

Regular Meeting
Monday, November 15, 2021 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. FIRST Report
3. 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.
4. PUBLIC SESSION
 - A. Pledge to Flags
 - B. Prayer
5. COMMUNICATIONS/RECOGNITIONS
 - A. Teen Superintendent Announcement
 - B. Maintenance & Operations - Department Efficiency Report

Cedar Hill Independent School District BOARD OF TRUSTEES

Meeting Date: November 15, 2021

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Department Efficiency Report - Maintenance & Operations

Information

BACKGROUND INFORMATION:

Two of our department's main objectives in the last five years have been to increase staff production and improve work order completion so that scholar's have an optimal learning environment. Although we have found moderate success in work order turnaround, our constant struggle with staffing significantly affects our overall performance. This presentation will give a snapshot of who we are and what we do to best support the District, as well as provide insight into the immediate needs of the department.

RECOMMENDATION:

None

BOARD ACTION REQUIRED:

None

POLICY AUTHORIZATION:

N/A

CONTACT PERSON:

Gilberto Prado, Chief Financial Officer

Josh Skains, Executive Director of Maintenance & Operations

FUNDING SOURCE:

None

ENCLOSURES:

[Department Efficiency Report Presentation - Maintenance](#)



CEDAR HILL ISD

DEPARTMENT EFFICIENCY REPORT



Maintenance & Operations
Josh Skains, Executive Director



Mark Bigham
Director of Maintenance
and Custodial Services

- Oversees the District's Energy Management System (EMS)
- Primary Supervisor to 66 Custodial Positions
- Supervisor to Six Warehouse/Mailroom/Textbook Employees
- Assigned Budget Manager

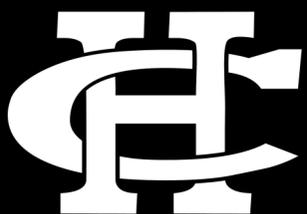


Donna Sears
Executive Secretary

- Event Scheduling Specialist
- Vehicle Use Coordinator
- Webmaster
- Accounts Payable/Receivable
- Commissioned Texas Notary
- Administrative Support

Who We Are...

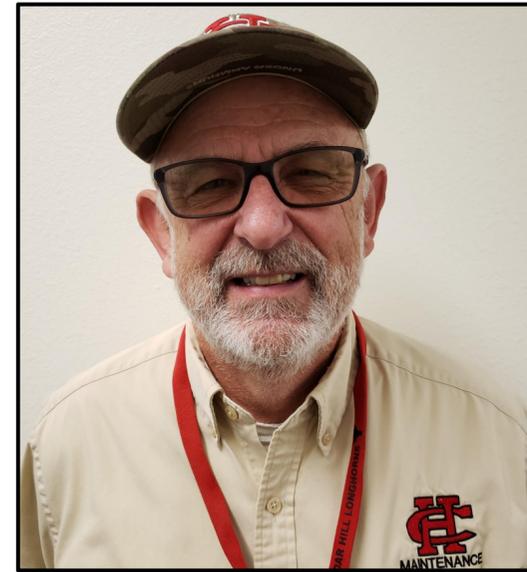
Maintenance & Operations Leadership Team





Andrew Hail
Fleet Manager

- Repair Equipment and “White Fleet” Vehicles
- Oversees Major Welding and Fabrication
- Maintain Repair and Inventory Logs
- Schedule Warranty and Vendor Repairs



Timothy Williams
Access Manager

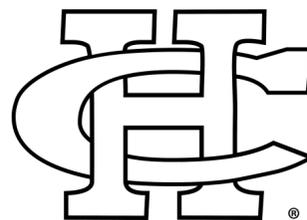
- Responsible for Programming Electronic Locks and Doors
- Repair Doors and Entryways
- Oversees Key Control for all Campuses
- Maintain Repair and Inventory Logs

