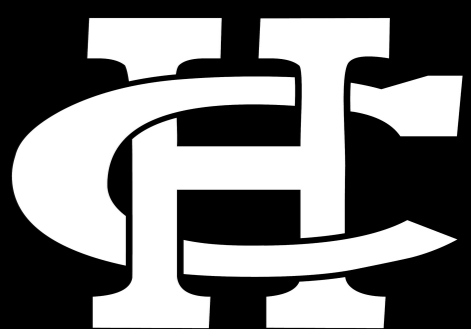
ACADEMIC INTERVENTION COMMUNICATION



ACADEMICS
SCHOOL LEADERSHIP
CAMPUS LEADERSHIP
SPECIAL EDUCATION
TEACHERS

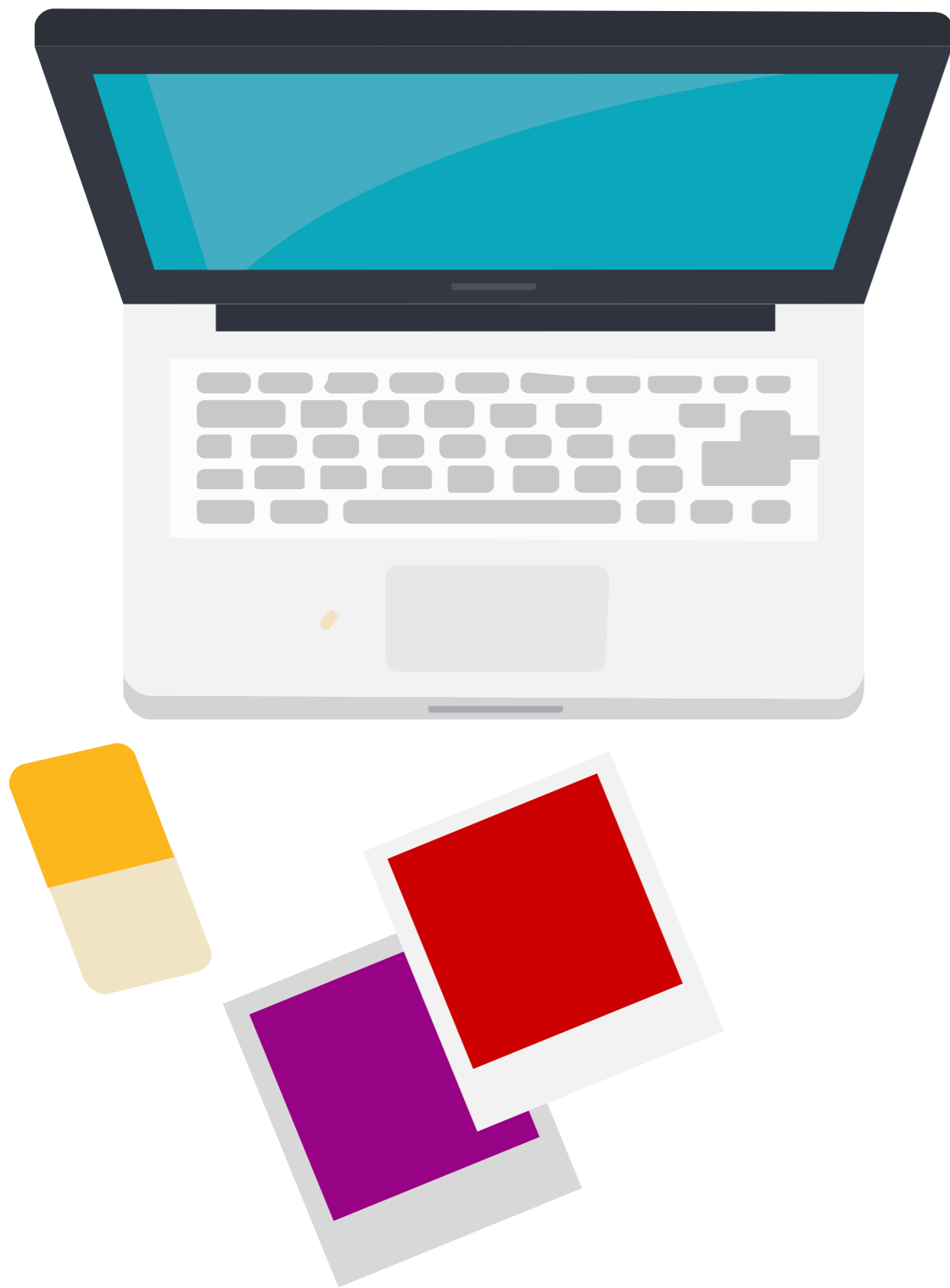


DEPARTMENT COLLABORATIONS

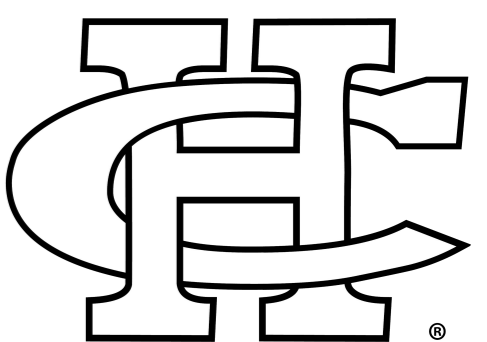
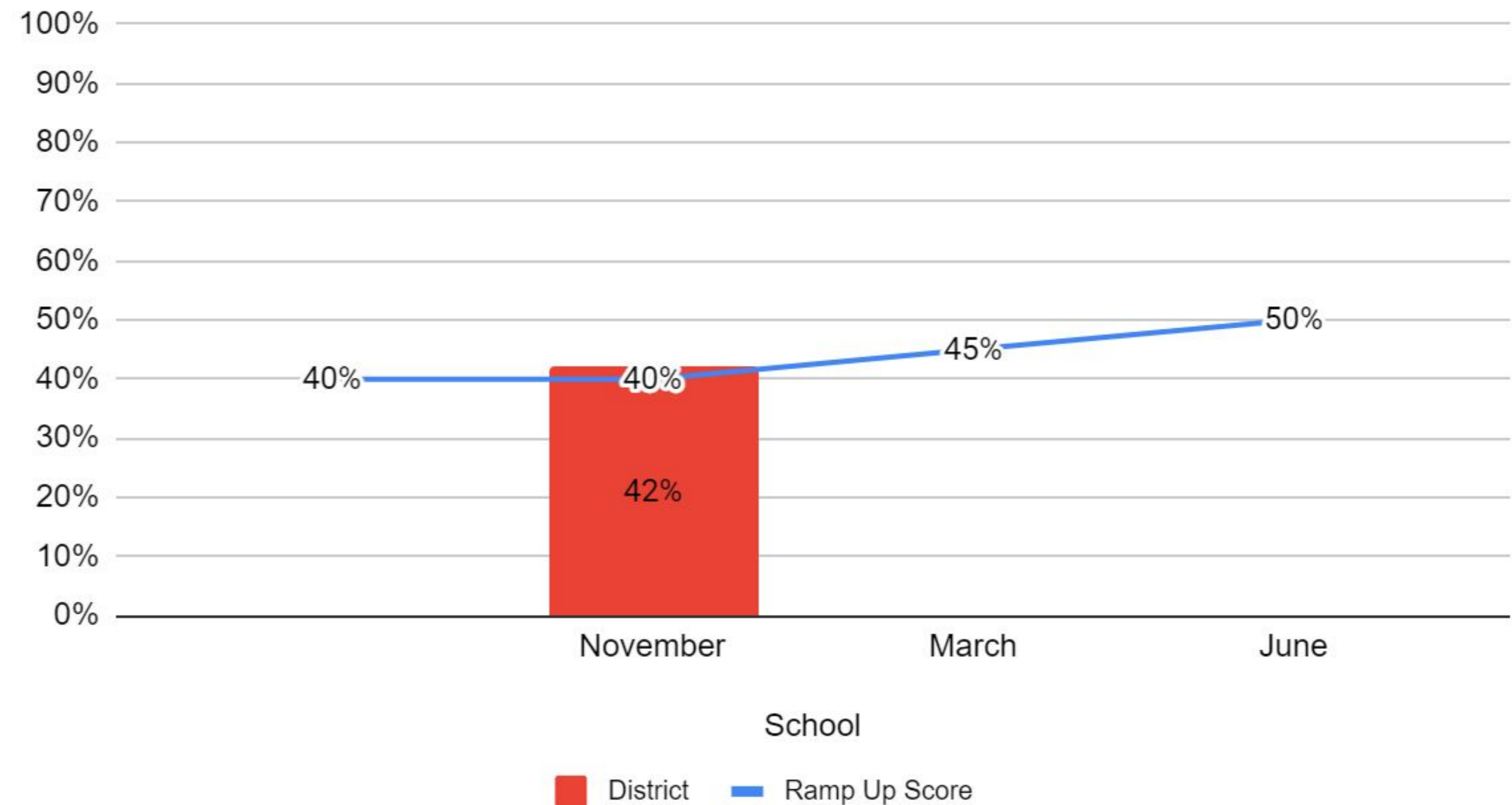


TEACHING AND LEARNING ONE THING

Ensure District academic intervention initiatives are implemented with fidelity through monitoring campus data

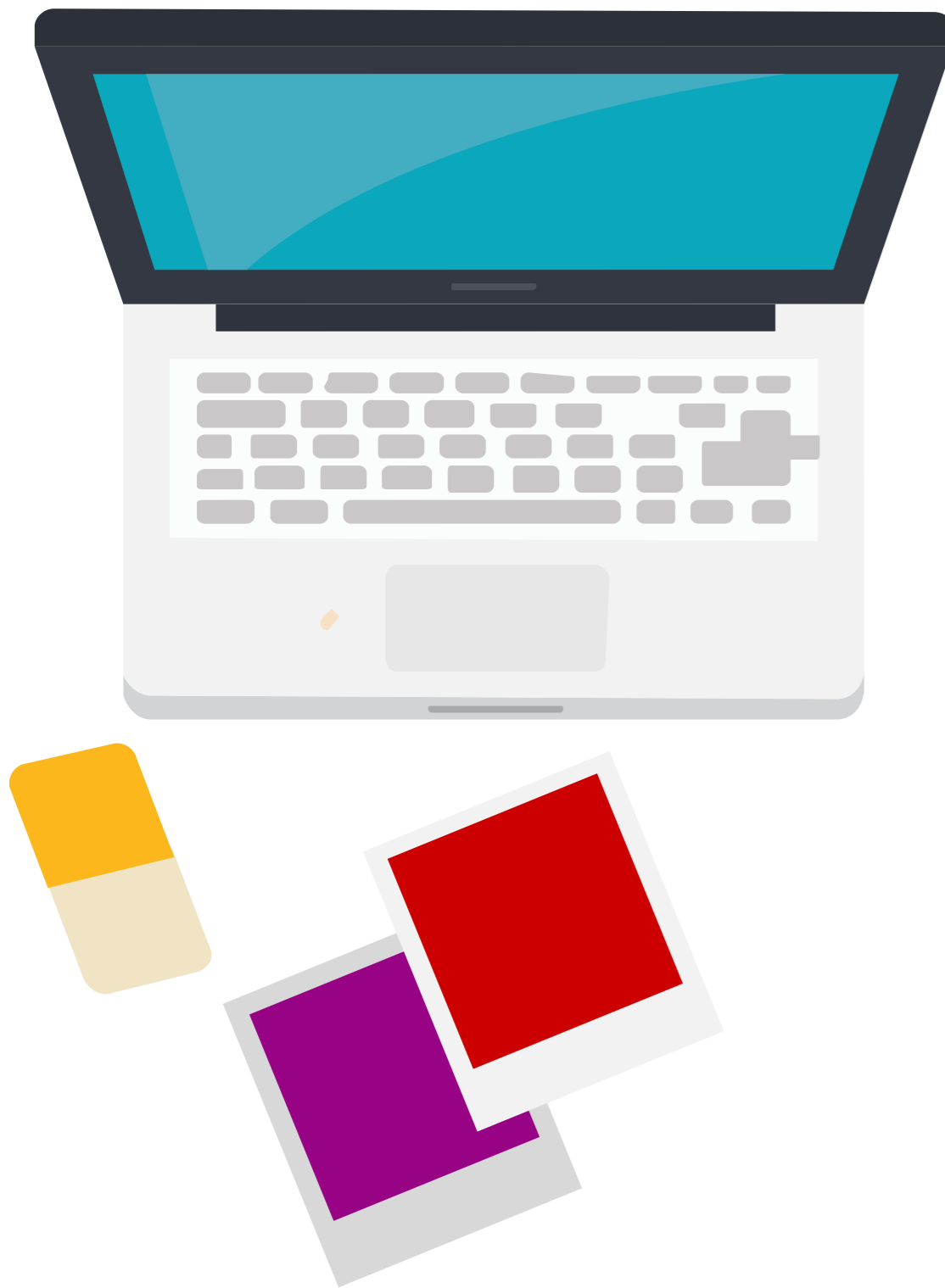


% of 3rd grade scholars in Tier I by campus (Reading)

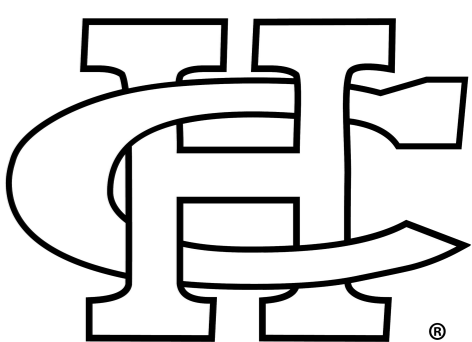
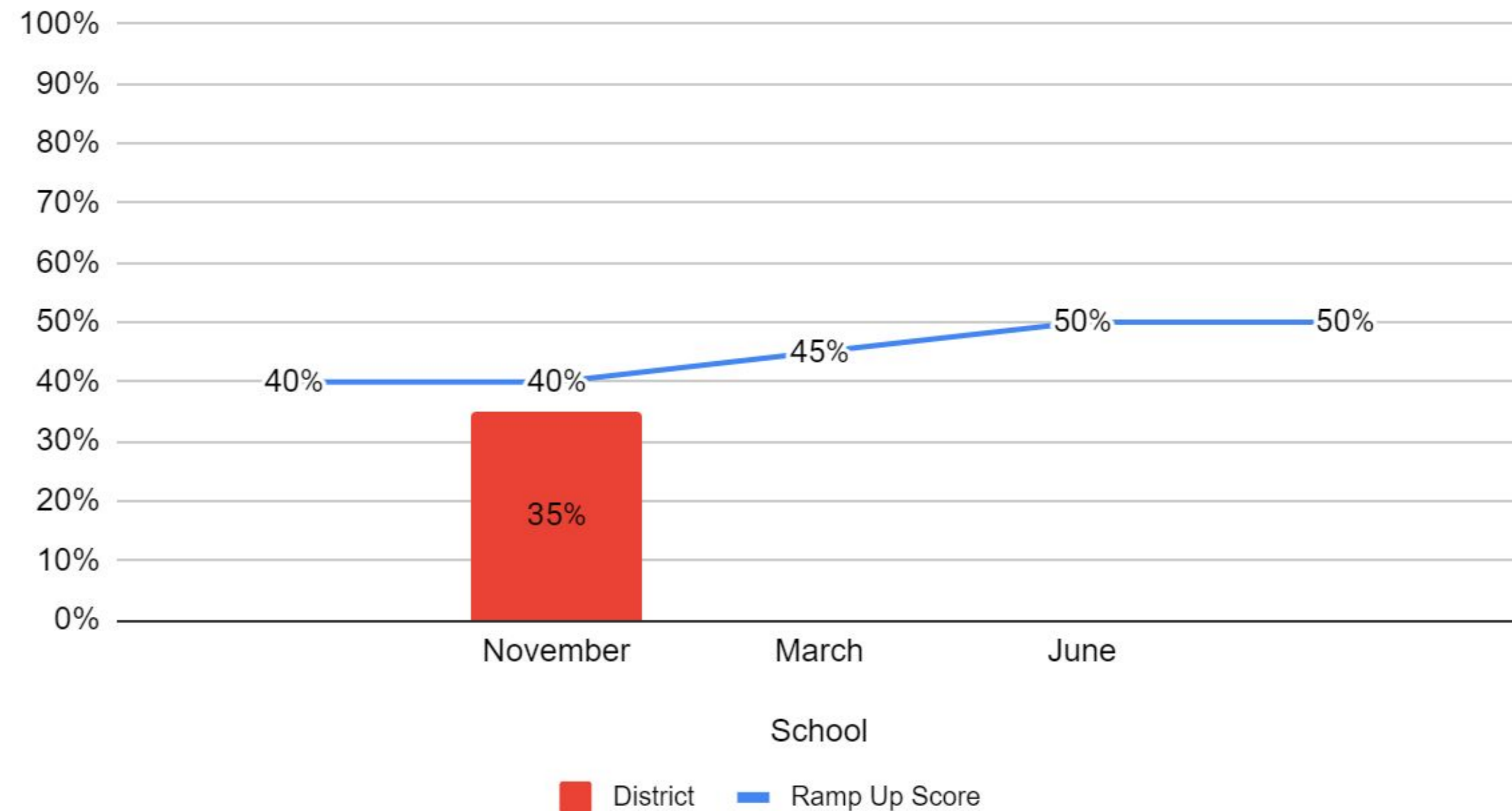


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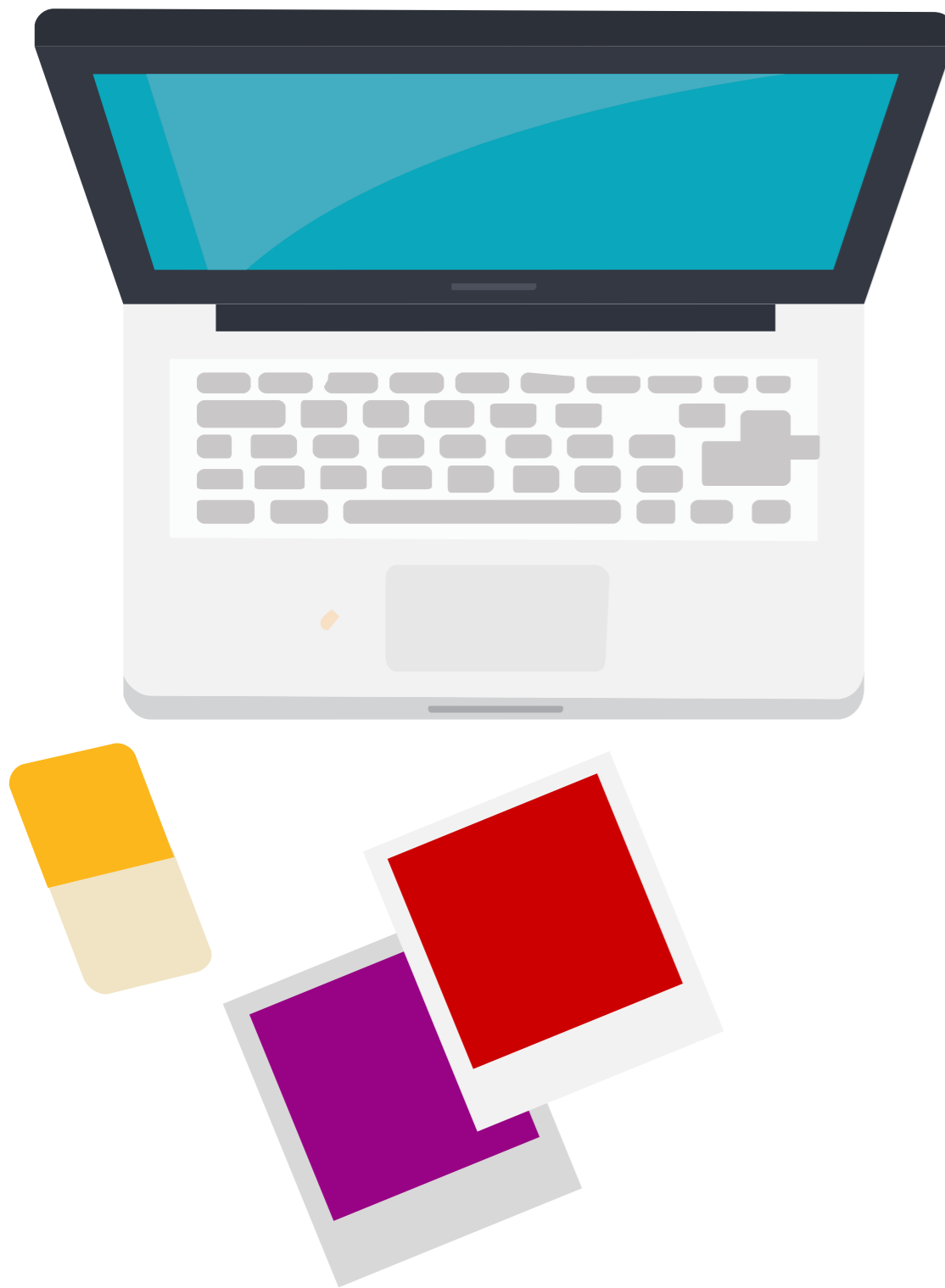


% of Algebra I scholars in Tier I by campus (Math)

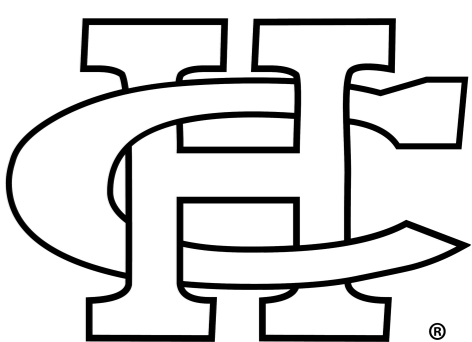
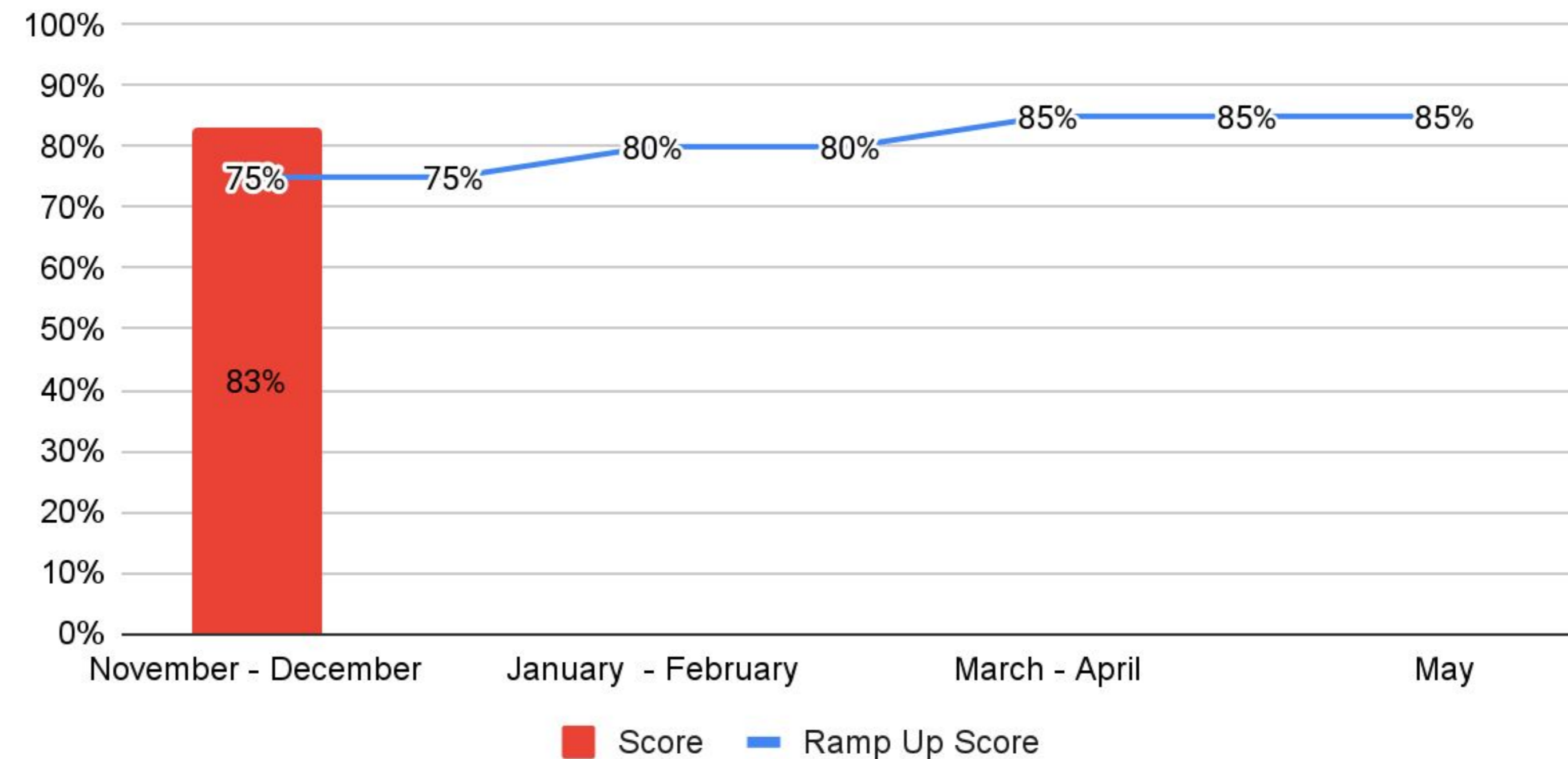


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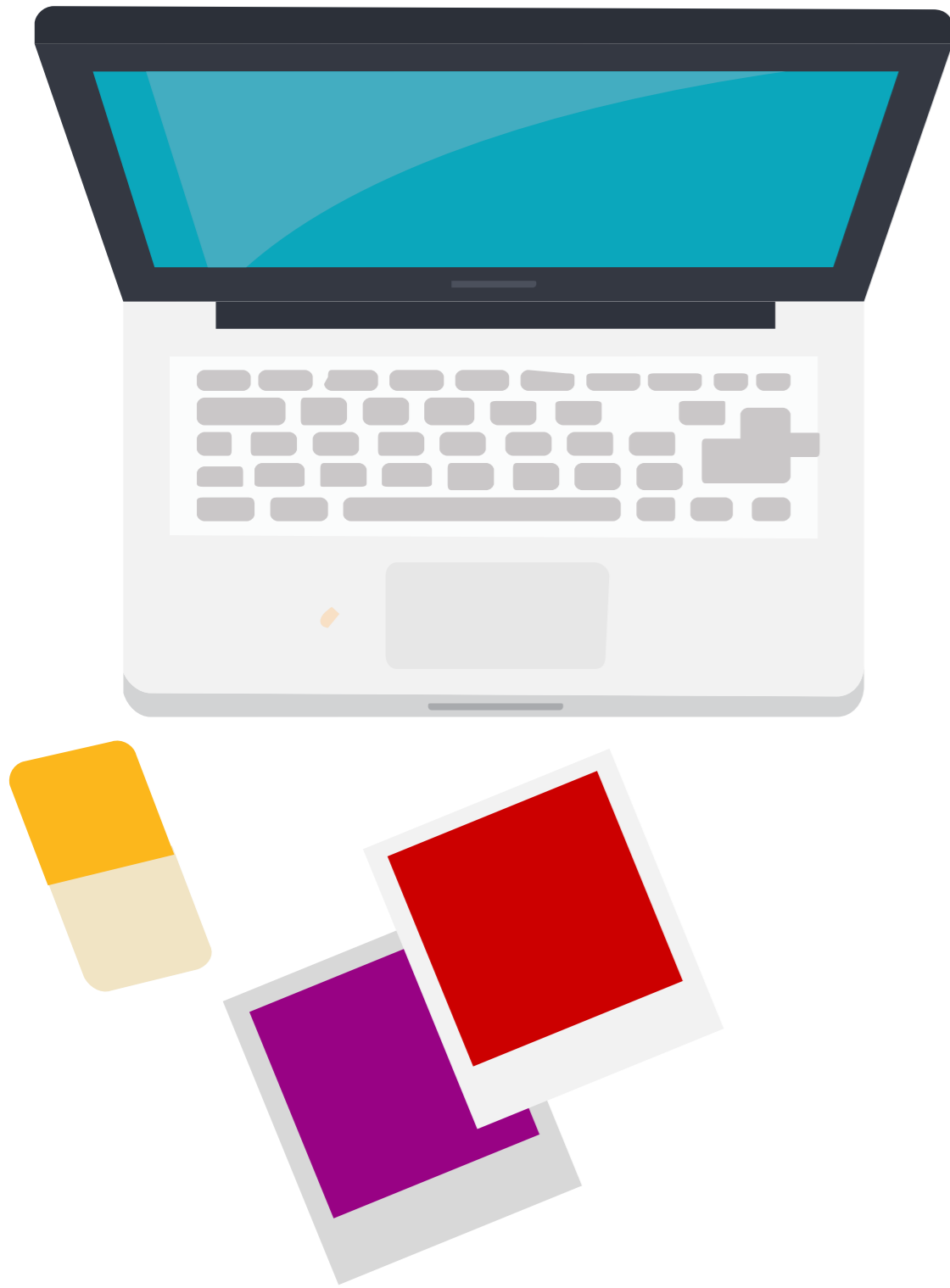


% of 3rd grade scholars receiving 40 minutes of intervention per week by the AI in Reading

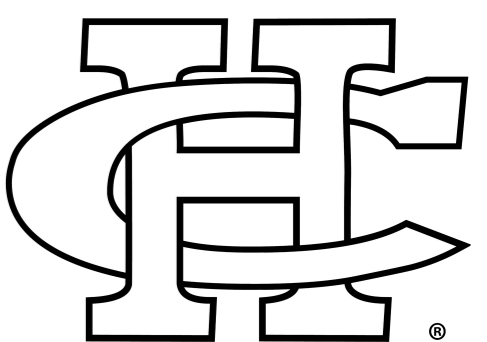
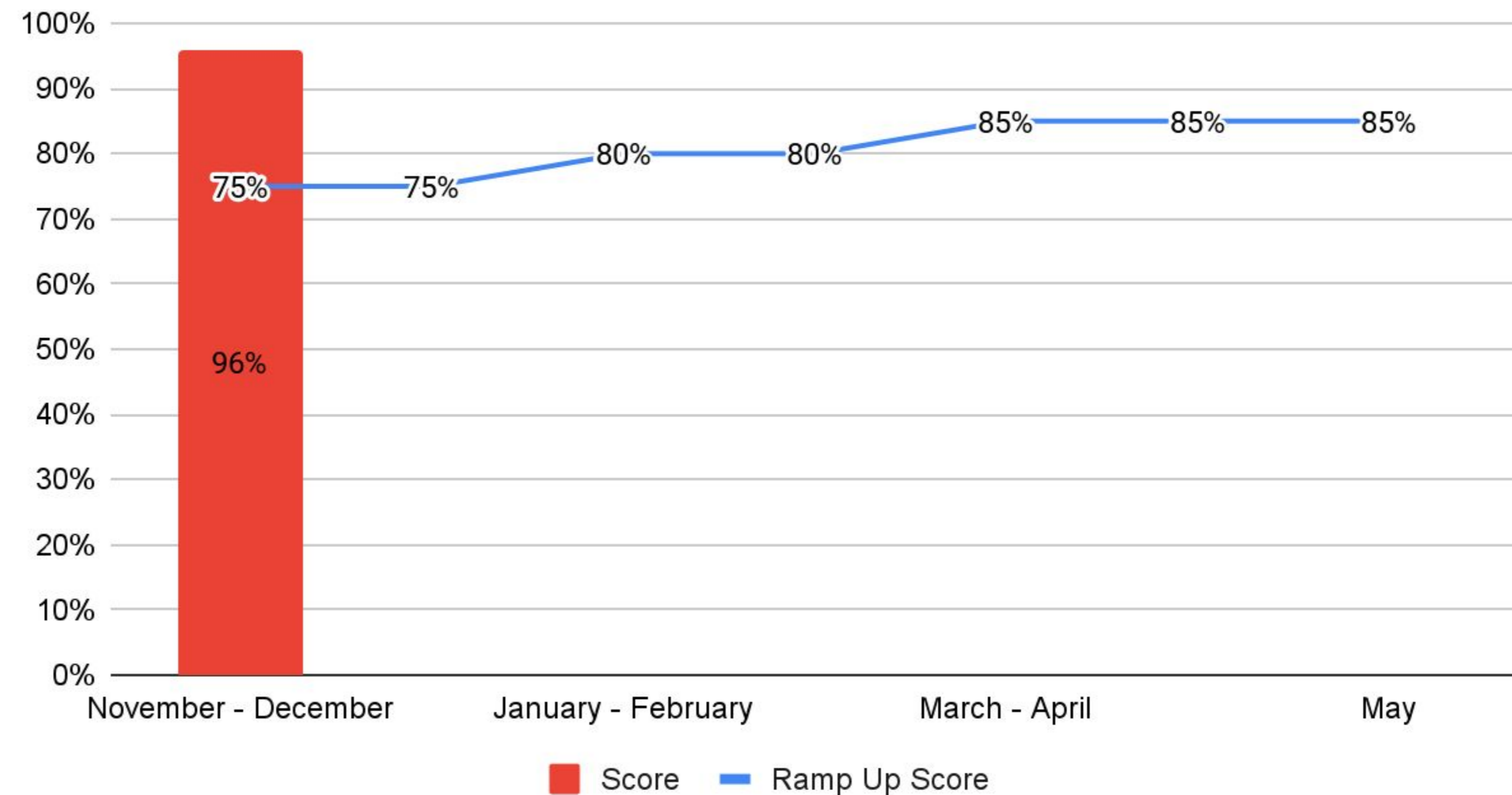


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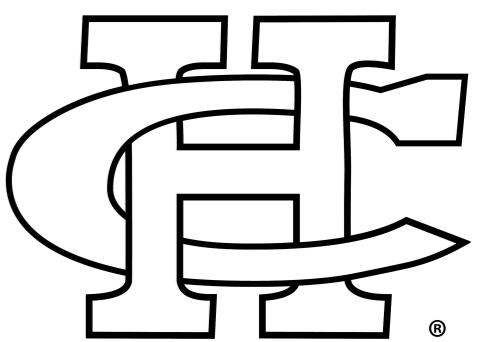
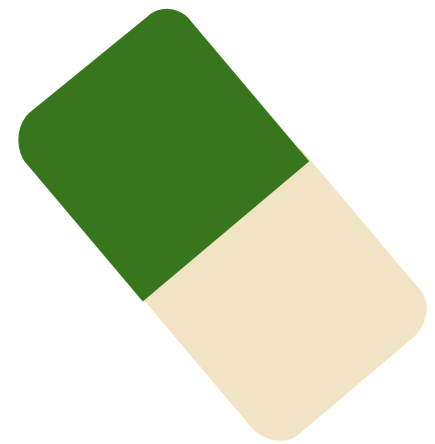


% of 8th & 9th grade scholars receiving 30 or more minutes of intervention lessons per week provided to the teacher by the AI



DEPARTMENT CHALLENGES

1. Protecting Academic Interventionist time on task
2. Consistency across the district in conducting RTI meetings
3. Master schedules to include intervention time
4. Monitoring intervention consistently
5. Resource training
6. Staffing



VISION FOR THE FUTURE

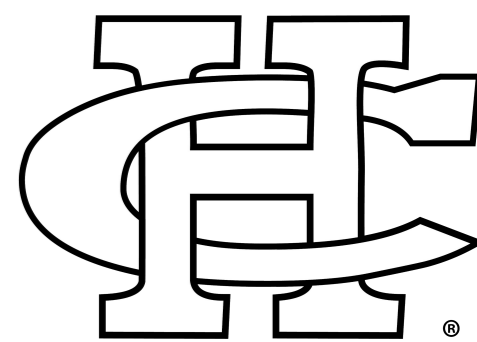
ACADEMIC
INTERVENTION:
BEGIN WEEK 3

RESOURCES FOR
INTERVENTION

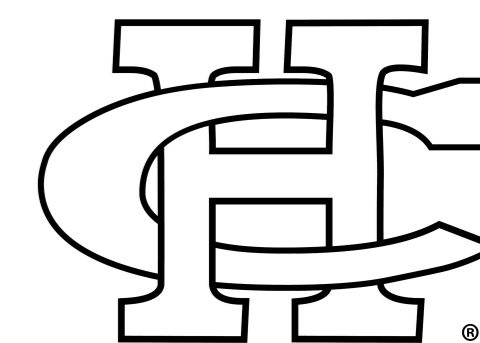
TRAIN ACADEMIC
INTERVENTIONIST IN
COACHING/MODELING

CONSISTENT TARGETED
INSTRUCTIONAL
SUPPORT

CREATE GROUPS AT
END OF YEAR FOR
INTERVENTION



QUESTIONS



4.B. National School Board Recognition Month



Information Item

Meeting Date: January 7, 2022

Presented by: Dr. Gerald Hudson, Superintendent

Subject: National School Board Recognition Month

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

Background Information:

This month, CHISD joins over 1,000 school districts throughout Texas to celebrate January as School Board Recognition Month. Serving as a link between the community and classroom, CHISD Trustees are elected to establish the policies that provide the framework for the district.

Recommendation:

NONE

Board Action Required:

NONE

Policy Authorization:

NONE

Contact Person:


Tierney Tinnin, Chief of Communications & Marketing

Funding Source:

Local Funds

5. CITIZENS FORUM: The Board will now hear those who wish to make comments and who have completed and returned the Public Forum Citizen Participation Form. This section will be conducted in accordance with the Texas Open Meetings Act and Board Policy. Speakers must limit comments to issues that can be presented in a public forum. Complaints about student discipline, specific student issues or personnel must be addressed through appropriate administrative channels.
6. LONE STAR GOVERNANCE
Founded on research, Lone Star Governance (LSG) is a continuous-improvement model for governing teams—boards in collaboration with their superintendents—who choose to focus intensely on only one primary objective: Improving student outcomes. Lone Star Governance accomplishes this intense focus through tailored coaching aligned to the five pillars of the Texas Framework for School Board Development: Vision, Accountability, Structure, Advocacy, and Unity.
 - 6.A. Campus Spotlight
 - 6.A.1. Waterford Oaks Elementary School

**EDUCATE.
EMPOWER.
INSPIRE.**



**Waterford Oaks Elementary
Campus Spotlight
January 18, 2022**

VISION

Unlocking every Longhorn's potential

MISSION

To develop resilient scholars who excel academically and are empowered to serve.

MOTTO

Educate. Empower. Inspire.



Who are we?

Mission Statement

To provide a meaningful foundation for students that promotes a love of learning by engaging students in rigorous and relevant academic opportunities.

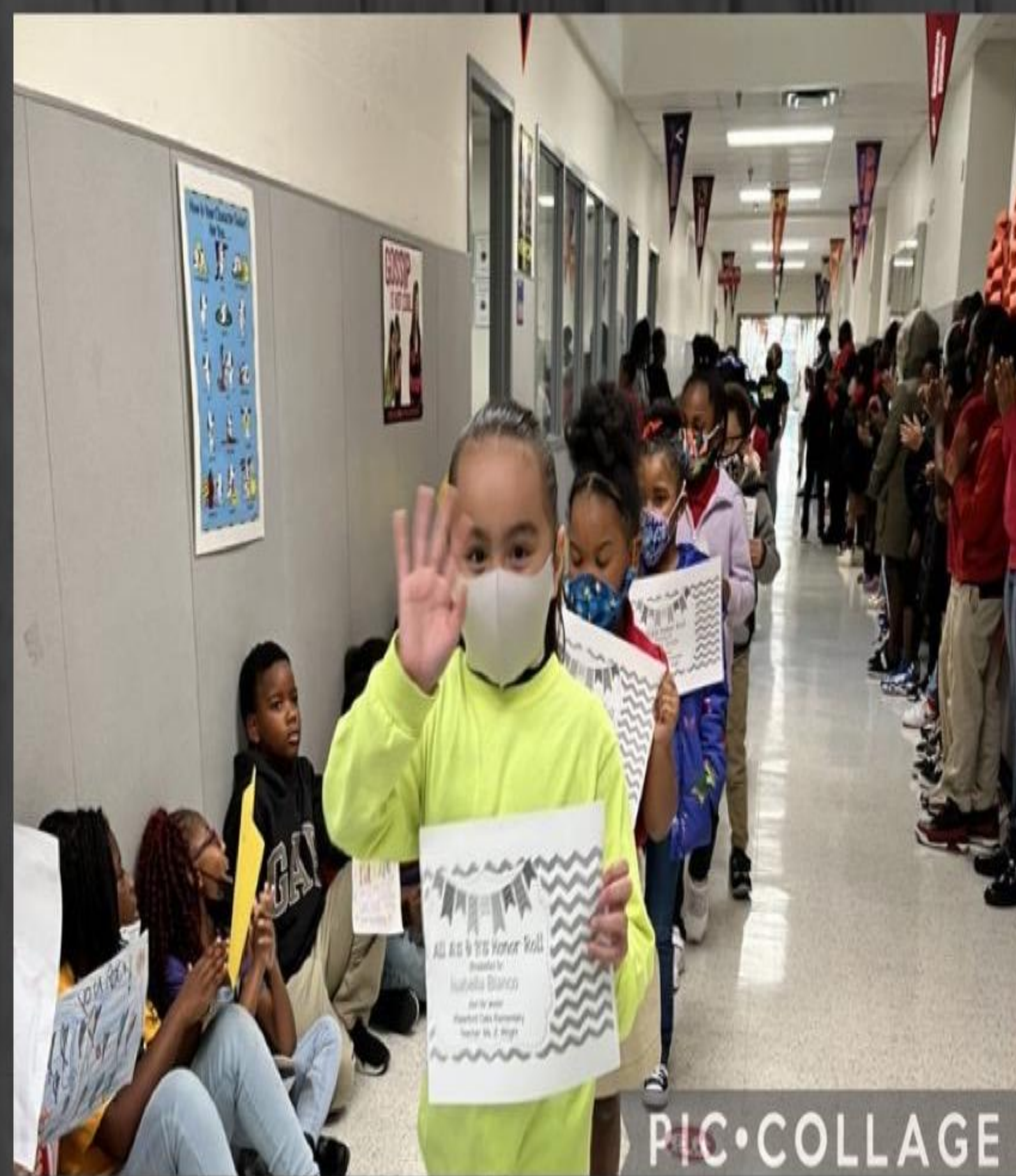
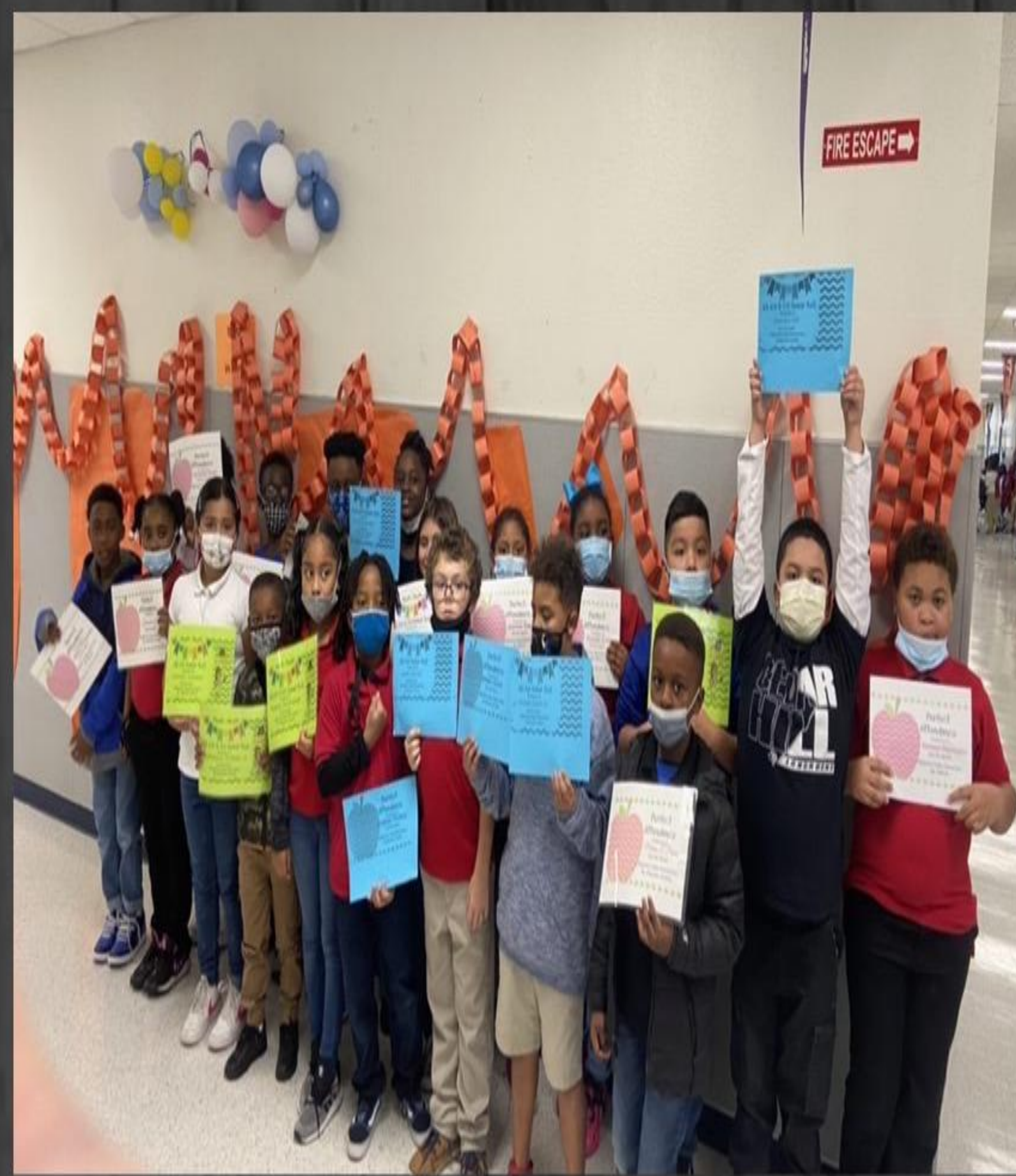
Vision Statement

To be a school of excellence with high expectations and success for all

Motto

“One Dream, One Team, One Heartbeat”

Who are we?



Our Focus

★ **Waterford Oaks Elementary will provide Guided Math in 2nd-5th Grade Math classes.**

- * Scaffolding (Effect Size .80)
- * Feedback (Effect size .70)
- * Direct Instruction (Effect Size .60)
- * Technology with elementary students (Effect size .44)
- * Small Group (Effect size .47)

According to John Hattie (2018), an effect size of .4 allows students to experience one year's growth.

Measures

Lead Fidelity:

- Guided Math Walkthroughs

Lead Performance:

- 2nd-5th Math MAP
- 2nd-5th Grade IXL Diagnostic

Lag Measure:

- 2nd EOY MAP
- 3rd-5th STAAR Math

Equity Constraint:

- No more than a 25% gap in STAAR Math performance between SPED student group and all students

How do we get there?

Key Actions

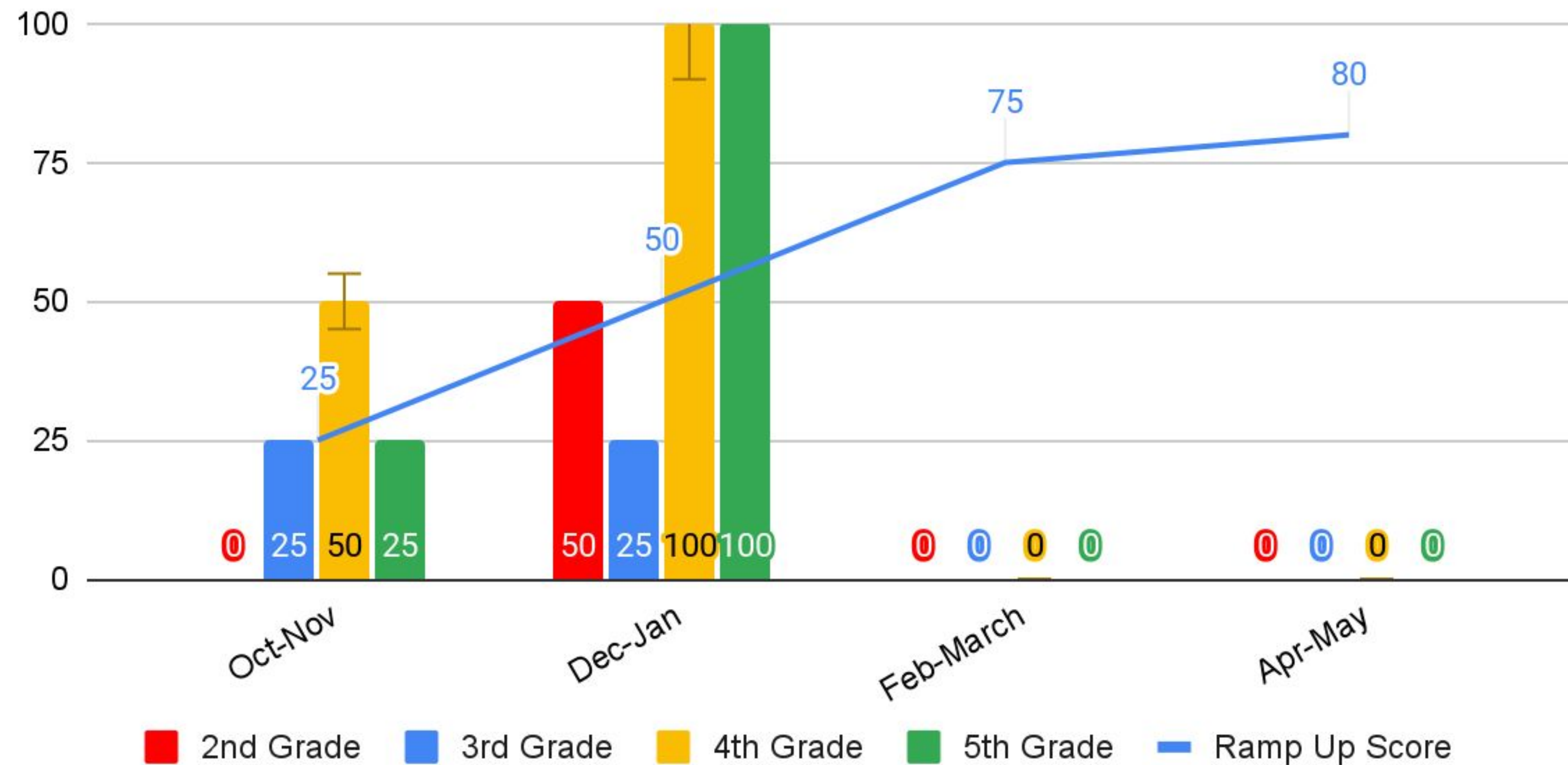
1. Members of the Campus Leadership Team (Principal and Instructional Facilitator) have provided feedback to teachers via walkthrough data.
2. Data from October and November was reviewed by the Campus Leadership Team to identify strengths and weaknesses for upcoming PLCs and Campus Planning.
3. ATLAS: Data Analysis PLC to look at data was held on January 4, 2022
4. Teachers and CLT will review action plans for DCCA #5 during PLC the week of January 10-14th.
5. IXL MOY was completed on January 7, 2022
6. MAP MOY will be completed on January 19, 2022
7. Data from MAP and IXL will be reviewed during PLC the week of January 31st during PLC.
8. New Longhorn groups will begin on January 31, 2022 based on MAP MOY

Where are we?