Who We Are... (cont'd)
Maintenance & Operations Leadership Team



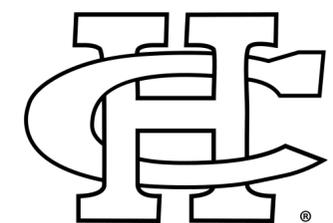
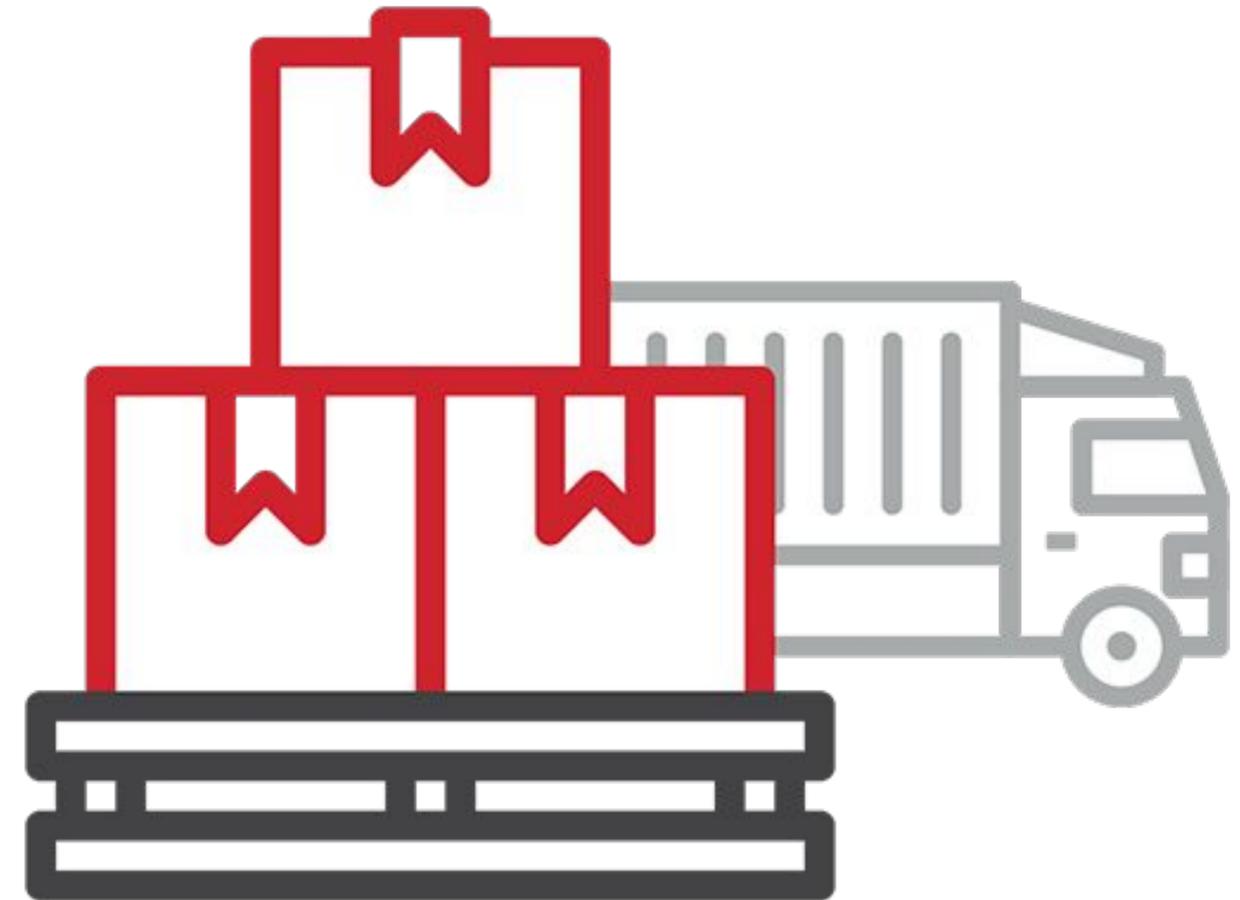
The Maintenance & Operations Department consists of the following trades/services:

- ❑ Access Management (locks, keys, prox, doors)
- ❑ Carpentry & Masonry
- ❑ Custodial
- ❑ Electrical
- ❑ Electronics & Alarm Systems
- ❑ Facilities Management (physical plant, facility use, energy systems)
- ❑ Grounds
- ❑ Heating, Ventilation & Air Conditioning (HVAC)
- ❑ Painting
- ❑ Pest Management
- ❑ Plumbing
- ❑ Vehicle Mechanics
- ❑ Warehouse/Logistics
- ❑ White Fleet Transportation