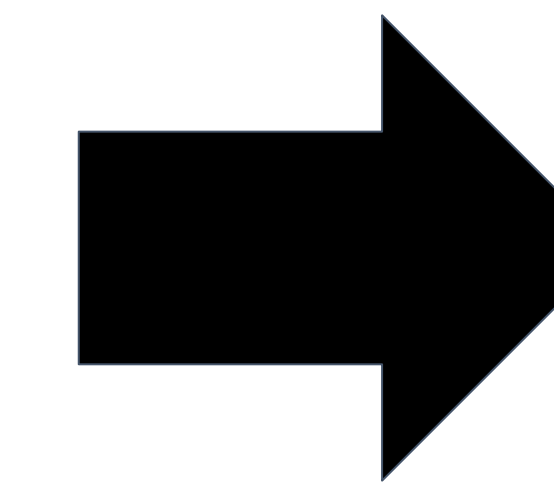
Lead Fidelity Measure

Lead Fidelity Measure

Percentage of Fidelity Walks in 2nd-5th grade that include Math Workshop



^{N=17}
23 = # of walks
4 = # of 2nd-5th grade Math teachers



Ramp Up Target	
Blue	3% or more above ramp up Target
Green	at or above ramp up target by 2%
Yellow	within 10% of ramp up target
Red	below 10% of ramp up target

Final Status for this Measure	
Blue	≥ 80%
Green	65% - 79%
Yellow	51% - 64%
Red	≤ 50%

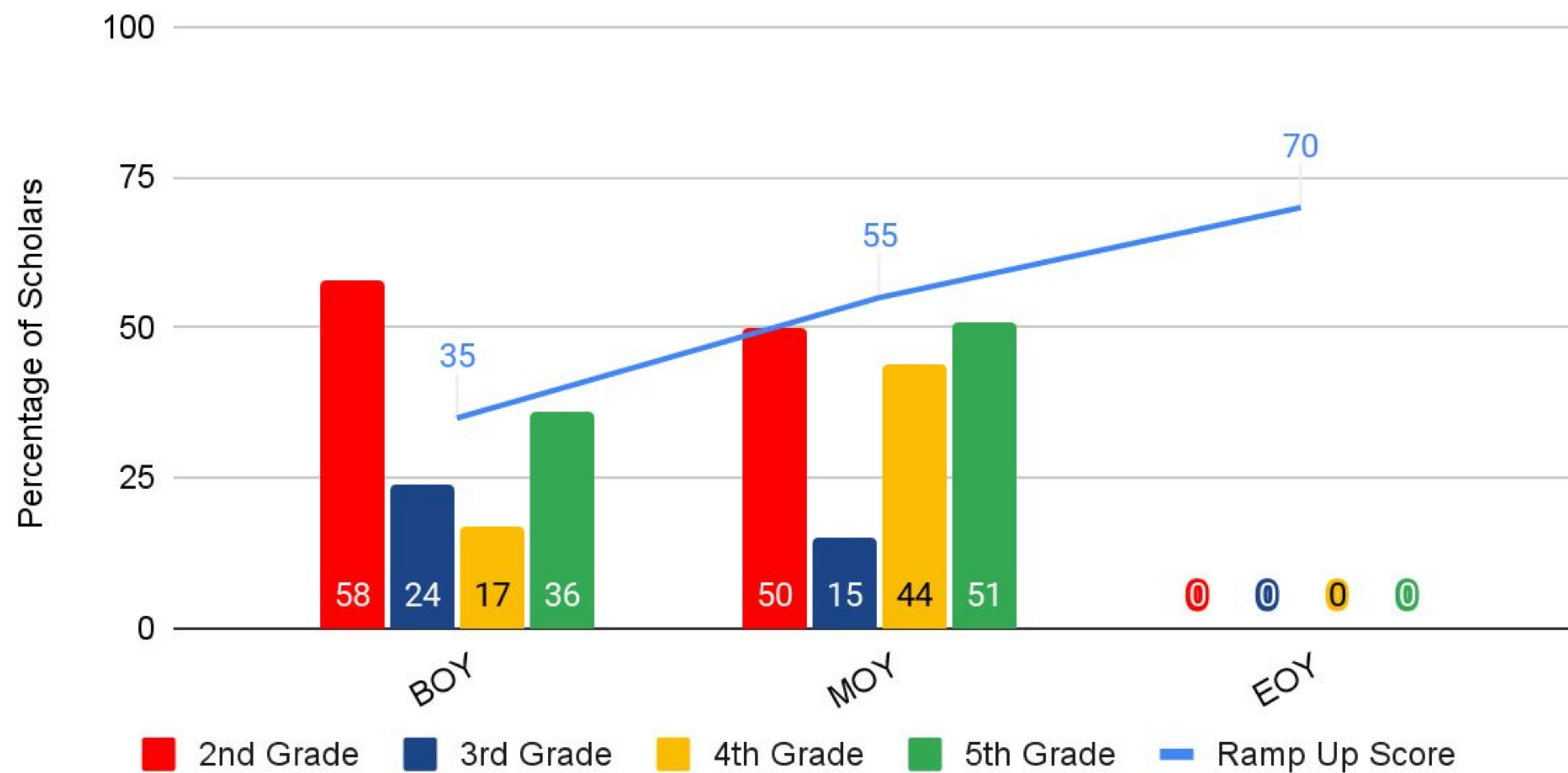
Final Target 80%

Where are we?

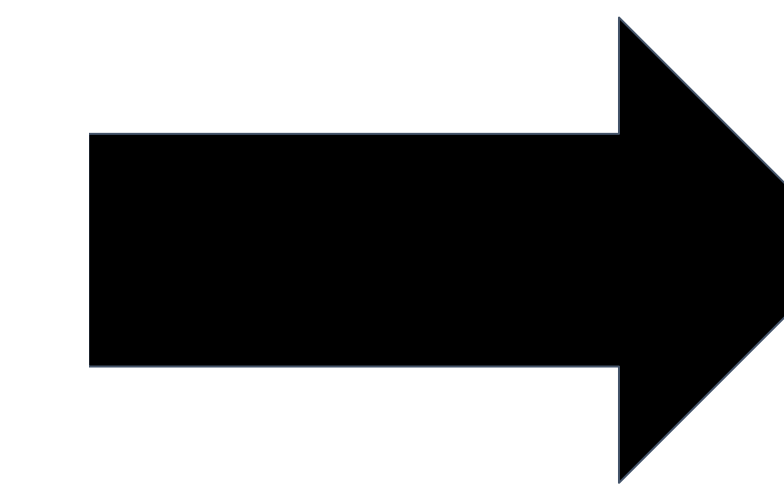
Lead Performance Measure

Lead Performance Measure

% of 2nd-5th grade scholars showing growth in IXL



141 = # of students tested



Ramp Up Target

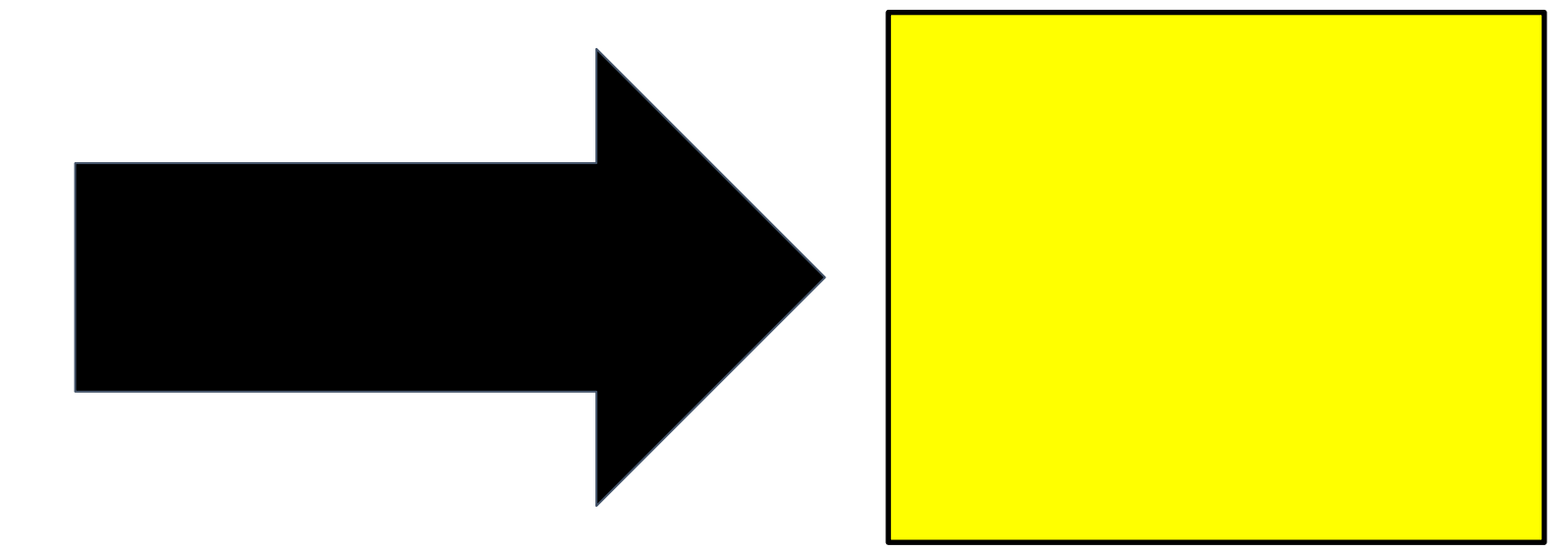
Blue	3% or more above ramp up Target
Green	at or above ramp up target by 2%
Yellow	within 10% of ramp up target
Red	below 10% of ramp up target

Final Status for this Measure

Blue	≥ 70%
Green	53%- 69%
Yellow	36% - 52%
Red	≤ 35%

Final Target: 70%

Percentage of 2nd-5th grade scholars showing growth for IXL: Yellow



- **What is the problem?**

- Scholars are not showing expected growth each month through the IXL diagnostic.

- **Root Cause:**

- Teachers have not created a system for scholars to show evidence of work as they complete problems in IXL.

- **Impact statement of the problem:**

- If scholars continue to not show growth it will impact their performance on the 2022 STAAR in Math.

- **Action to be taken:**

- Using an IXL tracking sheet for scholars to record the skill being worked on, as well as show their work for teachers to review.
- Teachers will analyze scholar work by pulling the IXL tracking sheets.

- **When will you give your team an update?**

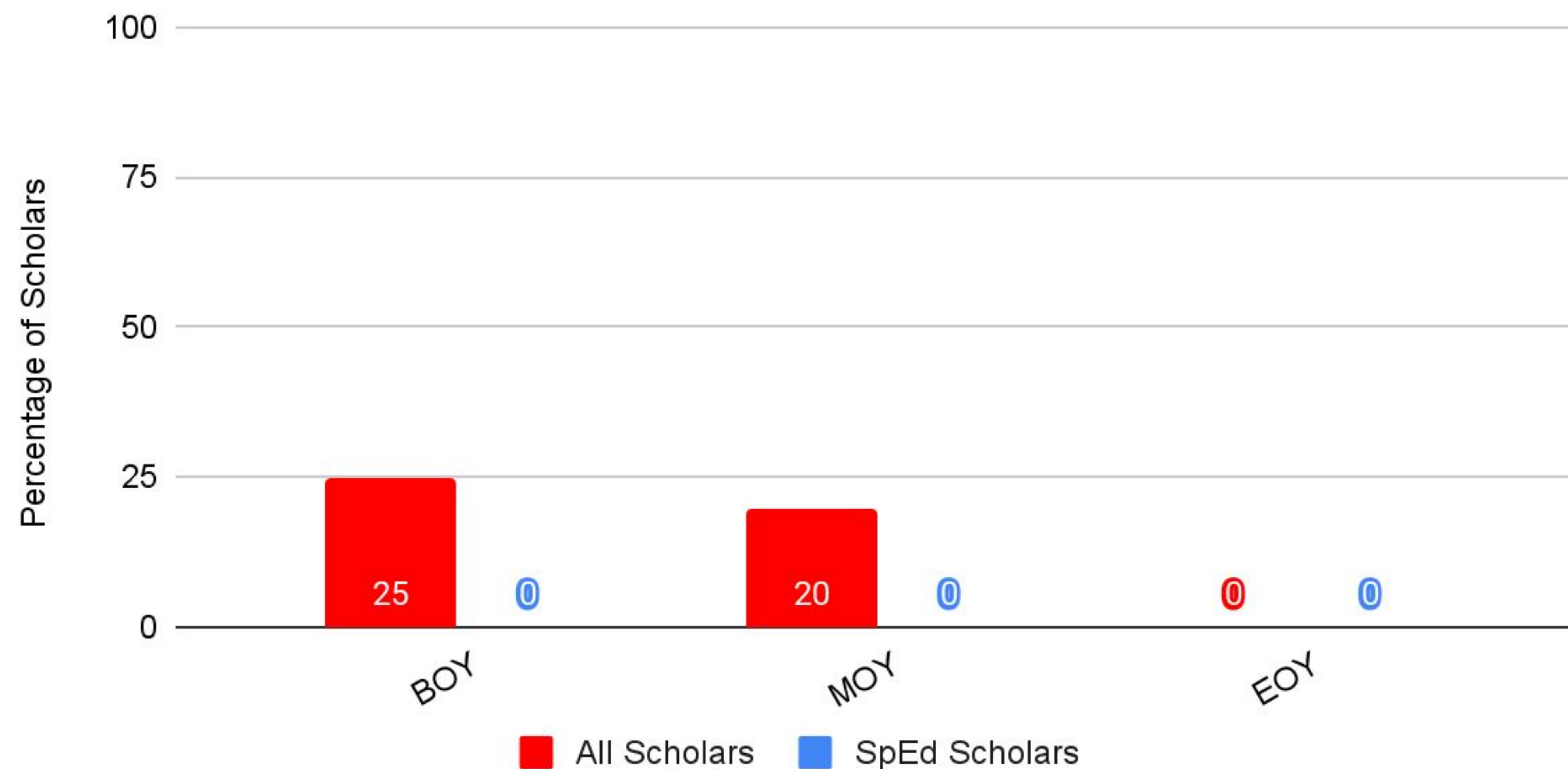
- Campus Leadership tries to meet weekly and updates are provided to them, teachers get immediate feedback to help support and the Executive Director gets monthly updates.

Where are we?

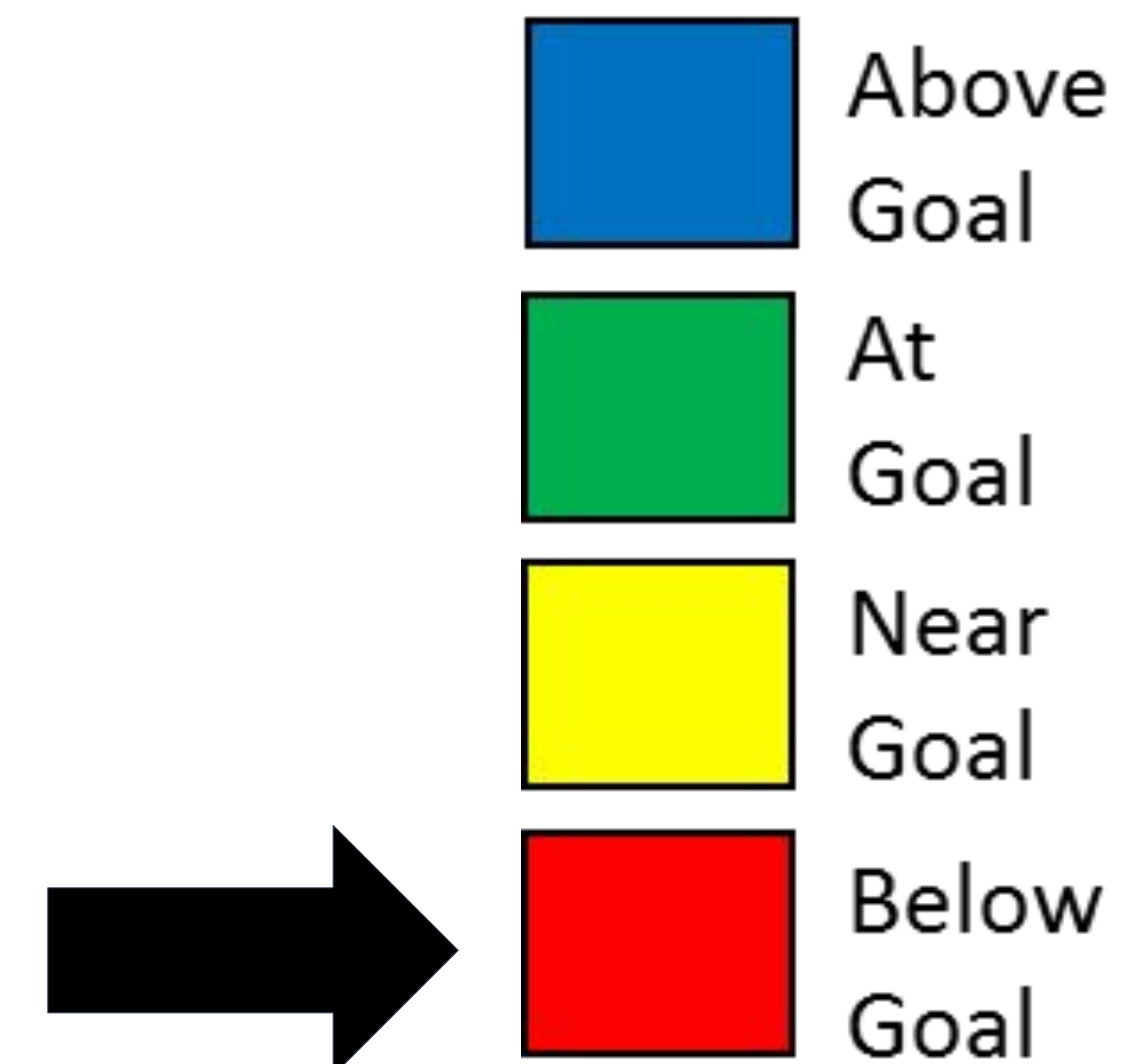
Equity Measure: No more than a 25% gap in STAAR Math level performance between SPED scholar group and all scholars.

Equity Constraint

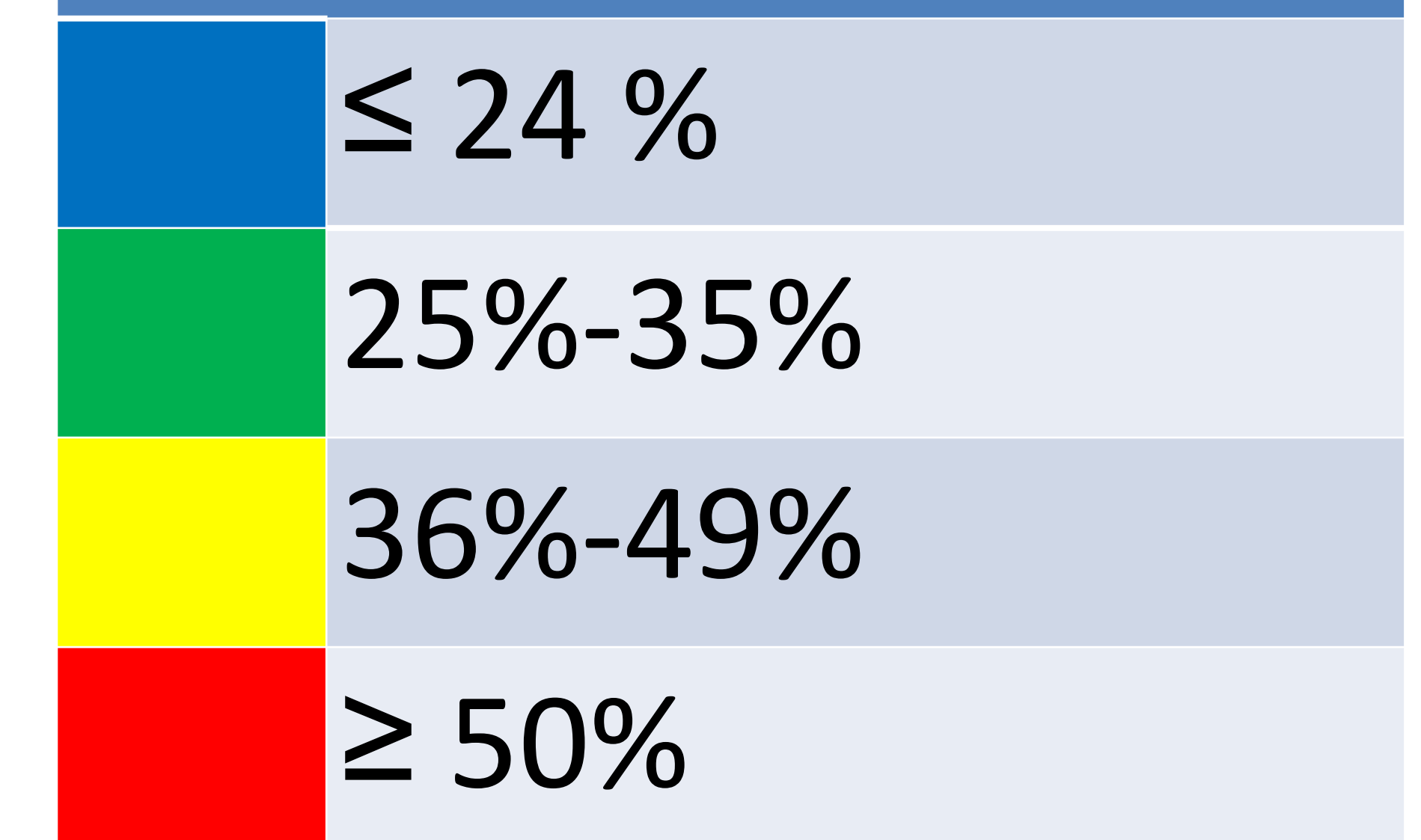
% of 2nd-5th grade scholars on grade-level in IXL



18 = # of students tested

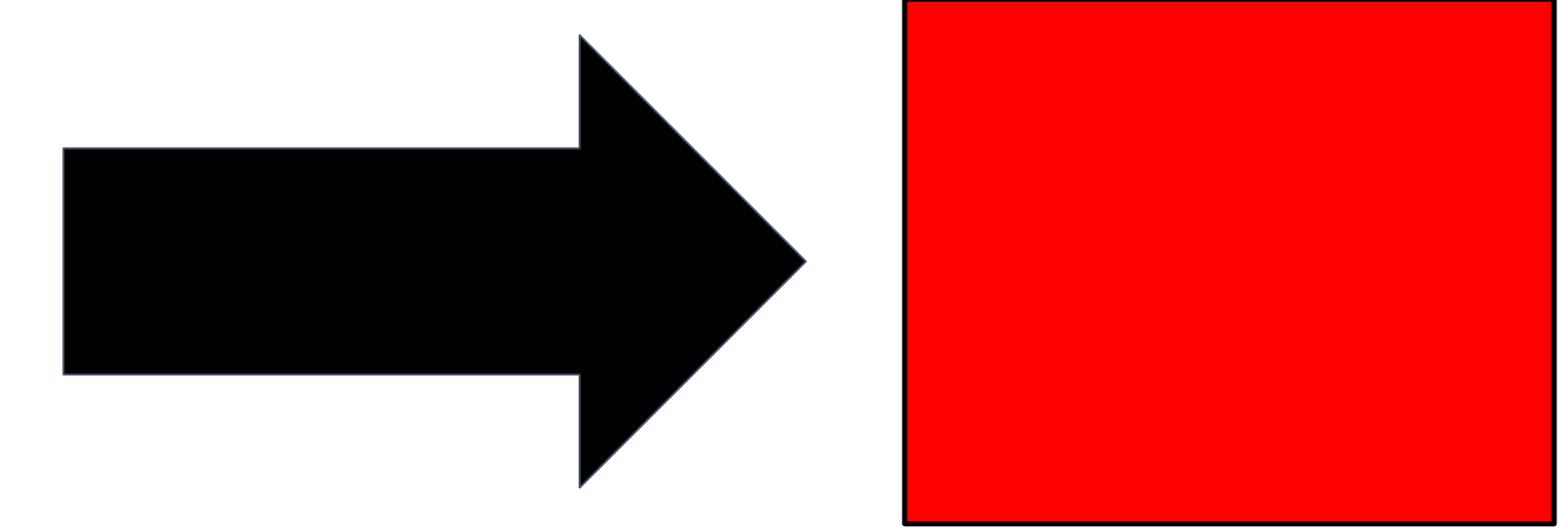


Final Status for this Measure



Final Target No More Than 25%

Equity Constraint-no more than a 25% gap in STAAR Math level performance between SPED scholar groups and all scholar groups: Red



▪ What is the problem?

- While scholars receiving special education services are showing growth, however they are not showing their expected growth on the IXL diagnostic.

▪ Root Cause:

- When being pulled out for Resource, scholars are not being assigned recommended skills in IXL based on their current level.

▪ Impact statement of the problem:

- If teachers who support special education scholars do not plan together to ensure proper supports are provided, the gap between those scholars and those not receiving supports will continue to widen.

▪ Action to be taken:

- Special Education teachers will provided time within resource to work on their recommended skills, as well as have scholars work out on paper the skills being completed during that block of time.

▪ When will you give your team an update?

- Campus Leadership tries to meet weekly and updates are provided to them, teachers get immediate feedback to help support and the Executive Director gets monthly updates.

Continuing the work

Support Needed: Campus Level

- Creation of dashboards for teachers to input their weekly diagnostic data for IXL.
- Creation of dashboard for administration to input monthly diagnostic data for IXL.

Support Needed: District Level


- Special Education department working with campus Special Education teachers to create daily schedules, as well as working with teachers on how to implement IXL into Resource.

Questions



6.A.2. High Pointe Elementary School

**EDUCATE.
EMPOWER.
INSPIRE.**



**High Pointe' Elementary
Campus Spotlight
January 18, 2022**

VISION

Unlocking every Longhorn's potential

MISSION

To develop resilient scholars who excel academically and are empowered to serve.

MOTTO

Educate. Empower. Inspire.



Who are we?

Mission Statement

To prepare *all* scholars to be **responsible, respectful** life long learners.

Vision Statement

To be a **prestigious** school invested in providing an **innovative education** that produces scholars who are **college and career ready**.

Motto

#Unleashing *our* Super-Strength **#BetterTogether**

Who are we?

Resilient, Determined, Courageous,..

We are HPE.



Who are we?

Resilient, Determined, Courageous,..
We are HPE.



Our Focus

- ★ **High-Quality Instruction Through Research-Based Practices Focused on Math Vocabulary Instruction 2-5**
- ***Vocabulary Programs (Effect size .67)**
- ***Vocabulary instruction (Effect size .97)**

Measures

★ Lead Fidelity Measure

- Vocabulary Fidelity Walkthroughs with Feedback (min 2 per teacher per month 2-5)

★ Lead Performance Measure

- NWEA MOY Math Map (2 - 5)
- Math DCCA (2 - 5)

★ LAG Measure

- STAAR 2022 Math (3 - 5: EOY Meets and Masters)
- NWEA EOY Math Map (2 - 5: EOY Growth)

★ Equity Measure

- Less than a 25% gap with Sped Scholars on LAG Measures

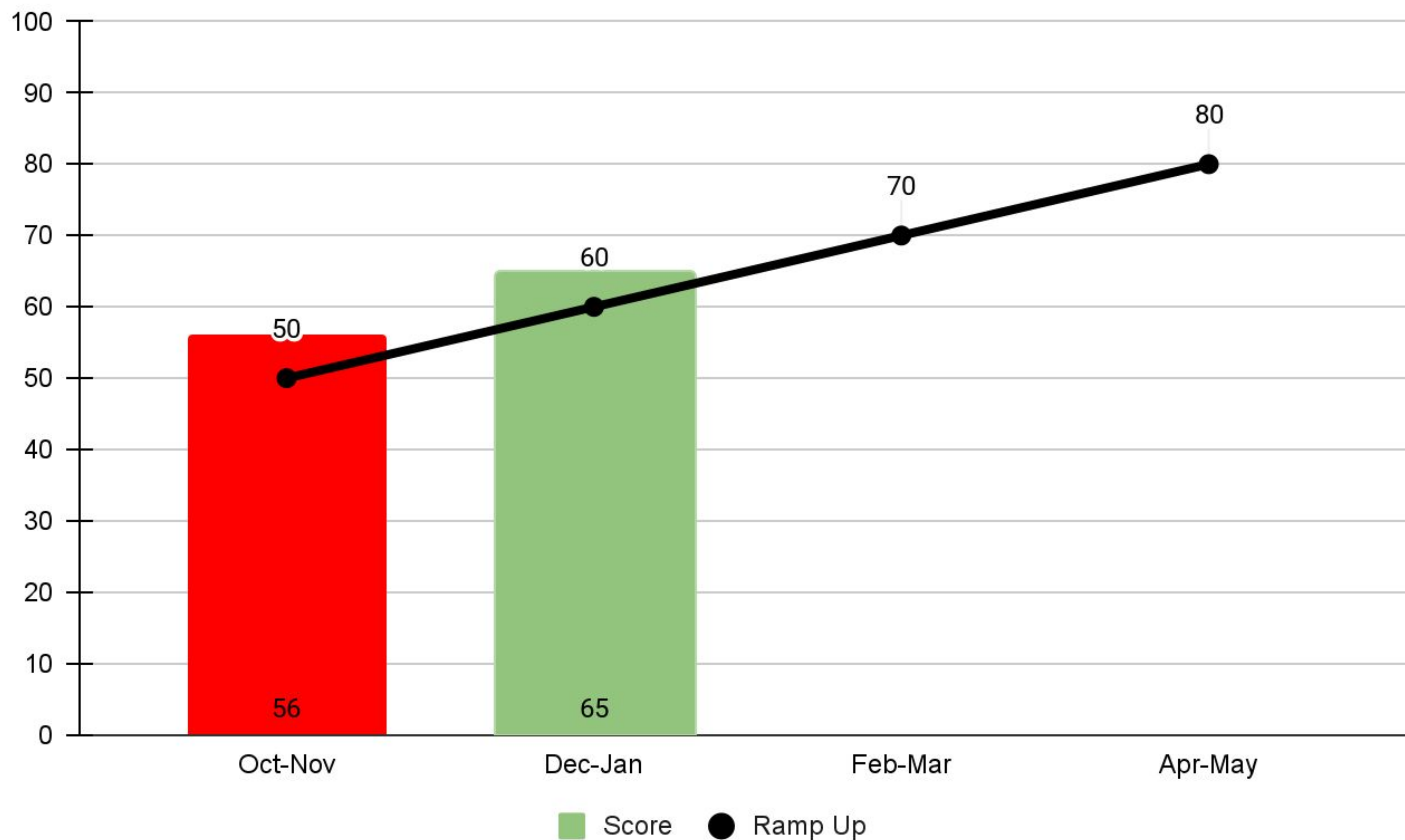
How do we get there?

Key Actions

1. Campus Leadership Team is fully Staffed (October)
2. Members of the Campus Leadership Team (Principal and Assistant Principal) have provided feedback to teachers via walkthroughs and follow up coaching meetings.
3. Data from October and November was reviewed by the C. L. T. to identify strengths and weaknesses for upcoming PLCs and Campus Planning.
4. Created Vertical Team Meetings to align best practices campus wide.
5. ATLAS: Data Analysis PLC to look at data was held on January 4, 2022 and root cause analysis were conducted (2nd - 5th)
6. Teachers and CLT will review action plans for DCCA #5 during PLC the week of January 10-14th.
7. MAP MOY will be completed by January 21, 2022.
8. Data from MAP and IXL will be reviewed during PLC the week of January 31st during PLC.
9. New LHT groups will begin on January 31, 2022 based on MAP MOY

Where are we?

Lead Fidelity Measure Vocabulary Fidelity Walkthroughs with Feedback (2-5)



N = 40 total walks



Ramp Up Target	
Blue	3% or more above ramp up Target
Green	at or above ramp up target by 2%
Yellow	within 10% of ramp up target
Red	below 10% of ramp up target

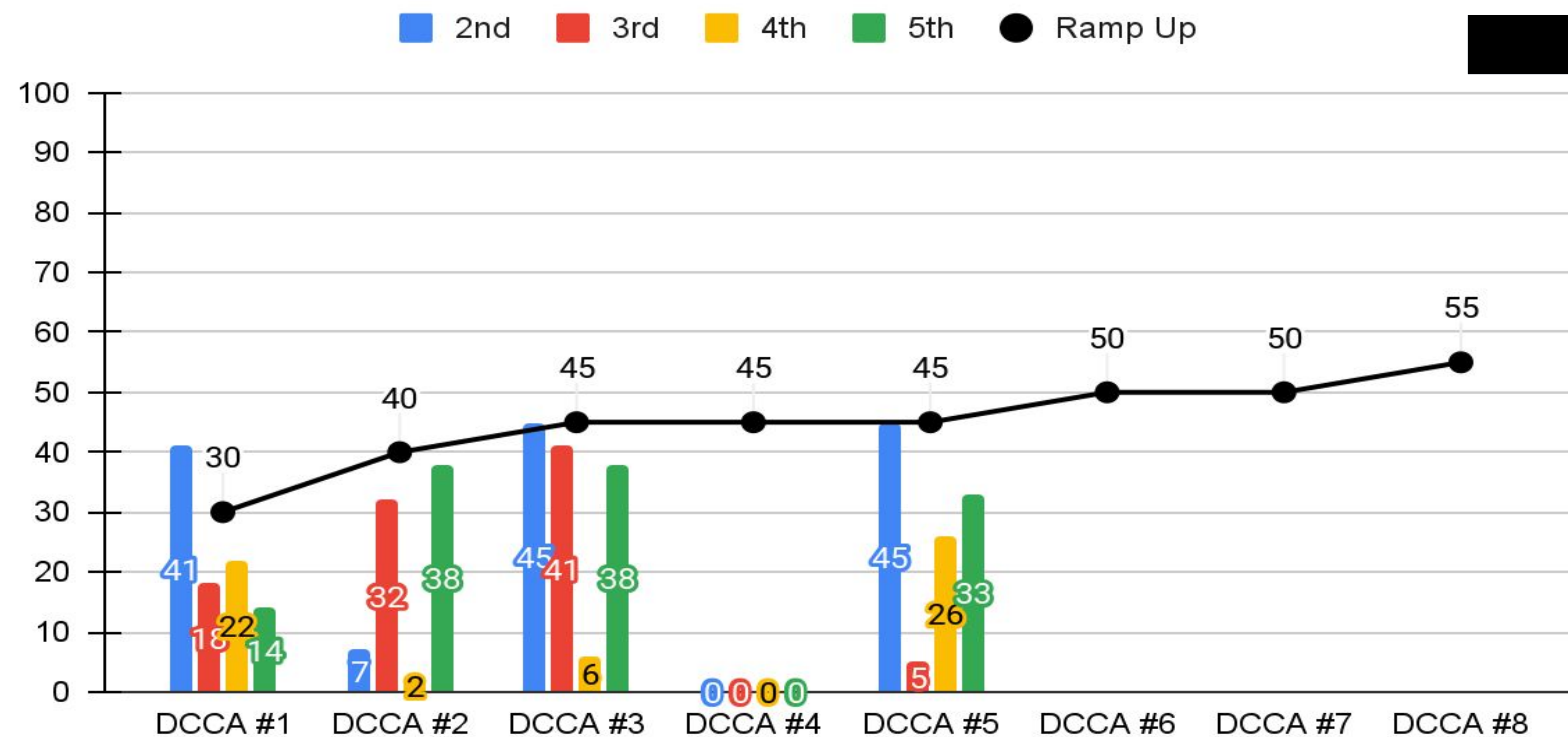
Final Status for this Measure	
Blue	$\geq 81\%$
Green	80% - 70%
Yellow	69% - 59%
Red	$\leq 58\%$

Final Target 80%

Where are we?

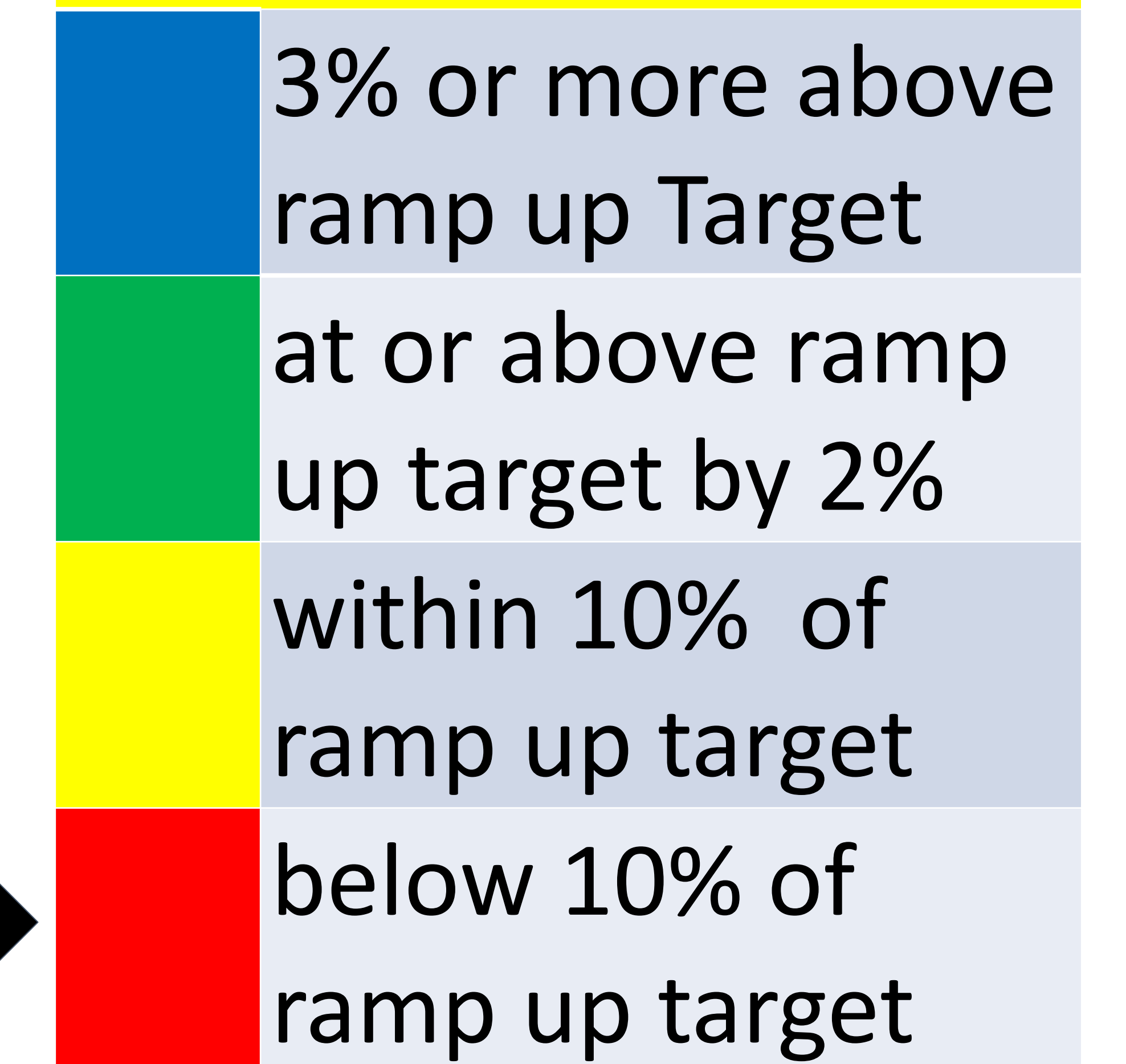
Lead Performance Measure 2-5 DCCA Scholars Scoring Meets and Masters