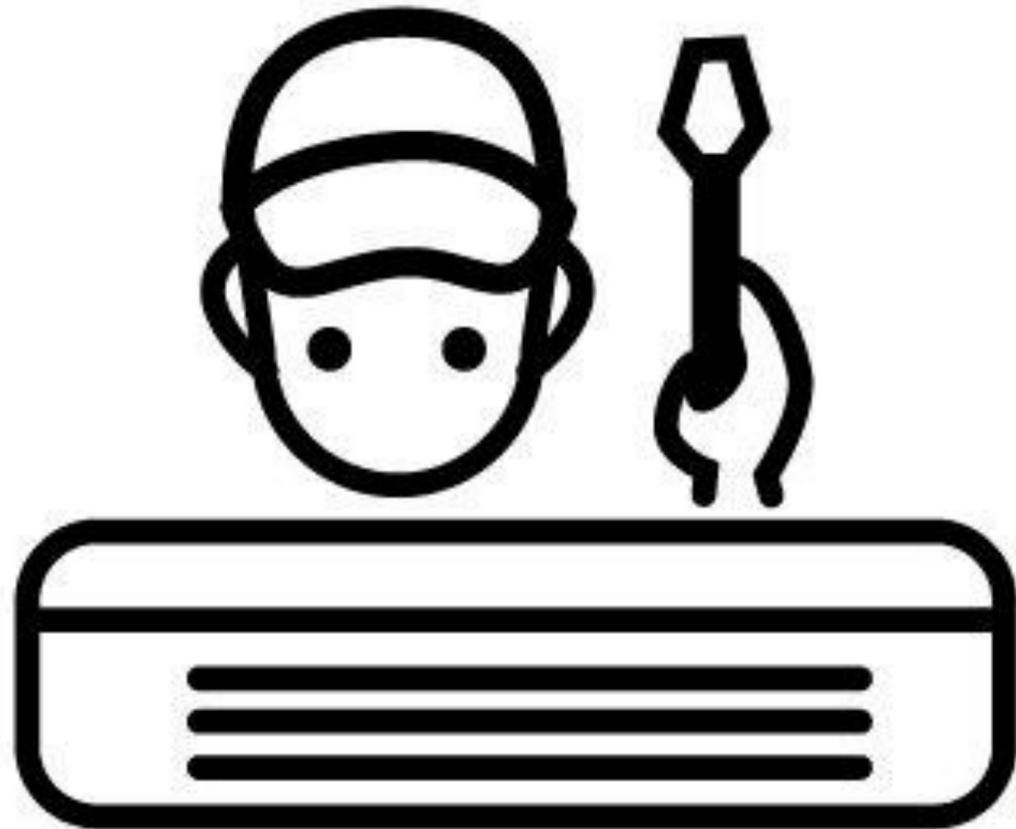


What We Do...

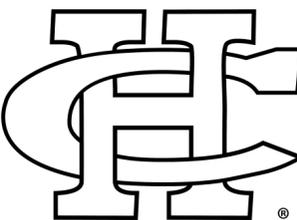
- Keep the physical structures and grounds of the district clean, healthy, functional and safe within financial and regulatory constraints.
- Maintain a comfortable environment for all scholars and staff while remaining within policy guidelines.
- Manage and monitor after-hour district use and external rental of all facilities.
- Monitor and maintain the best [Indoor Air Quality](#) possible.