2nd, 3rd, 4th, 5th and Ramp Up

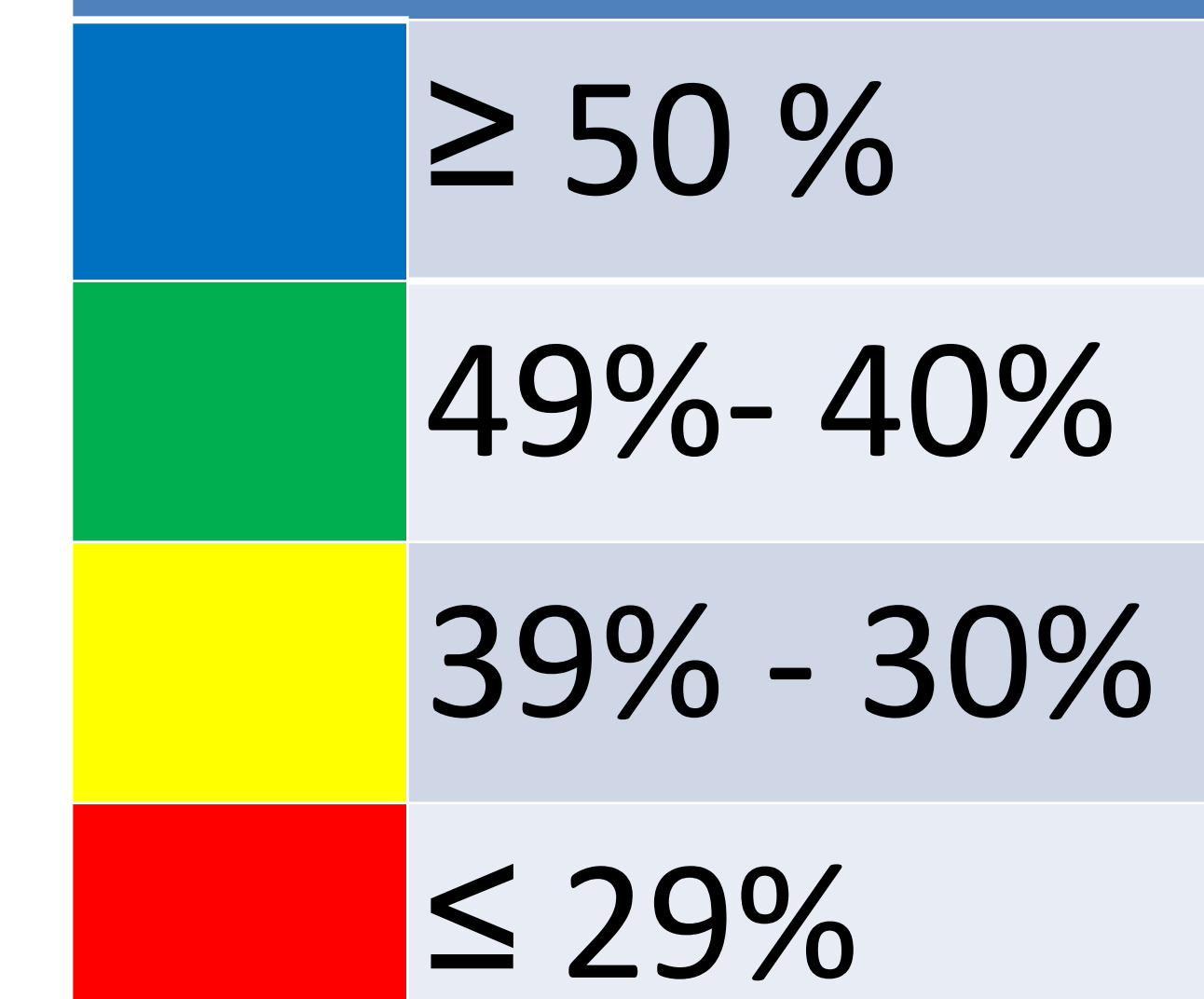


185 = # of students tested

Ramp Up Target



Final Status for this Measure

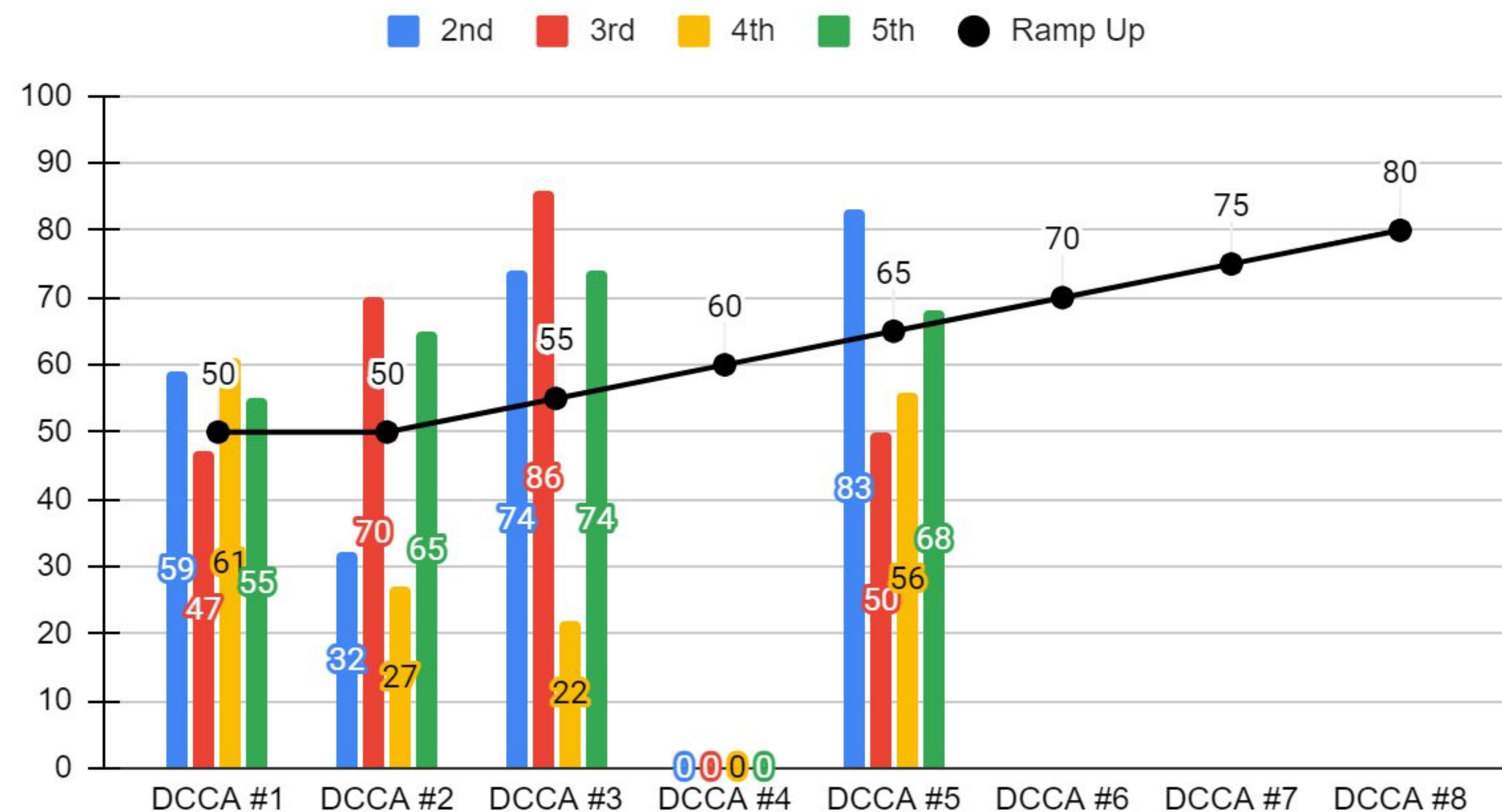


Final Target 55%

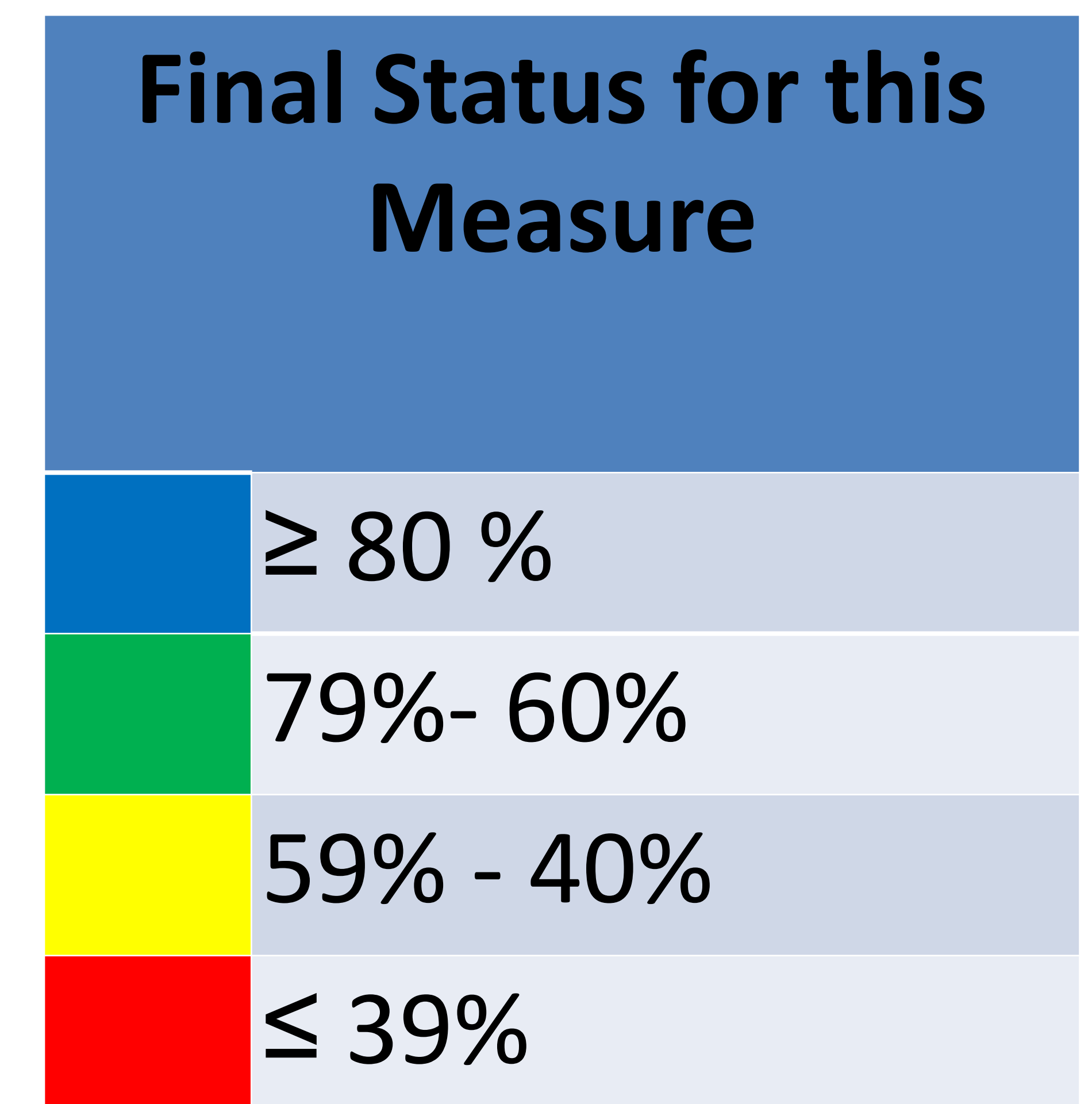
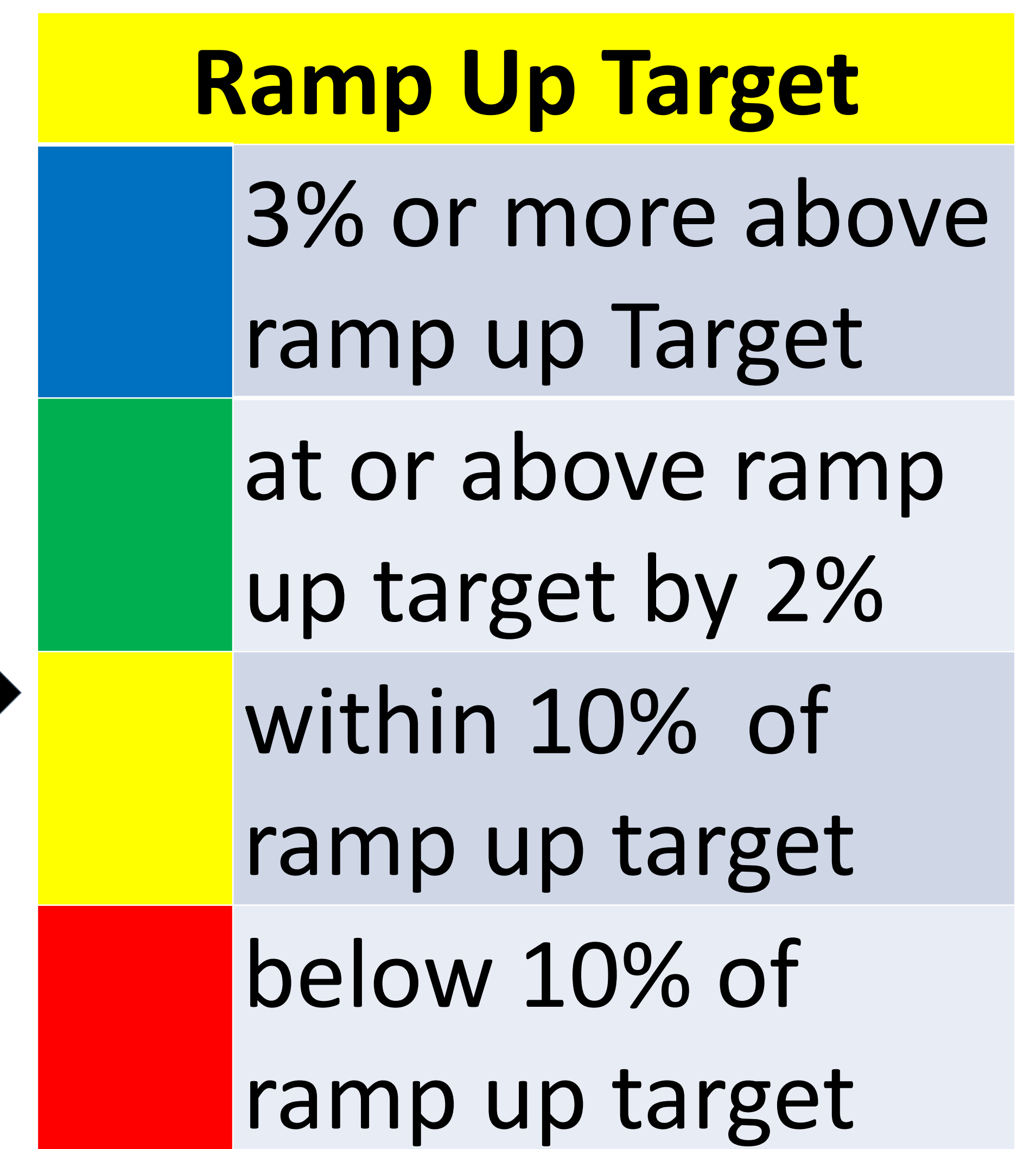
Where are we?

Lead Performance Measure 2-5 DCCA Scholars Scoring Approaches

2nd, 3rd, 4th, 5th and Ramp Up

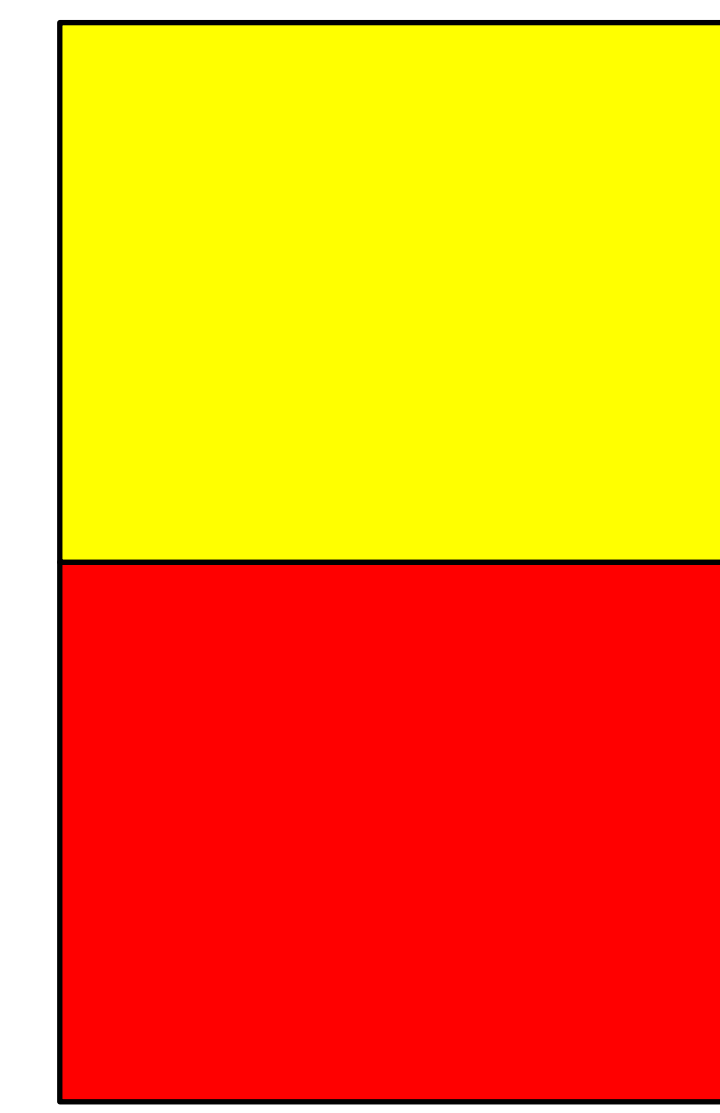


185 = # of students tested



Final Target 80%

Percentage of scholars at the meets level in 3rd and 4th grade scoring greater than 10% Math DCCA's Ramp Up



- **What is the problem?**

- 3rd grade and 4th grade scholars did not perform within the 10% gap from the target ramp up.

- **Root Cause:**

- The lack of spiraling from the previous unit throughout the next unit in preparation for the DCCA #5.

- **Impact statement of the problem:**

- If we do not focus on our intentional spiraling of older TEKS, we will continue to fall further behind in remediation for the TEK's that were not mastered.

- **Action to be taken:**

- Plan for intentional spiraling with low performing skills based on DCCA data. Adjust the remediation plans for both grade levels.
- Incorporate constant spiral review of skills as a station in the Guided Math framework. Expect that the scholars will provide explanations and the answers and not just the answers.

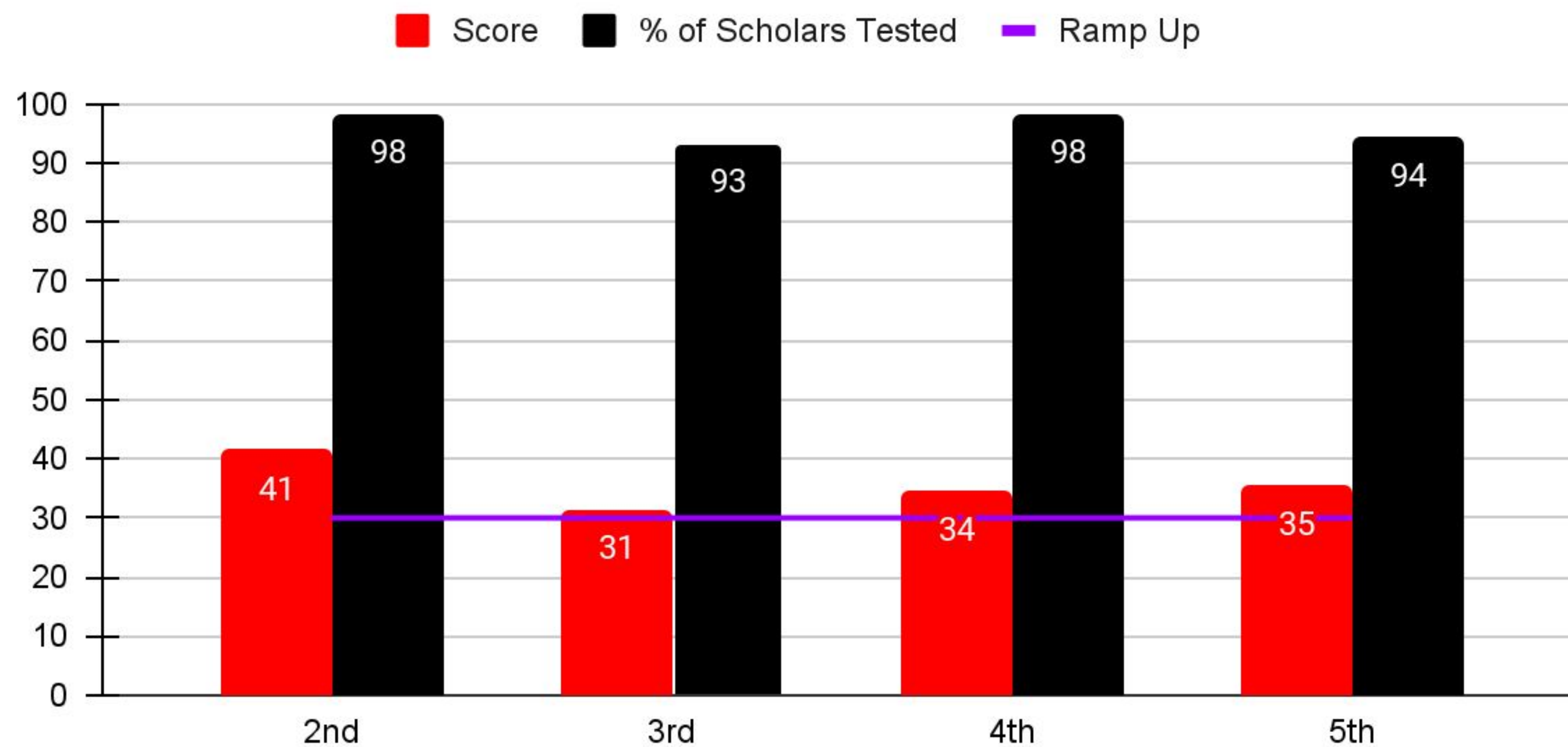
- **When will you give your team an update?**

- Executive Director will get update after January's weekly assessments with assessed spiraled TEKS and NWEA MAP MOY.
- Teachers will have updates during PLC's.

Where are we?

Lead Performance Measure MAP Growth Measure (2-5)

Math MAP BOY Data (Meets only)



BOY Math MAP Scores with Ramp up and % of Scholars participating

185 = # of students tested



Ramp Up Target	
Blue	3% or more above ramp up Target
Green	at or above ramp up target by 2%
Yellow	within 10% of ramp up target
Red	below 10% of ramp up target

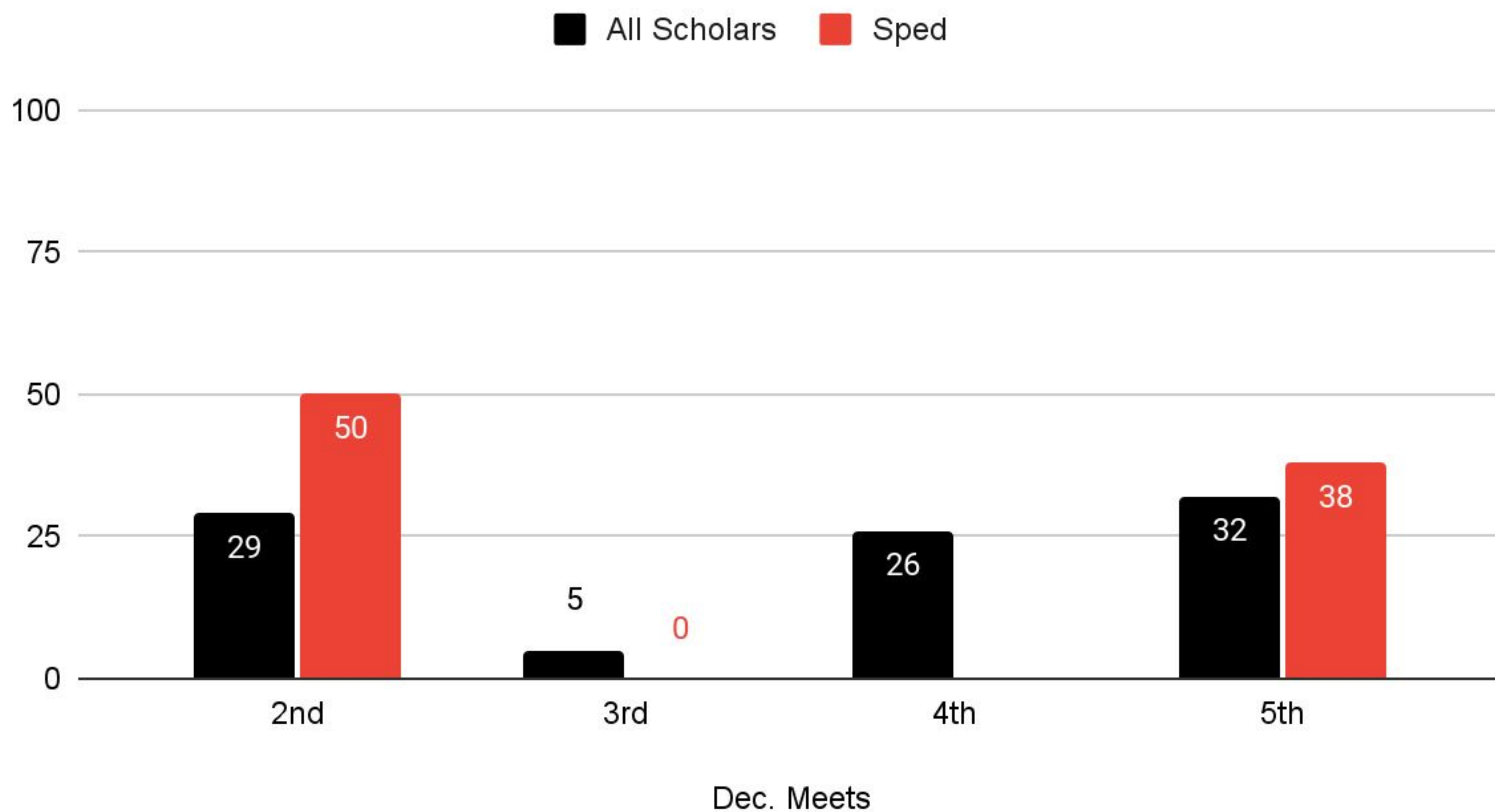
Final Status for this Measure	
Blue	$\geq 50\%$
Green	49% - 40%
Yellow	39% - 30%
Red	$\leq 29\%$

Final Target 50%

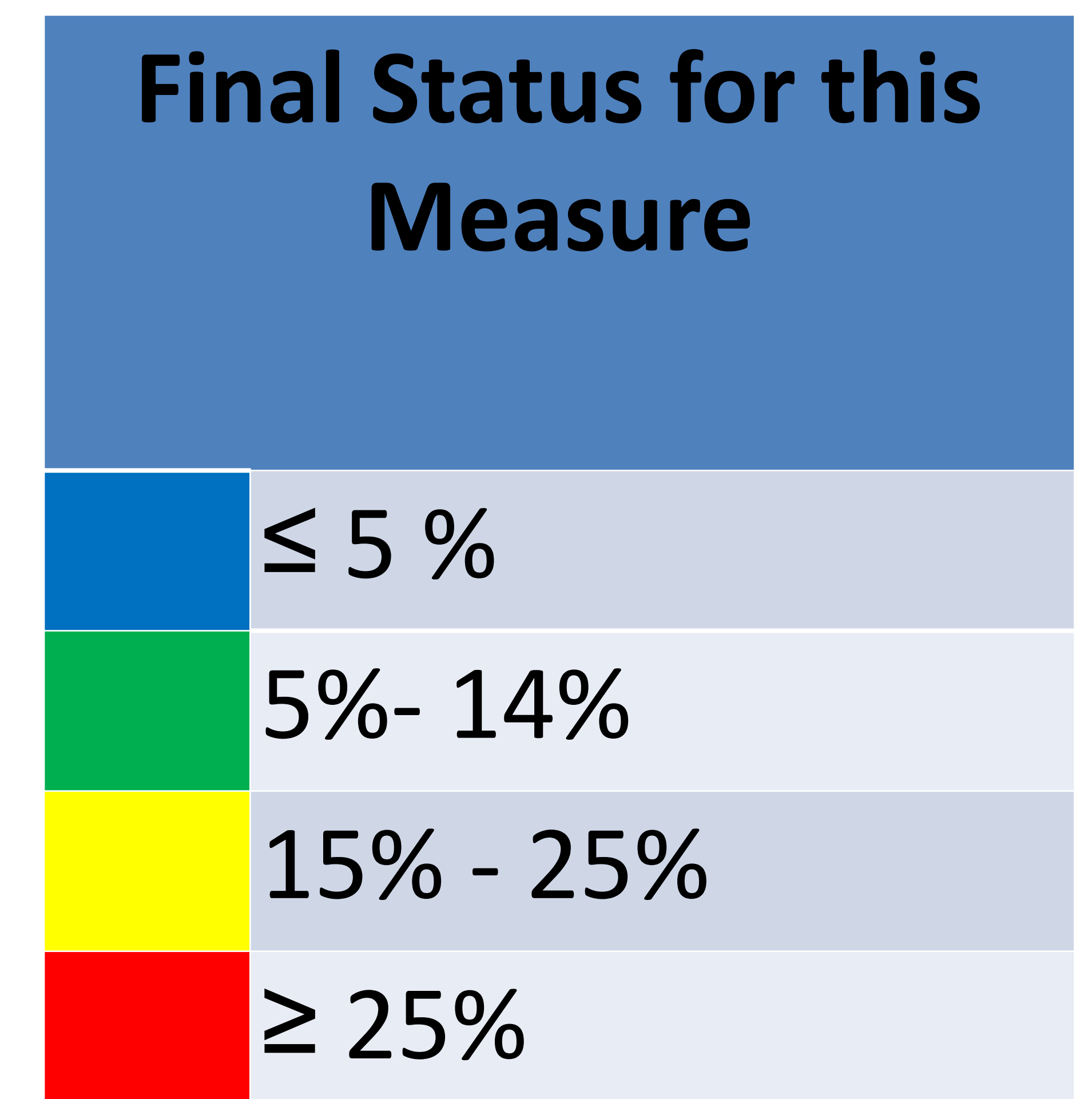
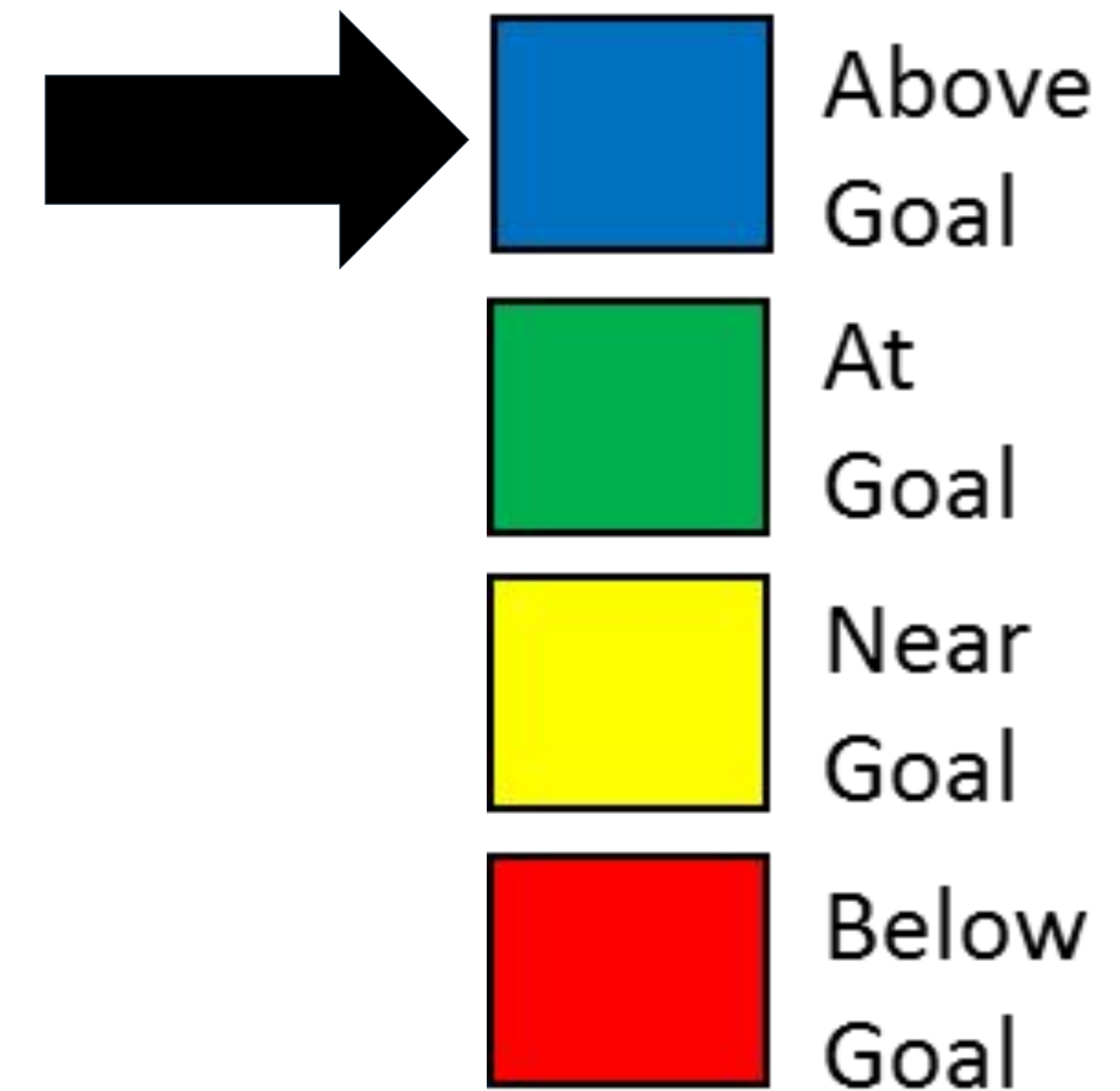
Where are we?

Lead Equity Measure 2-5 DCCA #5 Scholars Scoring Meets and Masters

DCCA #5 All Scholars and Sped



168 = # of students tested
2nd = 3: 3rd = 4: 4th = 4: 5th = 8



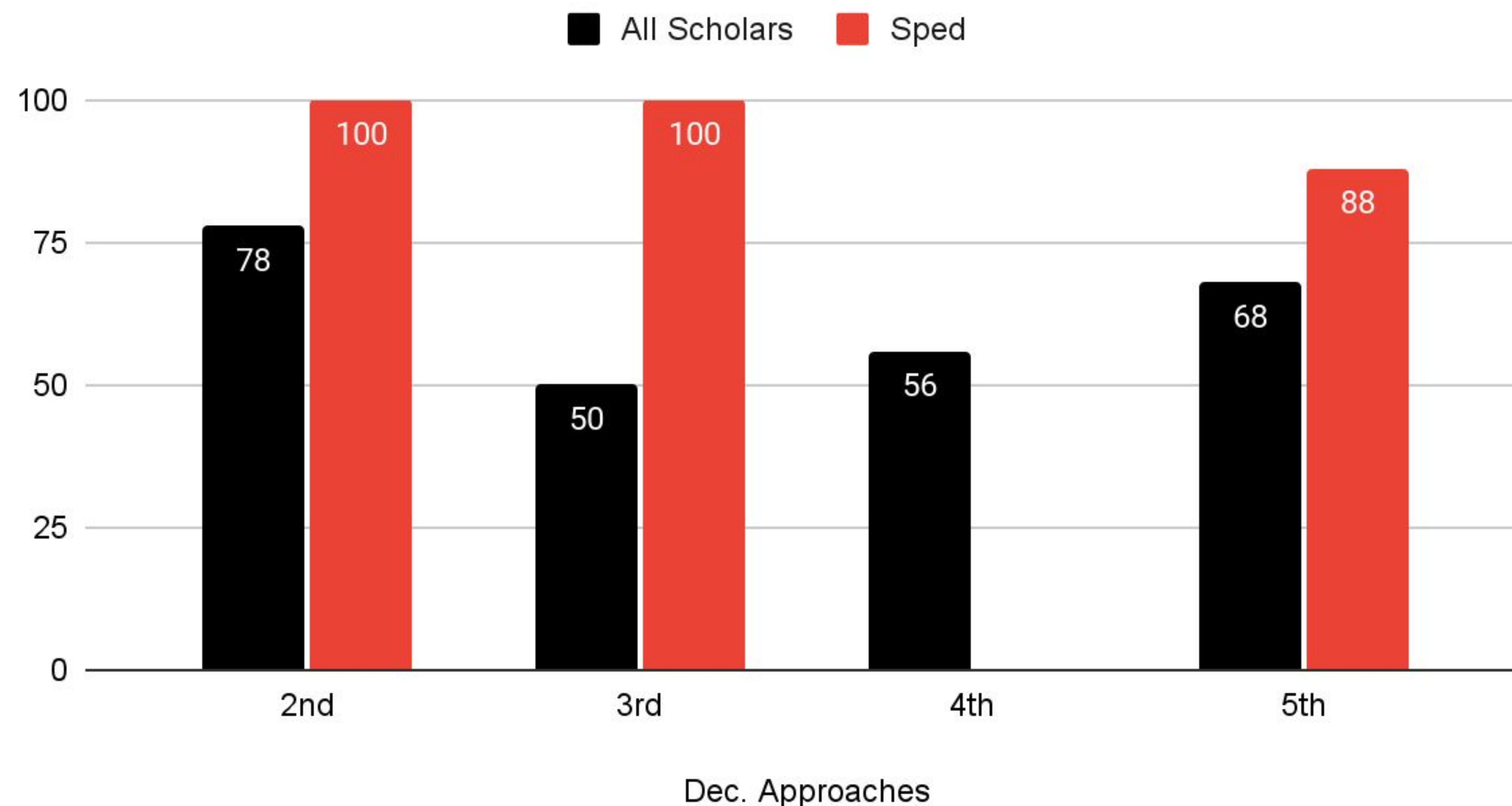
Final Target No
More Than 25%

Where are we?

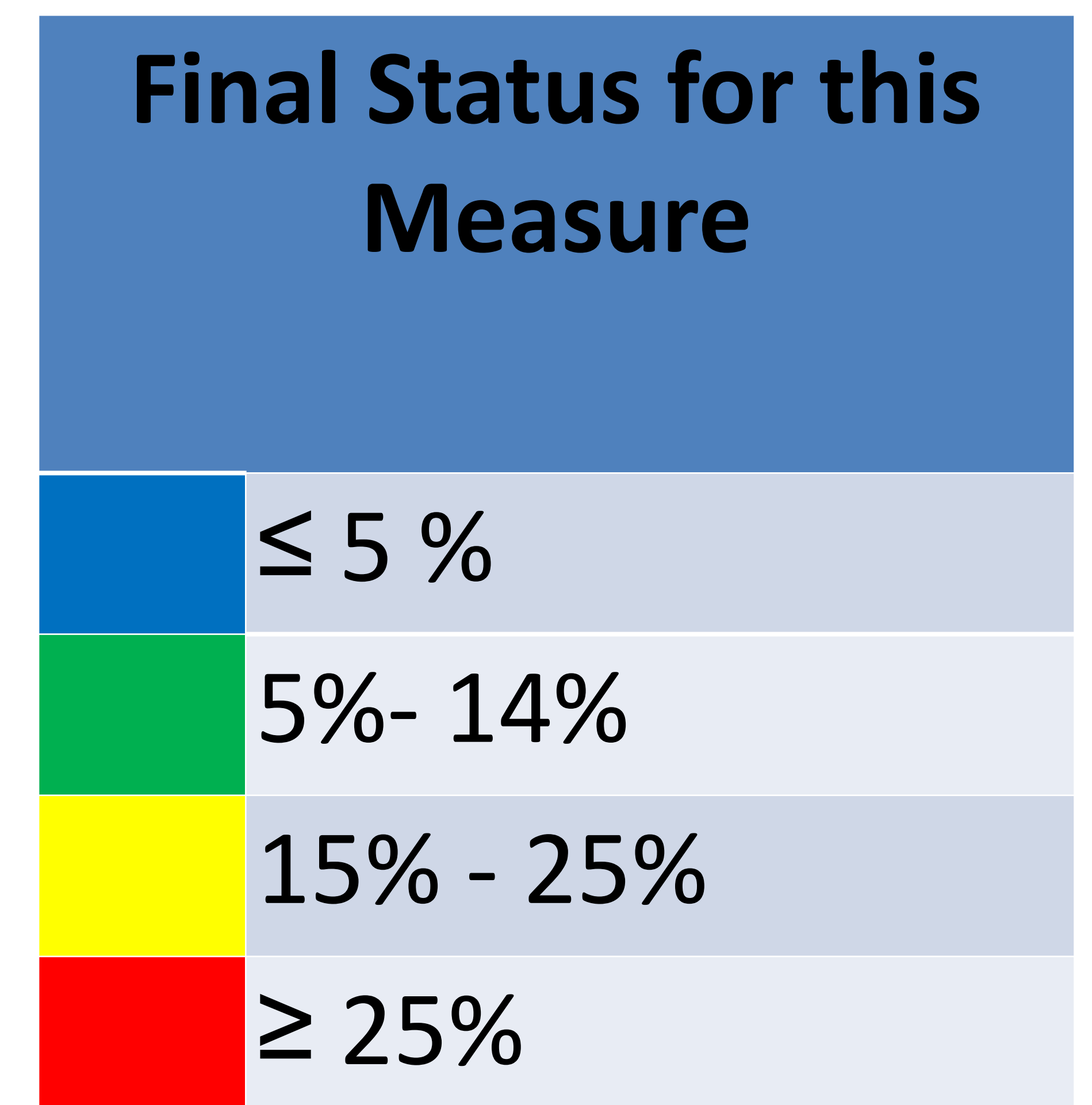
Lead Equity Measure 2-5 DCCA Scholars Scoring Approaches



DCCA #5 All Scholars and Sped



168 = # of students tested
2nd = 3: 3rd = 4: 4th = 3: 5th = 8



Final Target No More Than 25%

Continuing the work

Support Needed: Campus Level

- Ongoing Training and Support for Teachers on TEK monitoring and Spiral Review
- Systematic Coaching Cycles for all Teachers

Support Needed: District Level

- None at this time.

Questions



7. INFORMATION

7.A. Facilities Assessment Project



Facility Condition and Educational Adequacy Assessments, Long-Range Capital Planning and Bond Planning



Request For Qualifications (RFQ)

Purpose

The Cedar Hill Independent School District requested qualified firms interested in contracting with the District to provide a facilities condition and educational adequacy assessment with long-range capital plan to be used as a basis for **planning** a bond program.

Process Overview Timeline

Advertisement – October 7, 2021

Deadline for RFQ questions – October 21, 2021

Addendum issue date – October 28, 2021

Response due date – November 11, 2021

Committee evaluations – November 19

Negotiation – January, 2022

Vendor Requests

RFQ notice was sent to 38 vendors in our vendor data list

24 questions were submitted from multiple vendors and one addendum with responses was provided

Responses

10 vendor responses were received by the due date



Selection Process/Criteria

RFQ Proposal Review Committee

Maintenance and Operations

Academics

Technology

Finance

Evaluation Criteria

	Maximum Score
Corporate Background and Experience (Facility Assessment, Educational Programming Services, Conceptual Design Services, Life Cycle documentation, Data Collection Services, Costing/Estimating and Documentation, and long-range capital planning.)	18%
References (Provide K-12 references with most updated contact information including email and phone number. (References shall be from Owner for the Project(s) listed under the experience category below) The District reserves the right to evaluate references not included in the submitted response.	10%
Previous K-12 experience with Texas School Districts--Past and current experience on ISD or similar projects will be considered in scoring this section. Responding firm is required to list its five (5) most recent ISD Projects or other projects of a similar scope and size.	25%
Organizational Chart - Key Project Personnel with resumes.	20%
Project Management Plan (Responding firm to provide detailed execution plan demonstrating a thorough understanding of the scope and timeline.)	25%
Financial Stability - Financial status of the firm (as rated by Dun & Bradstreet)	2%
MAXIMUM %	100%



Planning and Assessment Proposal

Highest Ranked Proposal
Huckabee & Associates

District Negotiation Team

Chief Financial Officer
Purchasing Director
Maintenance and Operations Executive Director

Proposal Components

1. Facility Condition and Educational Adequacy Assessment, District Profile and Development of District Standards
2. Long-Range Planning and Master Plan Development
3. Bond Program Development and Informational Campaign





Questions



8. CONSENT AGENDA

8.A. Minutes from Previous Board of Trustee Meetings

Regular Meeting
Monday, December 13, 2021 6:30 PM Central

Cannady Cedar Hill Room
285 Uptown Blvd.
Cedar Hill, Texas 75104

1. CALL TO ORDER at 6:31 PM.

FIRST ORDER OF BUSINESS - Announcement by the Board President whether a quorum is present, and that the notice of the meeting has been duly called, and posted in the time and manner required by the Texas Open Meetings Act, Texas Government Code Chapter 551.

Trustees present are Robert Riggs, Gayle Sims, Dr. Keisha Lankford, Dr. Denise Roache-Davis, Ramona Ross-Bacon, and Dr. Jeremiah Martin. Cheryl Wesley is absent.

Recess to Closed Session at 6:31 PM.

2. CLOSED SESSION opened at 6:43 PM.

Recess to Executive Session, pursuant to Texas Open Meetings Act, Texas Government Code Section:

551.071) Private consultation with the board's attorney, and

551.074) To deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee.

551.082) Considering discipline of a public school child, or complaint or charge against personnel.

If, during the course of the meeting, the Board of Trustees should determine that a closed session is required, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code Section listed above.

The Board will vote on matters in Open Session considered in Closed Session or matters considered if the Board enters into a Closed meeting during the meeting, if applicable.

Closed Session closed at 7:33 PM.

3. PUBLIC SESSION reconvened at 7:38 PM.

3.A. Pledge to Flags

3.B. Prayer led by Dr. Keisha Lankford

4. COMMUNICATIONS/RECOGNITIONS

4.A. Student Recognitions

5. CITIZENS FORUM: The Board will now hear those who wish to make comments and who have completed and returned the Public Forum Citizen Participation Form. This section will be conducted in accordance with the Texas Open Meetings Act and Board Policy. Speakers must limit comments to issues that can be presented in a public forum. Complaints about student discipline, specific student issues or personnel must be addressed through appropriate administrative channels. **There were no comments at this time.**

6. LONE STAR GOVERNANCE

Founded on research, Lone Star Governance (LSG) is a continuous-improvement model for governing teams—boards in collaboration with their superintendents—who choose to focus intensely on only one primary objective: Improving student outcomes. Lone Star Governance accomplishes this intense focus through tailored coaching aligned to the five pillars of the Texas Framework for School Board Development: Vision, Accountability, Structure, Advocacy, and Unity.

6.A. Campus Spotlight

6.A.1. Collegiate Academy

7. ACTION

7.A. Order to Call Trustee Election 2022 Dr. Jeremiah Martin steps away. Gayle Sims makes the motion to approve the 2022 Trustee election. Dr. Keisha Lankford seconds the motion. Unanimously approved 5-0.

7.B. Targeted Improvement Plan Dr. Jeremiah Martin returns. Ramona Ross-Bacon makes the motion to approve the Targeted Improvement Plan as presented. Dr. Denise Roache-Davis seconds the motion. Unanimously approved 6-0.

8. CONSENT AGENDA Ramona Ross-Bacon makes the motion to approve the Consent Agenda as presented. Gayle Sims seconds the motion. Unanimously approved 6-0.

8.A. Minutes from Previous Board of Trustee Meetings

8.B. Employment Retirements Resignations Terminations

8.C. Vendor List for Teaching Aids, Instructional Materials, and Related Services pursuant to RFP 21-22-01

8.D. Dallas County Appraisal District Rep

8.E. Budget Amendment

8.F. Resolution to Discontinue Participation with TRS-ActiveCare

8.G. Proposal - Custodial Hourly Rate Increase

8.H. Donation

9. BOARD DISCUSSION

9.A. Upcoming Events

9.B. Training and Event Recaps

10. SUPERINTENDENT'S REPORT

10.A. Monthly Financials

10.B. CTE Efficiency Report

10.C. ESSER III Update

11. ADJOURN at 8:55 PM.

Called Meeting
Monday, January 3, 2022 6:30 PM Central

Third Floor Training Room
285 Uptown Blvd.
Cedar Hill, Texas 75104

1. CALL TO ORDER at 6:34 PM.

FIRST ORDER OF BUSINESS - Announcement by the Board President whether a quorum is present, and that the notice of the meeting has been duly called, and posted in the time and manner required by the Texas Open Meetings Act, Texas Government Code Chapter 551.

Trustees present are Robert Riggs, Gayle Sims, Dr. Keisha Lankford, Cheryl Wesley, and Dr. Denise Roache-Davis. Ramona Ross-Bacon and Dr. Jeremiah Martin are absent.

Recess to Closed Session at 6:35 PM.

2. CLOSED SESSION opened at 6:54 PM.

Recess to Executive Session, pursuant to Texas Open Meetings Act, Texas Government Code Section:

551.071) Private consultation with the board's attorney,

551.074) To deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee

551.082) Considering discipline of a public school child, or complaint or charge against personnel.

If, during the course of the meeting, the Board of Trustees should determine that a closed session is required, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code Section listed above.

The Board will vote on matters in Open Session considered in Closed Session or matters considered if the Board enters into a Closed meeting during the meeting, if applicable.

Closed Session closed at 7:47 PM.

Reconvened to Public Session at 7:53 PM.

3. PUBLIC COMMENTS there were no public comments.

The Board encourages comments about the District from members of the public. Anyone who has signed up to speak in advance of the meeting in accordance with procedures may do so at this time. Each participant should address the Board from the podium microphone, stating their name and address before speaking. The Board asks that each participant's comments pertain to District business and be no longer than three (3) minutes. Copies of presentations should be made available to all Trustees and the Superintendent.

4. LONE STAR GOVERNANCE

Lone Star Governance (LSG) is a continuous-improvement model for governing teams—boards in collaboration with their superintendents—who choose to focus intensely on only one primary objective: Improving student outcomes. Lone Star Governance accomplishes this intense focus through tailored coaching aligned to the five pillars of the Texas Framework for School Board Development: Vision, Accountability, Structure, Advocacy, and Unity.

4.A. LSG Goals 1 & 4

5. INFORMATION

These items are presented to the Board for information only. No presentations will be made unless specifically requested by the Board.

5.A. Policy CE (Local)

6. BOARD DISCUSSION

7. SUPERINTENDENT'S REPORT

8. ADJOURN at **8:50 PM.**

8.B. Facility Assessments

**Cedar Hill Independent School District
BOARD OF TRUSTEES**

Meeting Date: January 18, 2022

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Request Approval of Firm for Facilities Condition Assessment, Educational Adequacy Assessment, Long-range Capital Planning and Bond Planning pursuant to RFQ # 21-22-03

Consent

BACKGROUND INFORMATION:

A governmental entity may not select an Architect or Engineer firm or award a contract for the services on the basis of competitive bids submitted for the contract or for the services, but shall make the selection and award on the basis of demonstrated competence and qualifications and for a fair and reasonable price. Staff advertised and requested qualifications for the purchase of Facilities and Educational Assessment, Long Range Capital and Bond Planning. Thirty-eight firms were notified. Ten firms responded. The ten firms were evaluated by a 5-member committee consisting of Academics, Finance and Operations staff. Based on the cumulative evaluator's scoring, Huckabee was ranked as the most qualified firm. After negotiating the price with Huckabee, the proposed contract amount is \$250,000.

RECOMMENDATION:

Administration recommends approval of Huckabee for the purchase of Facilities Condition Assessment, Educational Adequacy Assessment, Long-range Capital Planning and Bond Planning.

BOARD ACTION REQUIRED:

Motion to approve Huckabee for the purchase of Facilities Condition Assessment, Educational Adequacy Assessment, Long-range Capital Planning and Bond Planning.

POLICY AUTHORIZATION:

CH – LEGAL Purchasing and Acquisition
CH – LOCAL Purchasing and Acquisition

CONTACT PERSON:

Gilberto Prado, Chief Financial Officer
Caleb Pape, Director of Purchasing & Contracts Management

FUNDING SOURCE:

General Fund

ENCLOSURES:

Huckabee Proposal



MORE THAN ARCHITECTS

January 13, 2022

Mr. Caleb Pape
Cedar Hill ISD
285 Uptown Boulevard #300
Cedar Hill, TX 75104

Re: Planning and Assessment Proposal for Cedar Hill ISD
Project Name: CHISD Facility Condition and Educational Adequacy Assessments, Long-Range
Capital Planning and Bond Planning
Project Number: 01909-00-01

Dear Mr. Pape,

We are pleased that Huckabee & Associates, Inc. has been selected as the most qualified firm for the following scope of services. We are excited about the opportunity to submit the following Planning and Assessment Proposal for Cedar Hill ISD. The planning process has been developed to help school Districts make data-driven, informed decisions about utilization, educational delivery and architectural and construction program choices. The planning support Huckabee will be providing Cedar Hill ISD is split into three core components:

1. Facility Condition and Educational Adequacy Assessment, District Profile and Development of District Standards
2. Long-Range Planning and Master Plan Development
3. Bond Program Development and Informational Campaign

The first step in the process is the initial “kick-off” meeting involving the District leadership, consultants and Huckabee’s planning and assessment team. During this meeting an organizational structure will be delineated, site access procedures will be confirmed, objectives and deliverables finalized, milestones will be set and criteria for the data management discussed. Huckabee’s progress will be communicated to the District at preset benchmarks in the schedule—with Huckabee’s planning team available to the District leadership at any time throughout the process.

Facility Condition and Educational Adequacy Assessments

Huckabee will complete a facility condition assessment of every facility in the District to aid in the development of a District’s master plan. Facility condition assessments provide the general nature of the District’s assets on a campus level basis, providing District leadership with an informed understanding of facility conditions, utilization and operational needs. The condition assessment is a living document and can be updated as facilities change, and programs evolve.

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Based on meetings with Cedar Hill ISD Administration, Facilities & Maintenance staff, with some on-site verification, the Facility Assessment Report will document the general nature of the following conditions:

Basic Services:

- Campus Data—Current square footage, code compliance, age, previous additions and renovations
- Civil—Site, Parking and Infrastructure
- Architectural Exteriors
- Architectural Interiors
- Accessibility (ADA) Review
- Mechanical
- Electrical
- Plumbing
- Fire Protection
- Roofing
- Other Assets—Playgrounds, and Food Service Equipment
- Maintenance Identified Items

Additional Services:

- Technology
- Athletic Facilities

In addition to Huckabee’s facility condition assessment and planning personnel, specialized consultants are utilized to evaluate facility components. Each consultant is involved in discussions with Huckabee and the District at the beginning of the project so that evaluation processes, guidelines and expectations are clearly defined. All of the consultants will also use a combination of FMConnect, Autodesk’s BIM 360 & Holobuilder applications (described in the next section) to create efficiencies in data collection, evaluation and future utilization.

Evaluation of facility components includes:

- Civil Engineer - evaluation of the site and drainage systems. The evaluation will also include parking adequacy, condition and useful life. All utilities, their current condition and adequacy for growth will be analyzed.
- Architecture - review of building envelope to assess energy efficiency and moisture protection. The architectural team will also evaluate each site for appropriateness to the current use and any observed code violations.
- Accessibility - evaluation of handicap accessibility per the Americans with Disabilities Act (ADA).
- Structural Engineer - examination of specific flooring, walls or roof of areas identified by Cedar Hill ISD maintenance staff or Huckabee’s architectural assessment team
- Mechanical/Plumbing Engineer - evaluation of the heating, air conditioning and plumbing systems to offer options as to appropriate upgrades or replacements with energy efficient systems and controls.
- Electrical Engineer - evaluation of the electrical systems and heating, air conditioning and plumbing systems to offer options as to appropriate upgrades or replacements with energy efficient systems and controls.
- Roofing Specialists - evaluation of the roofing system, its condition and projected useful life. The roof deck will also be evaluated for needed repairs.
- Food Service - evaluation of the food service equipment and arrangement, its general condition and projected useful life.
- Other—the District’s documentation related to hazardous materials will be evaluated (i.e. asbestos, lead paint, etc.). If needed, a consultant and lab will be retained to take samples of building products.

Additional Services:

- Technology - many times, the data systems within a facility are outdated. The assessment team will evaluate the District's needs and offer achievable solutions.
- Athletic Facilities – evaluation of the athletic facilities, arrangement, general conditions and projected useful life.

Exclusions:

- Building Security and Access Control are excluded from this proposal but can be added as Additional Services.

Assessment Software

We will gather and organize facilities data using FMConnect, a proprietary, cloud-based platform. Through the client portal, authorized users have "real time" access to the entire database of field observations and recommendations, notes, photos, cost estimates and forecasts, as well as the facility audit report. When activated, "what if" scenarios can be created to simulate grouping of capital needs into projects, so impacts on reserve funds can be analyzed.

One year of Tier One client access to FMConnect is included as part of this proposal at no cost. The client will have the option of becoming a Tier Two user, with enhanced tools such as a customized client "dashboard" to produce funding and priority scenarios for both budgeting and presentation to governing committees. The dashboard automatically draws information from the database created in the facility audit and may include supplemental data input by the client, to inform forecasts as much as 15 years into the future.

The database will be delivered to Cedar Hill ISD in a Microsoft Excel file that may be accessed and utilized by the District's authorized users. The database can strictly comply with Article 1.1.3.2 of RFQ #21-22-03, but when the assessment project commences, Consultant may propose innovations and improvements on the specification that can be made available as variations from Article 1.1.3.2.

We are well acquainted with typical CMMS programs and can also assist Cedar Hill ISD in formatting the Excel file for incorporation into the District's work order or capital forecast management platform.

District Profile & Development of District Standards

When developing a long-range plan, the facility assessment and District profile act as the foundation. The development of the District profile relies heavily on input from administrators and other District staff. Huckabee will facilitate this collaborative process utilizing meetings, interviews with support staff, administrators and faculty to develop an in-depth profile.

Components of the District profile include:

- Mission, vision, strategic plan and graduate profile;
- Current educational delivery methodologies and grade level alignment;
- TEA Compliance & Educational Adequacy
- Demographics (current and future);
- Financial status;
- Site analysis;
- District standards; and
- Facility assessment (including conditions, utilization and program needs)

Development of District Standards

The development of District standards is an important part of the planning process as they are the key to clearly outlining project goals. Huckabee can provide leadership and expertise in developing new (or adding to) District standards for Cedar Hill ISD as an Additional Service.

Our process starts with a series of interactive meetings which allow us to quickly formulate the necessary components of your District's standards. From there, Huckabee will coordinate, as needed, tours of innovative educational facilities, develop capacity models, manage the impact of split-campus programs, establish detailed program area matrices, and document furniture, building systems, security and technology requirements.

The following standards can be developed as Additional Services:

- Educational Standards—description of the range of functional requirements, such as instructional programs, hours of operation, grade configuration, student/staff safety, spatial relationships, eco-instruction, number of students and class sizes, and identification of support or enrichment activities.
- Technical Standards—framework for the consistent delivery of quality and value in your future facility projects. The guidelines describe the District's planning and design criteria. Technical standards generally include an assessment of items such as building life cycle analysis, capital equipment maintenance standards, building envelope performance, building systems evaluations, security, and fire life safety.
- Innovative Design Elements—Huckabee will review with Cedar Hill ISD its desire to continue to incorporate/investigate innovative design elements. Products such as LED lighting, automated lighting controls, single-ply membrane roofing systems, ICF walls and geothermal HVAC systems are reviewed for inclusion based on quality, value and ability to provide operational efficiency.

Long-Range Planning

Long-range planning is the next step in the master planning process. After the facility assessment and District profile are complete, Huckabee's planning team will work with the District to discuss its current situation and its goals over the next 10, 20 or more years. This step is essential in developing the structure for future design (based on desired educational delivery), establishing a needs list for future expansion and developing data sets that will help the District communicate their goals to the community.

To complete this process, Huckabee's planning team will work with District leadership and stakeholders to analyze and develop:

- Future educational delivery and grade level/program alignment—how does the District want educational delivery to evolve?
- Capital improvement needs (facilities, transportation, and technology)—what assets are available, what assets are needed, and how the District can support educational delivery today and in the future?
- Land use and acquisition.