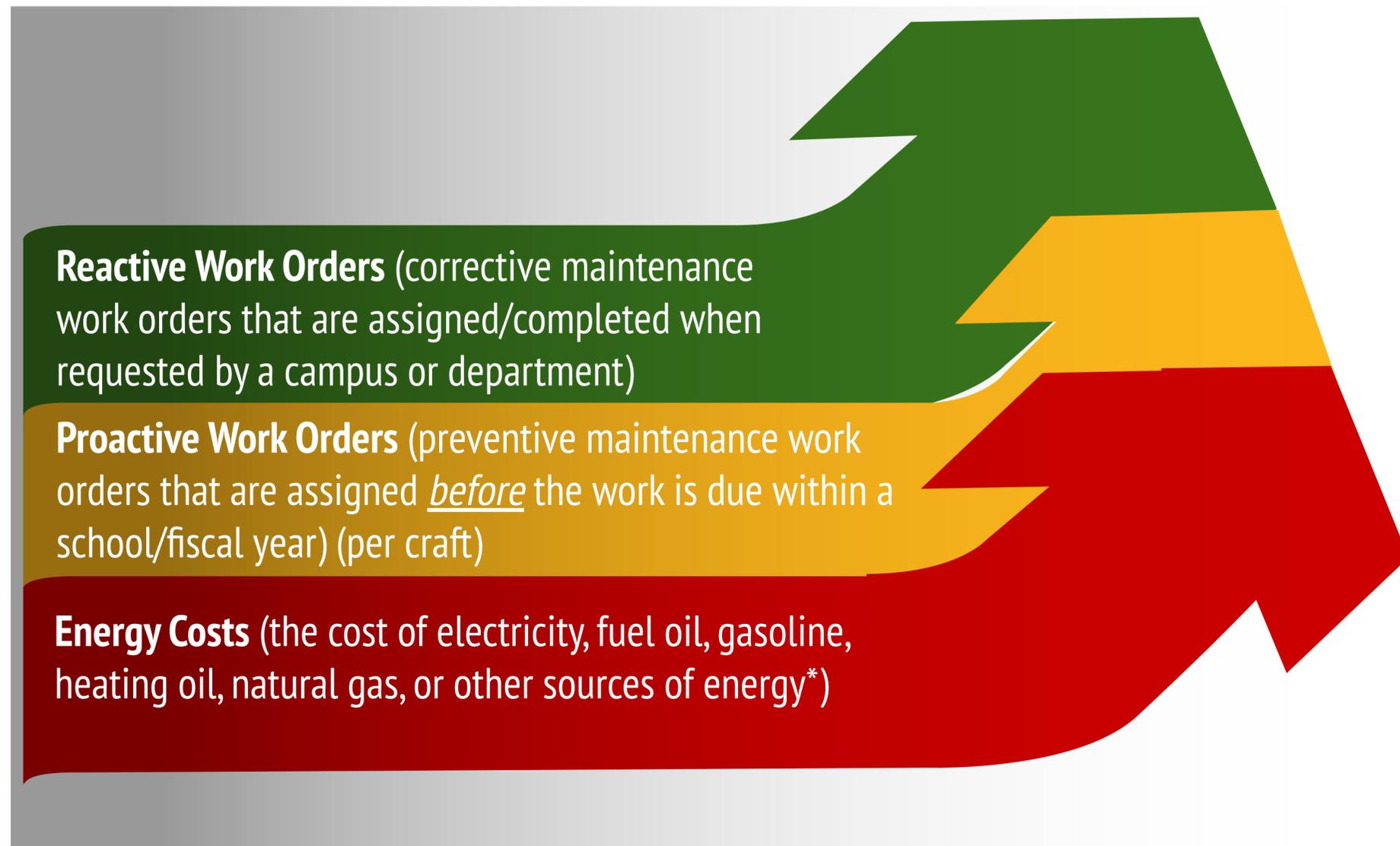
What We Do... (cont'd)



- Keep all safety and security equipment within the District operational.
- Provide superior pest control that focuses on the use of Integrated Pest Management, and not the use of potentially harmful chemicals.
- Schedule, monitor and maintain district “white fleet” vehicles to ensure that our staff and scholars are safe while traveling.
- Provide shipping and receiving to all district facilities.



Maintenance & Operations Statistics



2019-2020

vs.