Master Plan Development

Master planning is the compilation of the facility assessment and long-range planning in preparation for a bond program. Once data collection and analysis is complete, Huckabee will help the District prioritize needs and develop a timeline and benchmarks for each step in the process. Whether or not any changes are needed in the short-term, the District's master plan will help stakeholders stay focused on the goal and create achievable and fiscally responsible goals that are based on data and District needs.

The prioritization process will involve District leadership and the District's Board of Trustees. It is a process for analyzing data to determine what needs to happen first in order for the final result to occur. It is also a method for exploring alternative options. Huckabee will assist the District in developing a master planning committee to review the plan, provide input, and help the District begin the process of developing a bond program.

During the master planning process, Huckabee will also work with the District to refine the scope of projects based on the project priority list. As the District proceeds with bond planning, it will do so equipped with extensive data, clearly defined goals, and a foundation for its future construction program.

Bond Program Development

During this stage, the bond program development process will involve community members, local businesses, parents and other stakeholders. Huckabee will guide Cedar Hill ISD through the process that includes developing a bond steering committee and meeting agendas.

Huckabee will develop cost estimates, schedules and a program of requirements for each project studied and recommended by the bond steering committee. Expectations are established up front to help maintain the budget, schedule and scope during the design process.

Upon completion of the bond planning process, is a community-based final recommendation ready for submission to Cedar Hill ISD's Board of Trustees.

During this stage of the planning process, Cedar Hill ISD should complete a third-party community survey. A third-party survey is an unbiased, scientific approach to measuring the opinions of your voters regarding Cedar Hill ISD and your potential bond projects. The information generated from a survey will become a significant factor and source of information as the scope of the bond is finalized.

Bond Planning + Citizens Committee

- Weekly In-Person Strategy & Coordination Meetings with District Administration
- Collaborate with District on Committee Formation
- Develop Committee Branding (logo & presentation template)
- Consult with District on Committee Content for ISD Website
- Develop PowerPoint Presentations and Supporting Documents for Committee Materials
- Collaborate with District on Committee Meeting Facilitation
- Consult with District on Board Updates about Committee Process
- Develop Strategy & Coordination for Committee Recommendation
- Develop Committee Recommendation Presentation
- Coordinate with Third-Party Survey Firm
- Develop Interactive Voter Dashboard & Summary Report

The Bond Election Informational Campaign

Huckabee's in-house community engagement department will assist the District with the planning, development and implementation of a bond informational program.

Bond Information (Communications) Campaign

- Develop Overall Strategy and Communications Plan
- Weekly In-Person Strategy & Coordination Meetings with District Administration
- Develop Initial Campaign Communications
- Develop Campaign Branding, Graphics* and Messaging
- Create Bond Handout*
- Develop Presentation Template and Content
- Create Direct Mail (does not include postage or printing)
- Collaborate with District on Video(s) and Multimedia Materials
- Create Campus-Specific Handouts and Materials*
- Create Display Graphics*
- Consult with District on social media and Other Communications Strategy
- Consult with District on Bond Content for ISD Website
- Election Reporting
- Huckabee will provide strategy and graphic design for the services listed above. All printing, mailing, postage and other related costs to printed materials are the responsibility of Cedar Hill ISD. Should Cedar Hill ISD want Huckabee to assist with printing, all printing services and quotes must be approved by Cedar Hill ISD in advance and would be billed at cost (no markup).

Fee Proposal

Huckabee proposes a lump sum fee of \$250,000 for Base Services (this amount includes \$94,500 for the Facilities Conditions Assessment, \$10,000 for the Educational Adequacy Assessment, \$75,500 Long Range Planning, \$30,000 for the Bond Planning, and \$40,000 for the Bond Information Campaign) for all of the services outlined above plus the cost of the following:

- 1. Printing services billed at cost (no markup) and approved by Cedar Hill ISD in advance

Huckabee proposes the following additional services as lump sum fees which can be added to the Base Services as follows:

- 1. Technology Assessment - \$55,000
- 2. Athletic Facilities Assessment - \$7,500
- 3. Educational Standards - \$10,000
- 4. Technical Standards and Innovative Design Elements - \$15,000

The cost of the voter survey (if a Bond Election is desired) will be the responsibility of Cedar Hill ISD.

Work performed under this contract does not preclude Huckabee from being eligible to provide A/E services for future projects.

Huckabee appreciates the opportunity to continue our relationship with Cedar Hill ISD.

Sincerely,



Joshua Cogburn, AIA
Principal



Paul Thompson, AIA
Director of Fort Worth Office

If the attached proposal is acceptable, please sign and return one executed copy.

Signature

Printed Name

Title

Date

8.C. Budget Amendment #5 General Fund

Cedar Hill Independent School District
BOARD OF TRUSTEES

Meeting Date: January 18, 2022
Presented by: Dr. Gerald Hudson, Superintendent of Schools
Subject: Budget Amendment #5 – General Fund

Consent Agenda

BOARD GOAL:

Align the budget process to achieve district goals.

This is a legal requirement that will allow the district to not have an audit violation and remain in compliance with TEA regulations.

BACKGROUND INFORMATION:

Budget amendments are to be made prior to exceeding a detailed functional expenditure category, and these amendments are to be recorded in the board minutes. The attached budget amendment is necessary to make adjustments to the General Fund (199) budget highlighted as follows:

1. REVENUE
No change at this time

2. EXPENSES
 1. *Huckabee & Associates, Inc. has been selected as the most qualified firm. For the lump sum fee of \$250,000 for Base Services which includes the following scope of services: \$94,500 for the Facilities Conditions Assessment, \$10,000 for the Educational Adequacy Assessment, \$75,500 Long Range Planning, \$30,000 for the Bond Planning, and \$40,000 for the Bond Information Campaign.*
 2. *Realign expenditures for required Vector staff development training from general administration, function 41 to staff development, function 13.*

RECOMMENDATION:

Approve budget amendment #5 as presented on the attached supporting documents.

BOARD ACTION REQUIRED:

Motion to approve budget amendment #5 as presented on the attached supporting documents.

POLICY AUTHORIZATION:

CHISD POLICY CE (LOCAL) and Texas Education Code, Section 44.006

CONTACT PERSON(S):

Gilberto Prado, Chief Financial Officer
Carla Settle, Executive Director of Finance

Funding Source:

General Fund (199)

ENCLOSURES:

Attached

CEDAR HILL INDEPENDENT SCHOOL DISTRICT
Budget Amendment: General Fund # 5
January 18, 2022 for Fiscal Year 2021-2022



		2021-2022 Original Budget	2021-2022 Revised Budget	Amendments Requested	Balance Neutral Transfers Requested	Proposed Amended Budget
5700	Local Sources	\$ 41,583,284	\$ 41,583,284			\$ 41,583,284
5800	State Program Revenues	25,125,337	25,729,828			\$ 25,729,828
5900	Federal Program Revenues	700,000	700,000			\$ 700,000
	Other Financing Sources					
	Budgeted Revenue	\$ 67,408,621	\$ 68,013,112	\$ -	\$ -	\$ 68,013,112

11	Instruction	\$ 35,303,427	\$ 35,219,927	-		\$ 35,219,927
12	Instructional Resources & Media Services	760,393	760,393	-		\$ 760,393
13	Curriculum Dev & Instructional Staff Dev	1,194,908	1,194,908	8,625		\$ 1,203,533
21	Instructional Leadership	892,491	892,491	-		\$ 892,491
23	School Leadership	4,589,404	4,589,404	-		\$ 4,589,404
31	Guidance, Counseling, & Evaluation Services	2,576,912	2,660,412	-		\$ 2,660,412
33	Health Services	793,022	793,022	-		\$ 793,022
34	Student (Pupil) Transportation	3,866,030	4,419,365	-		\$ 4,419,365
35	Food Services	12,150	12,150	-		\$ 12,150
36	Extracurricular Activities	1,923,034	1,923,034	-		\$ 1,923,034
41	General Administration	3,679,125	3,729,125	(8,625)		\$ 3,720,500
51	Facilities Maintenance & Operations	8,169,693	8,309,693	250,000		\$ 8,559,693
52	Security & Monitoring Services	1,574,911	1,574,911	-		\$ 1,574,911
53	Data Processing Services	1,680,725	1,680,725	-		\$ 1,680,725
61	Community Services	195,861	195,861	-		\$ 195,861
71	Debt Service Cost	203,000	203,000			\$ 203,000
93	Payments to Fiscal Agent	153,518	153,518			\$ 153,518
95	Payments to JJAEP	20,000	20,000			\$ 20,000
99	Other Intergovernmental Charges	165,000	165,000			\$ 165,000
	Other Financing Uses		-			\$ -
	Budgeted Expenditures	\$ 67,753,604	\$ 68,496,939	\$ 250,000	\$ -	\$ 68,746,939
	Net Revenue & Expenses	\$ (344,983)	\$ (483,827)	\$ (250,000)	\$ -	\$ (733,827)
	Other Resources	\$ -	\$ -			\$ -
	Other Uses	\$ -	\$ 979,491			\$ 979,491
	Net of Other Resources and Other Uses	\$ -	\$ 979,491			\$ 979,491
	Net effect to Fund Balance	\$ (344,983)	\$ (1,463,318)	\$ (250,000)	\$ -	\$ (1,713,318)

	FY21 Audit Balances			Projected FY22 Ending Balance
<i>Effect on Committed Fund Balance</i>	\$ -			\$ -
<i>Effect on Unassigned Fund Balance</i>	\$ 20,178,177	(1,463,318)	(250,000)	\$ 18,464,859
	<u>\$ 20,178,177</u>			<u>\$ 18,464,859</u>

8.D. Vendor List for Teaching Aids, Instructional Materials, and Related Services
pursuant to RFP 21-22-01

**Cedar Hill Independent School District
BOARD OF TRUSTEES**

Meeting Date: January 18, 2022

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Consideration of Vendor List for Teaching Aids, Instructional Materials, and Related Services pursuant to RFP 21-22-01

Consent

BACKGROUND INFORMATION:

This is the legal requirement that will keep the District in compliance with Texas Education Code 44.031. The bid process allows procurement of goods and services at the best value with the use of public funds. Staff advertised and requested proposals for the purchase of Teaching Aids, Instructional Materials, and Related Services. The bid was designed to establish a discount from the vendor's regularly published price list and compare other cost related factors such as shipping and fees. The term of the contract will be the date after the award was made through June 30, 2025. This bid is a "Multiple Award RFP" and will allow additional vendors to respond and be awarded throughout the year. Each month, a new list of responsive bidders will be presented to the Board for approval. January's proposed vendors are included in the RFP 21-22-01 Bid Tabulation for the purchase of Teaching Aids, Instructional Materials, and Related Services.

RECOMMENDATION:

Administration recommends approval of vendors for the purchase of Teaching Aids, Instructional Materials, and Related Services through June 30, 2025 as per the attached list.

BOARD ACTION REQUIRED:

Motion to approve vendors for the purchase of Teaching Aids, Instructional Materials, and Related Services through June 30, 2025 as per the attached list.

POLICY AUTHORIZATION:

CH – LEGAL Purchasing and Acquisition
CH – LOCAL Purchasing and Acquisition

CONTACT PERSON:

Gilberto Prado, Chief Financial Officer
Caleb Pape, Director of Purchasing & Contracts Management

FUNDING SOURCE:

2021-2022 Budget

ENCLOSURES:

Bid Tabulation RFP 21-22-01

Proposal Tabulation - RFP # 21-22-01
Teaching Aids, Instructional Materials, and Related Services

	Quill LLC	TouchMath LLC	Work Through Frustration Foundation
	100 Schelster Rd Lincolnshire, IL 60069	5445 Dabling Blvd. Ste. 200 Colorado Springs, CO 80918	4800 South Alma School Rd Chandler, AZ 85248
Product/Service Provided	Office/School Products, Furniture, Technology and Computer Supplies	Educational Supplies, Instruction, Manipulatives Curriculum, Software and PD	Presentation Material, Presentation Slides and Facilitator
Minimum Order	No	No	No
Accepts Pos	Yes	Yes	Yes
Discount	See RFP response for details.	Yes	No
Consultant/PD Fees	N/A	OnSite: \$5,000 Virtual: \$1,250	\$400/day + Materials/Facilitator prices
Shipping	No	10% with a \$12 minimum	No
HUB	No	No	No
EDGAR	Yes	Yes	Yes
EPCNT/CTPA	Yes	Yes	Yes
All Required Forms Completed, Signed and Returned	Yes	Yes	Yes
Email	bid@quill.com	orders@touchmath.com	kevinveal@wtfplaybook.org

8.E. Budget Amendment #2 Debt Service

Cedar Hill Independent School District
BOARD OF TRUSTEES

Meeting Date: January 18, 2022
Presented by: Dr. Gerald Hudson, Superintendent of Schools
Subject: Budget Amendment #2 – Debt Service

Consent Agenda

BOARD GOAL:

Align the budget process to achieve district goals.

This is a legal requirement that will allow the district to not have an audit violation and remain in compliance with TEA regulations.

BACKGROUND INFORMATION:

Budget amendments are to be made prior to exceeding a detailed functional expenditure category, and these amendments are to be recorded in the board minutes. The attached budget amendment is necessary to make adjustments to the Debt Service budget highlighted as follows:

The addition of the state revenue is to account for the Existing Debt Allotment based on the property value audits for 2017-2018 and 2018-2019.

1. REVENUE

Increase state sources to recognize the additional Existing Debt Allotment.

2. EXPENSES

Increase the interest expense to match the debt schedule. Budget amendment #1, approved on November 15, 2021, incorrectly decreased \$375K from the interest expense instead of increasing the amount to match the interest federal subsidy of the revenue side. As a result, the \$750k increase is the correct adjustment needed to match the debt schedule. Allocate Existing Debt Allotment revenue to administration fees expenditures for fees associated with management of debt and payment for property value audit fees.

RECOMMENDATION:

Approve budget amendment #2 as presented on the attached supporting documents.

BOARD ACTION REQUIRED:

Motion to approve budget amendment #2 as presented on the attached supporting documents.

POLICY AUTHORIZATION:

CHISD POLICY CE (LOCAL) and Texas Education Code, Section 44.006

CONTACT PERSON(S):

Gilberto Prado, Chief Financial Officer
Carla Settle, Executive Director of Finance

Funding Source:

Debt Service (599)

ENCLOSURES:

Attached

Cedar Hill ISD
Debt Service Fund Budget Amendment # 2
January 18, 2022 for Fiscal Year 2021-2022



		2021-2022 Original Budget	2021-2022 Revised Budget	Amendments Requested	Balance Neutral Transfers Requested	Proposed Amended Budget
5700	Local Sources	\$ 14,555,516	\$ 14,555,516			\$ 14,555,516
5800	State Program Revenues	289,207	289,207	14,308		\$ 303,515
5900	Federal Program Revenues	-	375,000		-	\$ 375,000
	Other Financing Sources					
	Budgeted Revenue	\$ 14,844,723	\$ 15,219,723	\$ 14,308	\$ -	\$ 15,234,031
71	Debt Administration- Principal	\$ 658,458	\$ 658,458			658,458
71	Debt Administration- Interest	10,537,598	10,162,598	750,000		10,912,598
71	Debt Administration- Fees	30,000	30,000	14,308		44,308
	Budgeted Expenditures	\$ 11,226,056	\$ 10,851,056	\$ 764,308	\$ -	\$ 11,615,364
	Net Revenue & Expenses	\$ 3,618,667	\$ 4,368,667	\$ 778,616	\$ -	\$ 3,618,667
	Other Resources	\$ -	\$ -			0
	Other Uses	\$ -	\$ -			0
	Net of Other Resources and Other Uses		\$ -	\$ -	\$ -	\$ -
	Net effect to Fund Balance	\$ 3,618,667	\$ 4,368,667	\$ 778,616		\$ 3,618,667

8.F. Board Policy CE (Local)

Cedar Hill Independent School District BOARD OF TRUSTEES

Meeting Date: January 18, 2022

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Recommended Revision to Board Policy CE (Local)

Consent

BACKGROUND INFORMATION:

The proposed change to CE (Local) aligns fund balance requirements to the following:

- A commonly referenced guideline is three months of expenditures should be kept in fund balance. This guideline is included by the Texas Education Agency (TEA) in the Financial Integrity Ratings System of Texas (Schools FIRST).
- The Government Finance Officers Association (GFOA) recommends an unassigned fund balance of "no less than three months of regular general revenue operating expenditures."

The current policy requires two months of expenditures in fund balance, and the proposed policy establishes a requirement of three months of expenditures. This proposed change was vetted with the Policy Committee on December 9, 2021.

RECOMMENDATION:

Administration recommends the Board approve board policy CE (Local)

BOARD ACTION REQUIRED:

Motion to approve board policy CE (Local)

POLICY AUTHORIZATION:

BF(Local) - Board Policies

CONTACT PERSON:

Janine Fields, Chief of Staff

FUNDING SOURCE:

N/A

ENCLOSURES:

CE (Local)

ANNUAL OPERATING BUDGET

CE
(LOCAL)

Fiscal Year	The District shall operate on a fiscal year beginning July 1 and ending June 30.
Budget Planning	Budget planning shall be an integral part of overall program planning so that the budget effectively reflects the District's programs and activities and provides the resources to implement them. In the budget planning process, general educational goals, specific program goals, and alternatives for achieving program goals shall be considered, as well as input from the District- and campus-level planning and decision-making committees. Budget planning and evaluation are continuous processes and shall be a part of each month's activities.
Budget Meeting	<p>The annual public meeting to discuss the proposed budget and tax rate shall be conducted as follows:</p> <ol style="list-style-type: none">1. The Board President shall request at the beginning of the meeting that all persons who desire to speak on the proposed budget and/or tax rate sign up on the sheet provided.2. Prior to the beginning of the meeting, the Board may establish time limits for speakers.3. Speakers shall confine their remarks to the appropriation of funds as contained in the proposed budget and/or the tax rate.4. No officer or employee of the District shall be required to respond to questions from speakers at the meeting.
Authorized Expenditures	The adopted budget provides authority to expend funds for the purposes indicated and in accordance with state law, Board policy, and the District's approved purchasing procedures. The expenditure of funds shall be under the direction of the Superintendent or designee who shall ensure that funds are expended in accordance with the adopted budget.
Budget Amendments	The Board shall amend the official budget before exceeding a functional expenditure category.
Financial Policy and Objectives	<p>In order to meet its mission, the District depends on its property tax collections for the majority of its funding. Additionally, the District receives limited state aid and grant revenues. The District receives its revenues at various intervals during the year, and the majority of its revenue is received through tax collections in late January and February of each year.</p> <p>The District recognizes the importance of maintaining its financial integrity; therefore, it has developed this policy to support its mission, goals, and objectives.</p>

ANNUAL OPERATING BUDGET

CE
(LOCAL)

- Financial Stability In seeking to fulfill its mission, the District shall maintain a high level of financial stability and shall not compromise long-term financial integrity to achieve short-term benefits. In an effort to provide adequate cash flow for its operations, maintain a strong credit rating, and plan for the unanticipated extraordinary costs, the District shall strive to maintain in the general fund a minimum unassigned fund balance of three months of average spending for a year plus the projected cash flow deficit totals for each month, July through January.
- Funds from Operations The District's general fund shall provide adequate funding to support the following:
5. Cash flow needs;
 6. Quality instructional programs;
 7. Bond ratings;
 8. Unfunded state-mandated costs;
 9. Changes in state funding formulas that impact cash flow; and
 10. Unanticipated extraordinary costs.
- Revenue The District's revenue levels shall be evaluated annually with the administration's recommendations giving consideration to the following:
11. Cash flow needs;
 12. Bond ratings;
 13. Operating requirements;
 14. Current business connections, including the local economy;
 15. Economic projections, including property values, the state's economy, legislative issues, and the like;
 16. Student growth assumptions; and
 17. The projected level of expenditures.
- General Operating Fund Expenditures All expenditures from the general fund shall maintain the following priorities of obligation:
18. Payments of all legal and reasonable expenditures relating to maintenance and operations of the District's general fund.
 19. Payments to special revenue funds that require a matching amount for the federal or state grants, including the child nutrition fund and the construction fund.

ANNUAL OPERATING BUDGET

CE
(LOCAL)

Reporting	<p>The District shall prepare financial operations reports in accordance with the following:</p> <ul style="list-style-type: none">• Monthly financial reports shall be provided to the Board.• A quarterly cash flow report comparing actual to estimated cash amounts shall be provided to the Board.• An annual audit shall be conducted by an external professional auditing firm that includes the necessary details for reconciling the District's financial operations for the year. The audit report shall be submitted for review and approval by the Board after the end of the fiscal year.
Order of Expenditure	<p>The order of spending and availability shall be to reduce funds from the listed areas in the following order: restricted, committed, assigned, and unassigned. Negative amounts shall not be reported for restricted, committed, or assigned funds.</p>
Fund Balance Target	<p>The District shall strive to maintain an unassigned fund balance at fiscal year-end in the general fund equal to a minimum of <u>three</u> months of the average spending for a year plus the projected cash flow deficit totals for each month, July through January.</p> <p>In the event the unassigned balance falls below target level, the Board shall, within 24 months, adopt a written plan to restore the balance to the target level.</p>
<i>Definitions</i>	
Fund Balance	<p>Fund balance shall mean the gross difference between governmental fund assets and liabilities reflected on the balance sheet.</p>
Fund Balance of the General Fund	<p>The fund balance of the general fund, one of the governmental fund types, is of primary significance because the general fund is the primary fund, which finances most functions in the District. The fund balance of the general fund shall mean the gross difference between general fund assets and liabilities reflected on the balance sheet.</p> <p>The five classifications of fund balance of the governmental types are as follows.</p>
Non-Spendable Fund Balance	<p>Nonspendable fund balance shall mean the portion of the gross fund balance that is not expendable (such as inventories) or that is legally earmarked for a specific use (such as the self-funded reserves program).</p> <p>Examples of fund balance reserves for which the fund balance shall not be available for financing general operating expenditures include:</p> <ul style="list-style-type: none">• Inventories;

ANNUAL OPERATING BUDGET

CE
(LOCAL)

- Prepaid items;
- Deferred expenditures;
- Long-term receivables; and
- Outstanding encumbrances.

Restricted Fund
Balance

Restricted fund balance shall include amounts constrained to a specific purpose by the provider, such as a grantor.

Examples include:

- Child nutrition programs;
- Technology programs;
- Construction programs; and
- Other granting agencies.

Committed Fund
Balance

Committed fund balance shall mean the portion of the fund balance that is constrained to a specific purpose by the Board.

Examples include:

- Potential litigation, claims, and judgments; and
- Campus activity funds. [See CFD]

Assigned Fund
Balance

Assigned fund balance shall mean the portion of the fund balance that is spendable or available for the appropriation but has been tentatively earmarked for some specific purpose by the Board, the Superintendent, or the financial officer.

In current practice, such plans or intent may change and may never be budgeted or result in expenditures in future periods of time.

Examples include:

- Insurance deductibles;
- Program start-up costs; and
- Other legal uses.

Unassigned
Fund Balance

Unassigned fund balance shall include amounts available for any legal purpose. The portion of the total fund balance in the general fund shall be available to finance operating expenditures.

The unassigned fund balance shall be the difference between the total fund balance and the total of the nonspendable fund balance,

ANNUAL OPERATING BUDGET

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restricted fund balance, committed fund balance, and the assigned
fund balance.

- 9. BOARD DISCUSSION
 - 9.A. Upcoming Events
 - 9.B. Training and Event Recaps
- 10. SUPERINTENDENT'S REPORT
 - 10.A. Monthly Financials
 - 10.B. Employment Retirements Resignations Terminations

**Cedar Hill Independent School District
BOARD OF TRUSTEES**

Meeting Date: January 18, 2022

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Employment, Retirements, and Resignations
of Professional Staff

Information

BACKGROUND INFORMATION:

The following items, employment, retirements, resignations, and terminations have been submitted for board information/review.

RECOMMENDATION:

N/A

BOARD ACTION REQUIRED:

N/A

POLICY AUTHORIZATION:

DC (Local) Employment Practices
DFE (Local) Termination of Contract: Resignation
DCD (Local) Employment Practices: At-Will Employment

CONTACT PERSON:

Dr. Violet Dean, Assistant Superintendent of Human Resources

FUNDING SOURCE:

As provided in the district budget per CHISD compensation plan.

ENCLOSURES:

Under separate cover.

New Hires 12.31.21

Name	Position	Campus	Hire Date
SANCHEZ, JENNIFER ANN	TEACHER	104 HIGH POINTE ELEMENTARY	12/02/2021

Resignations PUBLIC 12.31.21

Name	Position	Campus	Effective	Reason
BROWN, LYNN	TEACHER	108 LAKE RIDGE ELEMENTARY	12/31/2021	RETIRING
FLETCHER, JACQUELINE LAVETA	TEACHER	107 WATERFORD OAKS ELEMENTARY	12/31/2021	RETIRING
FORD, MARTHA J	ADMINISTRATOR	107 WATERFORD OAKS ELEMENTARY	12/31/2021	RETIRING
JOHNSON, PAMELA D	TEACHER	105 HIGHLANDS ELEMENTARY	12/15/2021	RETIRING
MEIGS, MELODY BLASZYK	PROFESSIONAL	999 ADMINISTRATION	12/14/2021	CAREER CHANGE
NASH, PATRICK E	ADMINISTRATOR	001 ALTERNATIVE SCHOOL	12/31/2021	RETIRING
SNYDER, KENNETH SCOTT	TEACHER	001 CEDAR HILL HIGH SCHOOL	12/17/2021	HEALTH OR FAMILY CIRCUMSTANCES

10.C. Education Foundation - Efficiency Report

**Cedar Hill Independent School District
BOARD OF TRUSTEES**

Meeting Date: January 18, 2022

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Department Efficiency Report - Cedar Hill Education Foundation

Information

BACKGROUND INFORMATION: Founded in 2002, the Cedar Hill ISD Education Foundation (CHEF) is an independent non-profit organization and is the primary fundraiser for CHISD. The mission of CHEF is to support education by providing resources to inspire staff and impact student lives. The 2020-21 school year provided CHEF with the opportunity to raise and distribute more funds to support CHISD and its mission.