2020-2021

3894

5464

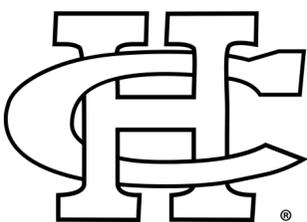
1112

1864

\$992,821

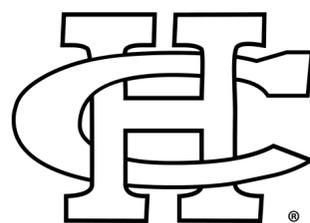
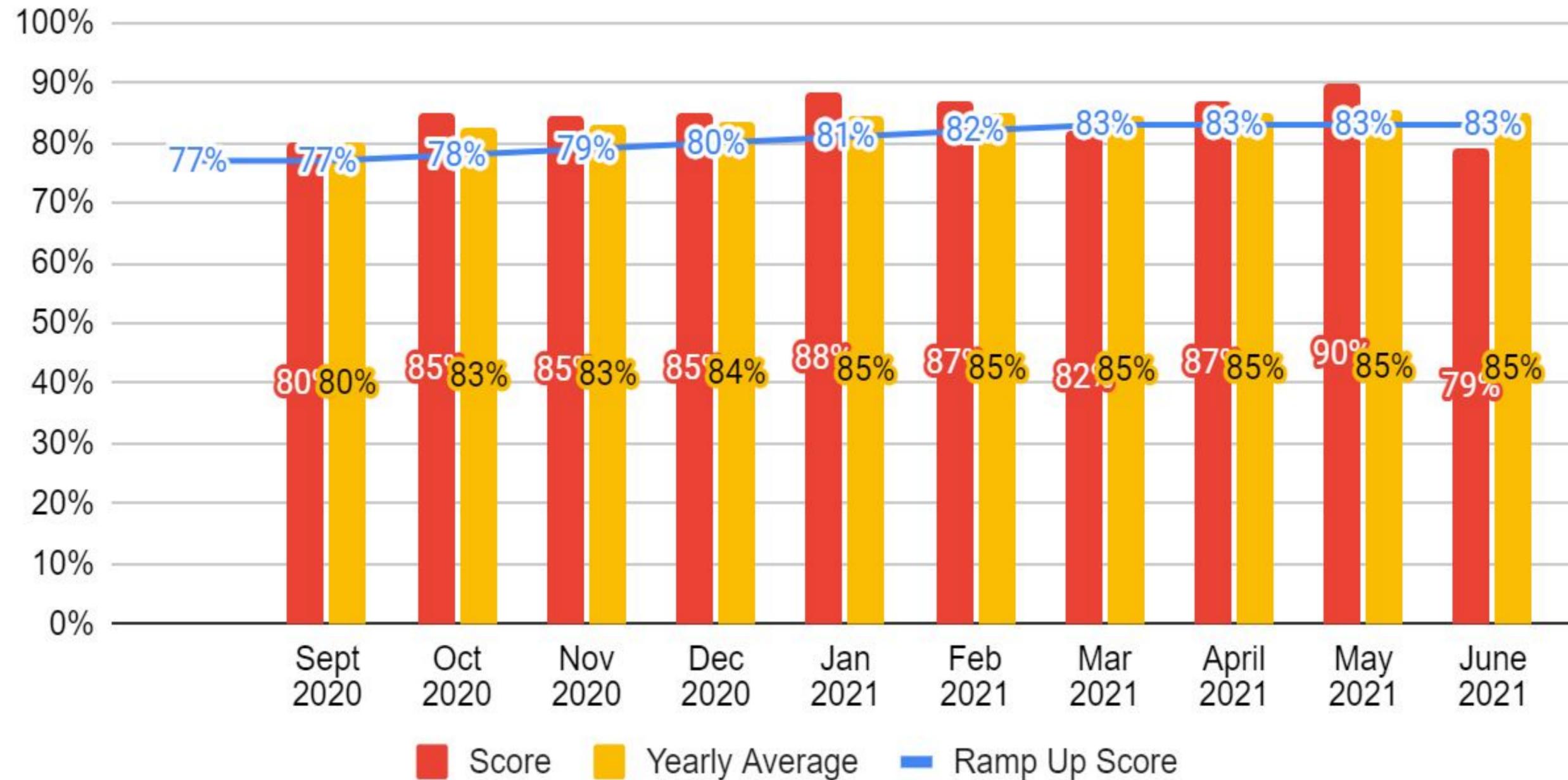
\$1,045,514

*According to [LawInsider.com](https://www.lawinsider.com)