RECOMMENDATION:

Information Only

BOARD ACTION REQUIRED:

None

POLICY AUTHORIZATION:

None

CONTACT PERSON:

Denise Root - Executive Director, Cedar Hill Education Foundation

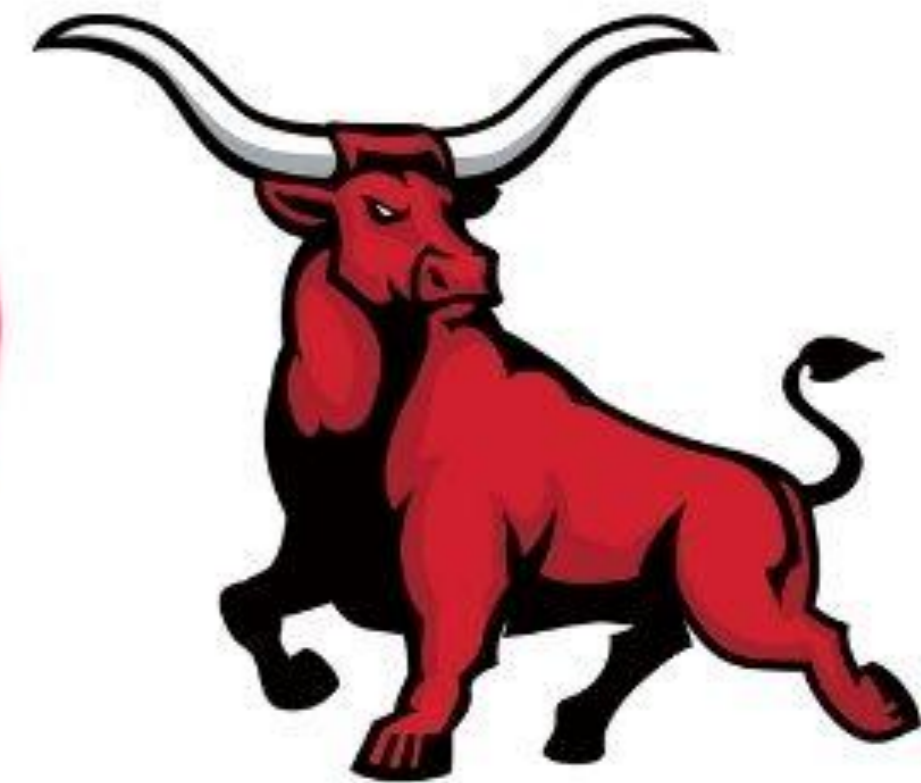
FUNDING SOURCE:

None

ENCLOSURES:

None

Cedar Hill ISD



DEPARTMENT EFFICIENCY REPORT



**Cedar Hill Education Foundation
Denise Root, Executive Director**

Cedar Hill Education Foundation Staff & Board of Directors

Officers

Al Hernandez - President
Monica Kenney - Immediate Past President
Open - Secretary
Tim Clifford - Treasurer
Keyven Lewis - VP of Governance
Michelle Carter-Pope - VP of Development
Open - VP of Community Engagement and Marketing

Directors

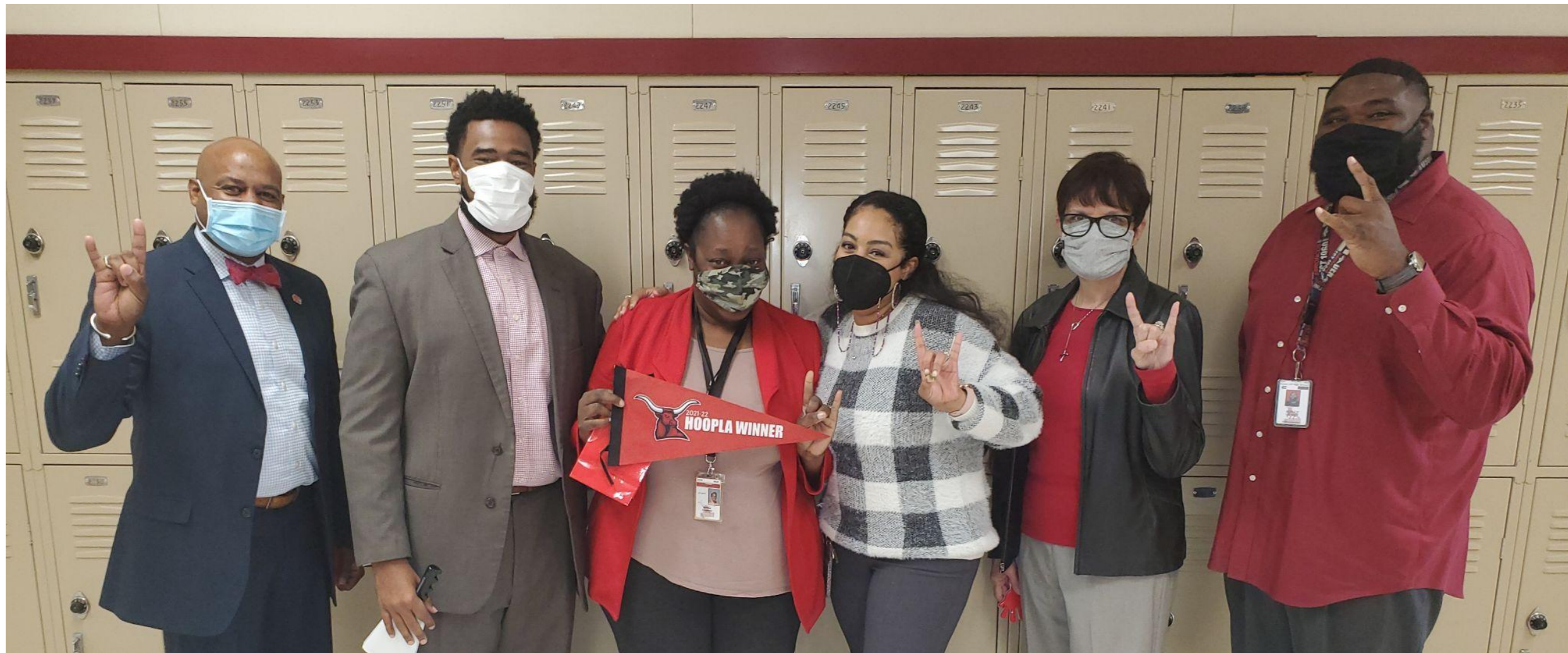
Chalamaine Armstrong	Dr. Camille Gray
Paula Beavers	Tiffany Ingram
Aranda Bell	Nedra Warren
Gina Farmer	Royce West

Ex-Officio

Neil Bolton, CHISD Executive Director of Technology
Dr. Gerald Hudson, CHISD Superintendent
Michael Lemmon, Cedar Hill Economic Development Corporation
Tracy Pounders, Corporate Agent
Dr. Denise Roache-Davis, CHISD Board of Trustees
Tierney Tinnin, Chief of Communications and Marketing



2021 Budget



OPERATIONAL FUNDS

Unrestricted Income	\$50,000.00
Restricted Income	\$5,000.00
Restricted Passthrough	\$20,000.00
<u>Funds From Savings</u>	\$10,000.00
Total For Operations	<u>\$85,000.00</u>

OPERATIONAL EXPENSES

Outreach	\$6,000.00
Prof. Services & CL	\$4,000.00
Events	\$3,000.00
Admin. & Office	\$4,000.00
Software & Licenses	\$5,000.00
Insurance	\$3,000.00
Mission Spending	\$40,000.00
<u>Passthrough for mission</u>	\$20,000.00
Total From Operations	<u>\$85,000.00</u>

Executive Director Roles & Responsibilities

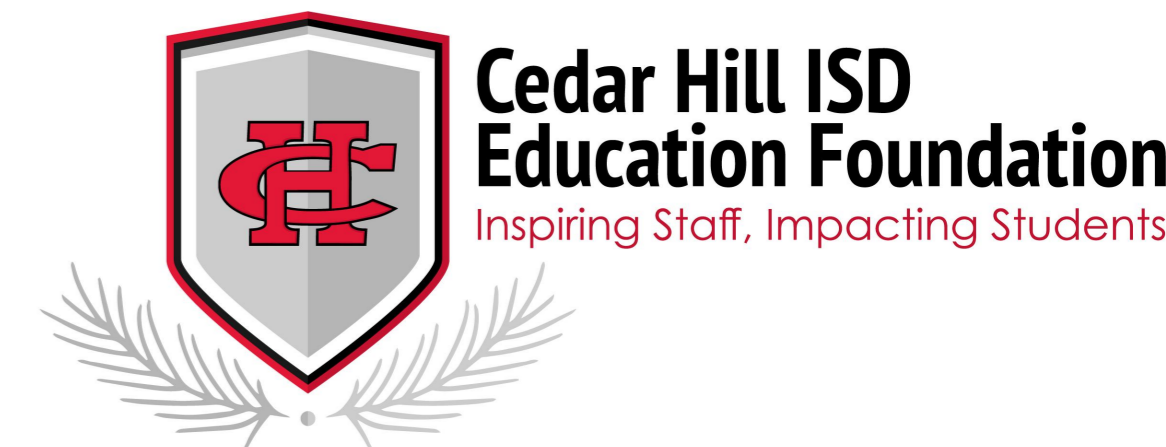
- Fundraising
- Event Planning & Management
- Private Donor Scholarship Development
- Community Engagement
 - Cedar Hill Chamber, currently serving as Chamber Ambassador
 - Rotary Club of Cedar Hill, currently serving as Director of New Generations and incoming President in July 2022



- Board & Volunteer Recruitment
- Perks Program Management & Development
- Compliance Officer
- Accounting
- Database Management
- Audit Preparation
- Manage Website Content

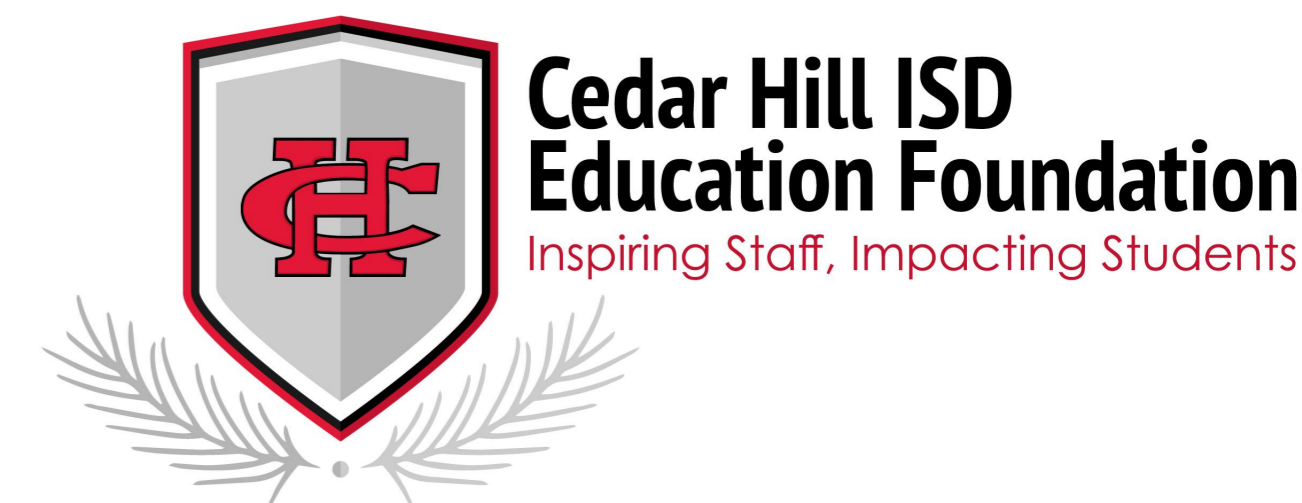
Next Steps for CHEF

- Alumni & Friends
 - Focus on engaging and building a donor base of CHISD alumni and Cedar Hill community members.
 - The decision has been made to partner with Alumni Nations to locate alumni, build a website specifically for alumni and friends, and assist CHEF to engage them through planned outreach.
 - This is a long term legacy program designed to engage alumni to bring their time, talent, and treasure back to their alma mater as a volunteer, mentor, employer, classroom speaker, and donor.
- Playground
 - CHEF has raised \$31,600 towards improving playgrounds on the elementary campuses of the district.
 - These funds will be used for the Waterford Oaks Pre-K playground.
 - CHEF will be raising \$20,000 more to complete this project.



Next Steps for CHEF continued:

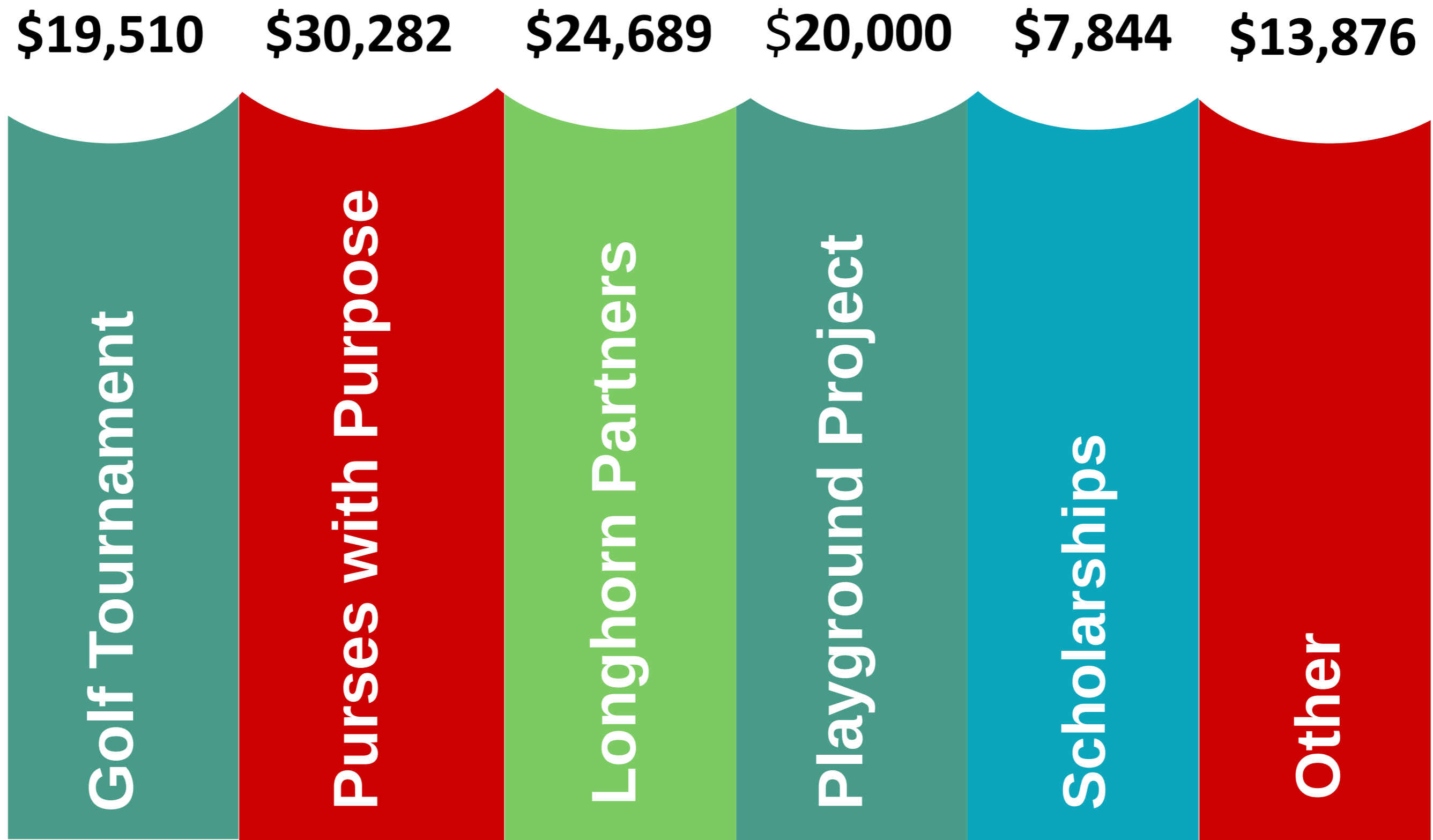
- Increase Event Fundraising
 - The goal for 2022 is to increase event fundraising by 50%.
- Corporate Documents Review
 - Foundation Innovation was hired to do a complete corporate documents review for the Foundation and make recommendations for updates and changes.
 - CHEF will complete that process in early 2022.
- Fill Open Board Positions & Build Committees
 - The CHEF board may have up to 21 voting members serving at one time.
 - There are currently 14 board members and we will work to fill the open positions in 2022.
 - The committees of the foundation are not size limited and we are actively recruiting volunteers.



2020-21 School Year Successes

- Largest Year in Fundraising - \$116,201
- Largest Year in Funding to the District - \$52,168
- New Signature Fundraising Events
 - Golf Tournament in May
 - Purses with Purpose in October
- Longhorn Partner Campaign -
 - Successful annual campaign, at 29% total participation.
 - High Pointe Elementary is at 100% participation!
 - Plummer Elementary improved the level of their participation dollars by 66% and have a total participation level of 82%!
- Bloomerang - We moved from using an Excel spreadsheet as our database to Bloomerang, a fully functional and powerful development database.





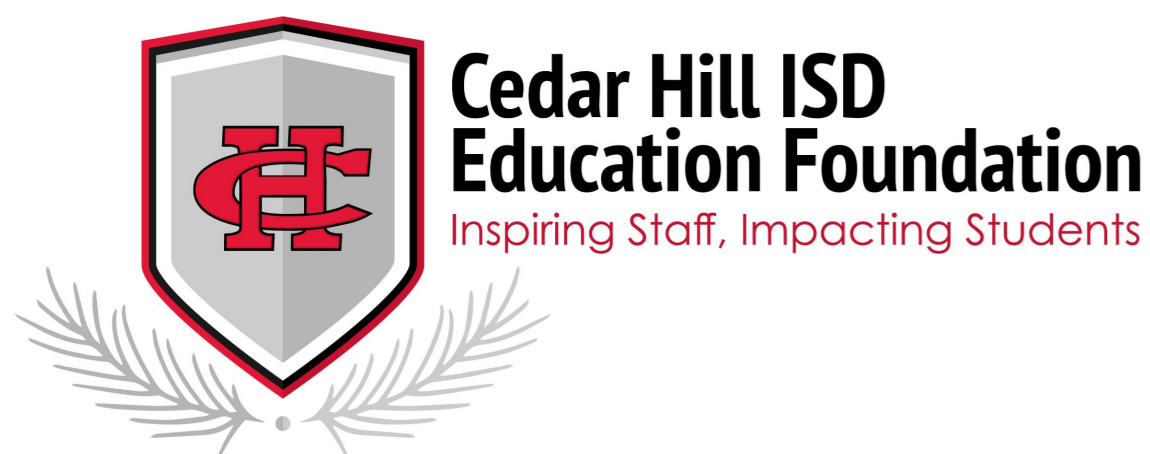
FUNDS RAISED by CHEF

2020-21

Golf and Purses
Events are shown
as Gross Income

Foundation Challenges

- Meeting Attendance & Committee Participation
 - Since the advent of COVID, there has been less involvement in meetings and committee work.
 - Our Board Retreat on January 18 will focus on engagement and commitment.
- Volunteer & Board Recruitment
 - It is an ongoing challenge to find individuals with needed skill sets and the desire and time to serve.
 - We have added three new board members as of January and are actively working on recruitment.



Foundation Challenges cont:

- Longhorn Partner Program Participation
 - Our overall level of participation has remained at the average of 30% for several years. We gain ground in participation of new employees each year, however, there is also attrition due to staff turnover. We also struggle with getting more current employees to join.
- Administrative Support
 - The programs and activities of the Foundation have increased greatly over the years, however, we still have only one employee. The Foundation has reached the size that an administrative assistant is needed to allow us to continue to grow.



10.D. Choose Your Seat - Efficiency Report



CEDAR HILL ISD

DEPARTMENT EFFICIENCY REPORT

DEPARTMENT: Choose Your Seat - Innovation Department

PRESENTER: Mrs. Tyesha Smith-Lowe, Executive Director of Innovation

EXECUTIVE SUMMARY: The Cedar Hill Independent School District (CHISD) is leading the way in the southern Dallas region for incorporating innovation into our schools at every grade level, in each content area and on all campuses. From the popular Collegiate Pathway to the Montessori program at Lake Ridge Elementary to the desired fine arts academy at Bray Elementary and others, our families have an impressive list of choices for their scholars. Each January, CHISD opens its school choice application window for current and prospective families. Currently CHISD offers five (5) choice programs: Bray Elementary Fine Arts Academy, Collegiate Prep Elementary School, Montessori at Lake Ridge Elementary School, the Early College Academy at Cedar Hill High School, Collegiate Academy & High School. During this 4-6 week time frame several steps are taken to help prepare for the upcoming school year:

- Scholars currently enrolled in a choice program inform CHISD of their plans to return.
- Current CHISD scholars not enrolled in a choice program complete an application to transfer or join a choice program
- Out of district families complete an application to join CHISD and enroll in a choice program.



The annual Choose Your Seat campaign is a collaboration between the Communications, Innovation and Student Services Departments. This year, current families were asked to complete the intent to return form by Dec. 17; failure to do so could result in a scholar losing their seat for the 22-23 school year. Cedar Hill ISD opened the Choose Your Seat school choice program waitlist for new families from January 3-21, 2022. The district plans to open the waitlist for potential Montessori, Bray and Collegiate Prep pre-k and kindergarten families in April 2022. Families who complete the application for available seats in a CHISD Choice Program are added to a wait list and selected through a lottery system; completing an application does not ensure enrollment. The CHISD communications department created chisd.net/chooseyourseat with important information, deadlines and promotional videos to help families make an informed decision.

AWARDS/RECOGNITIONS & PRESENTATIONS

The Innovation Department has worked with school choice campuses and communications to schedule virtual meetings for families and presentations to scholars.

Inside Fine Arts at Bray Elementary School

Thurs., January 13 - 5:00pm - 5:30pm

Thurs., January 13 - 5:30pm - 6:00pm

Collegiate Prep Elementary School

Wed., January 12 - 5:30pm - 6:15pm

Thurs., January 13 - 7:00pm - 7:45pm

A Lesson in Montessori at Lake Ridge Elementary School

Mon., January 10 - 6:00pm - 7:00pm

Thurs., January 13 - 6:00pm - 7:00pm

Sat., January 15 - 10:00am - 11:00am



Digital Parent University - Choose Your Seat

An overview of ALL CHISD choice programs plus Q&A with campus staff

Tues., January 18, 2022 - 6:00pm-7:00pm

Collegiate Academy Middle School

Collegiate Academy High School

Thursday, January 13th - 6:30 - 7:30

Cedar Hill High School Flagship Preview

Thursday, January 13th - 6:00pm - 7:30pm

DEPARTMENT STAFFING



Tyesha Smith-Lowe

Executive Director of
Innovation

Natalie Garrett - Innovation Coordinator

Sonja White - Executive Assistant

DEPARTMENT FUNCTIONS

- Implement a rigorous process for the opening of new academic programs and the renewal of existing schools including application launch and community engagement to drive effective decision-making.
- Evaluate the design, development and readiness of all new, innovative school models and programs while ensuring that the District adheres to any and all legal and regulatory requirements.
- Provide consistent and transparent engagement with key internal and external stakeholders to develop, manage, and execute CHISD new and existing school development processes.
- Support the design and implementation of effective community outreach to capture input from the immediate and surrounding school community to inform learning experiences.
- Design with sustainability in mind and oversee codification and dissemination of lessons learned so they can be shared elsewhere.

ANNUAL BUDGET

For this annual campaign, the majority of the funds spent come from marketing and communications. For the 2021-22 school year, CHISD Communications budgeted \$10,000 to promote and inform families about choice programs. Expenses include:

- Targeted digital ads - \$1,500
- Promotional Videos - \$6,000 (ECA at CHHS, Montessori, Fine Arts, Collegiate Pathway)

In the past, CHISD paid roughly \$10,000 for the SchoolMint platform for the application and lottery process. Due to limited funds, the Innovation Department elected to utilize a Google form to collect applications.

EFFECTIVENESS INDICATORS

Intent to Return Responses: 1,066 (Collected 12/1-17/21)



Collegiate Prep Elementary: 487
Montessori at Lake Ridge Elementary: 71
Fine Arts at Bray Elementary: 39
Collegiate Academy Middle School: 216
Collegiate High School: 236
Early College at Cedar Hill High School: 16

DEPARTMENT CHALLENGES

Securing funding from local, state, and federal sources to provide the community of Cedar Hill the opportunity to offer specialized academic programming.

VISION FOR THE FUTURE

The development of new and/or improved learning models and experiences in classrooms and schools throughout Cedar Hill ISD. Partnerships with campus leaders and design teams, support campus design projects, and lead top-notch project and cross-functional teams to design, develop, and build new learning experiences designed to generate unprecedented results in scholars.

11. ADJOURN