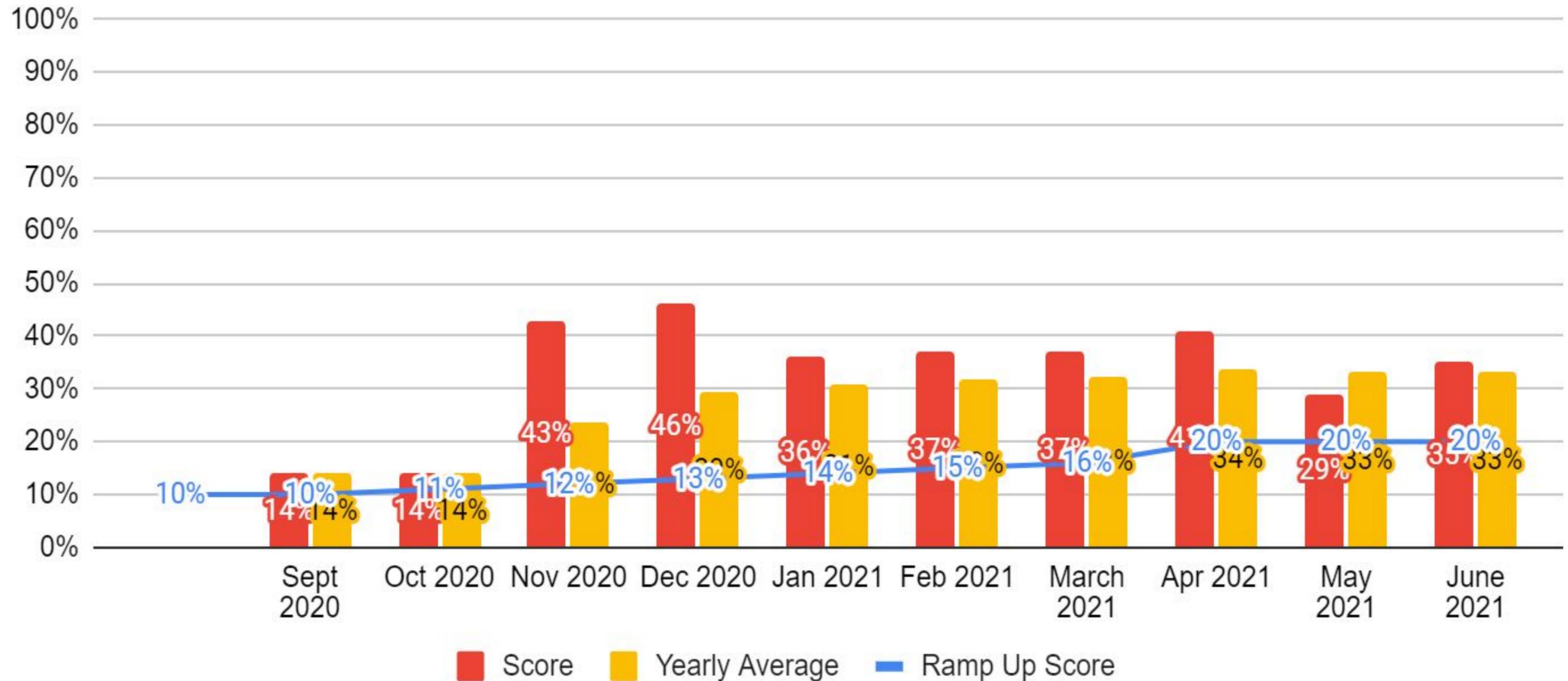
Timeliness of Reactive Work Order Completion

% of corrective work orders completed within 5 business days



Proactive vs. Reactive Work Order Completion

% of PM work orders Vs CM work orders



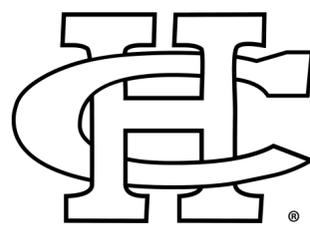
Major Area of Concern - Adequate Staffing

Custodial

No viable applications to fill 15 vacancies

- ❑ Staff is becoming overwhelmed, with up to six employees filling in for job vacancies and working up to 16 hours a day.
- ❑ Cleaning levels are nearing a critical level and not meeting our District standards.
- ❑ Custodial services is currently cleaning an average of **55,300** square feet of space per night custodian at this time. If fully staffed at 48 night custodians, they would normally clean an average of only 37,000 square feet.

Several factors, including health & safety concerns and wage competition, is fueling our staffing problem. It is not an internal management problem.

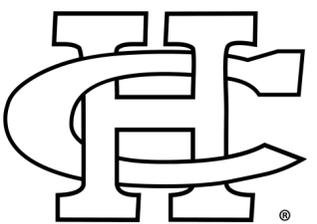


Major Area of Concern - Adequate Staffing

Maintenance

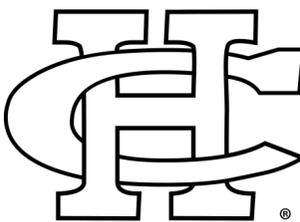
No viable applications to fill skilled, licensed trades

- ◆ Licensed Plumber position open for over five months with no prospective applicants



Departmental Goals

- Improve our contributions to the instructional effectiveness and financial well-being of the District.
- Improve the cleanliness, orderliness, and safety of our educational facilities and grounds
- Reduce the operational costs and life cycle cost of our facilities
- Assist staff and stakeholders in optimizing limited resources by identifying facilities priorities proactively rather than reactively
- Extend the useful life of buildings, materials, and equipment
- Continue to improve energy efficiency through mechanical upgrades and operational procedures





CEDAR HILL ISD

DEPARTMENT EFFICIENCY REPORT



QUESTIONS

6. 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.
7. 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.
 - A. Campus Spotlight
 1. Bray Elementary School

**EDUCATE.
EMPOWER.
INSPIRE.**



**Bray Elementary
Campus Spotlight
November 15, 2021**

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

The mission of Bray Elementary is to empower the whole child through self-recognition of their potential to excel in an evolving society.

Vision Statement

To provide a robust, core academic curriculum, richly enhanced by fine arts courses.

Motto

Creating a Masterpiece for Success

Who are we?

Spotlight: Bray Elementary offers a variety of fine arts classes and is the only elementary school who has a pathway to orchestra starting in 3rd grade. This year we have added the following courses to our fine arts program.

- **Dance in collaboration with Blackwell Dance Academy**
- **Orchestra based on skill level for beginners and advanced scholars**
- **Advanced art offered after school**
- **Performance choir**
- **Drama, Poetry Cafe, and Public Speaking offered on Passion First**

Fridays



Our Focus

Campus “One Thing”

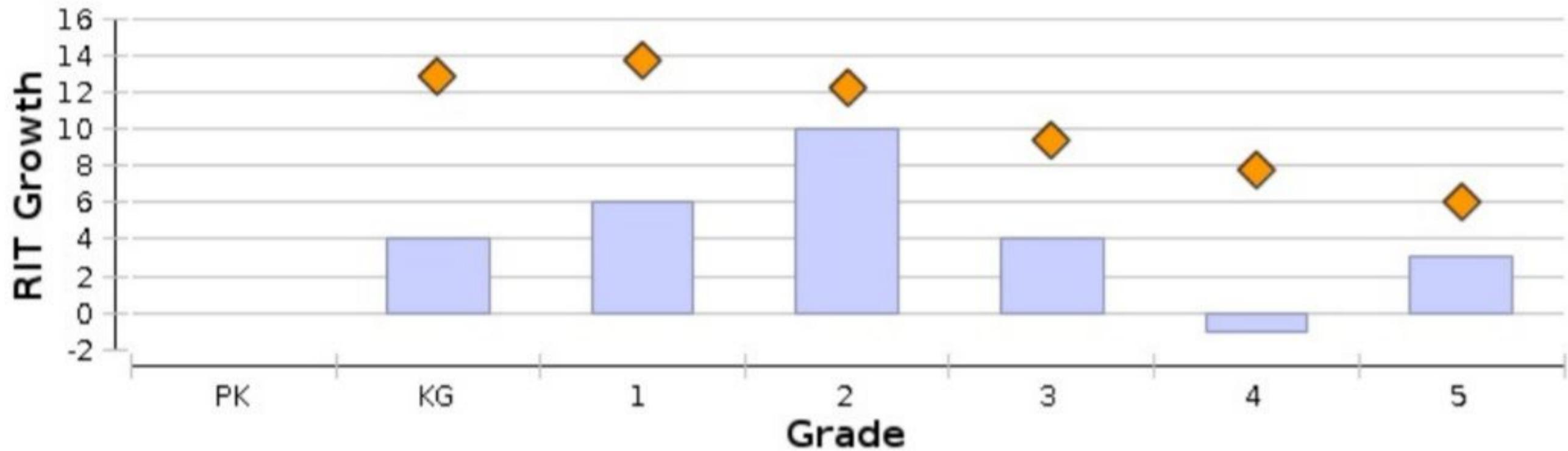
- ★ **Bray Elementary’s 3rd-5th grade teachers will teach reading foundational and knowledge skills using explicit teaching strategies and scaffolding with fidelity.**

Effect Size-Scaffolding (.82)

Explicit teaching strategies (.57)

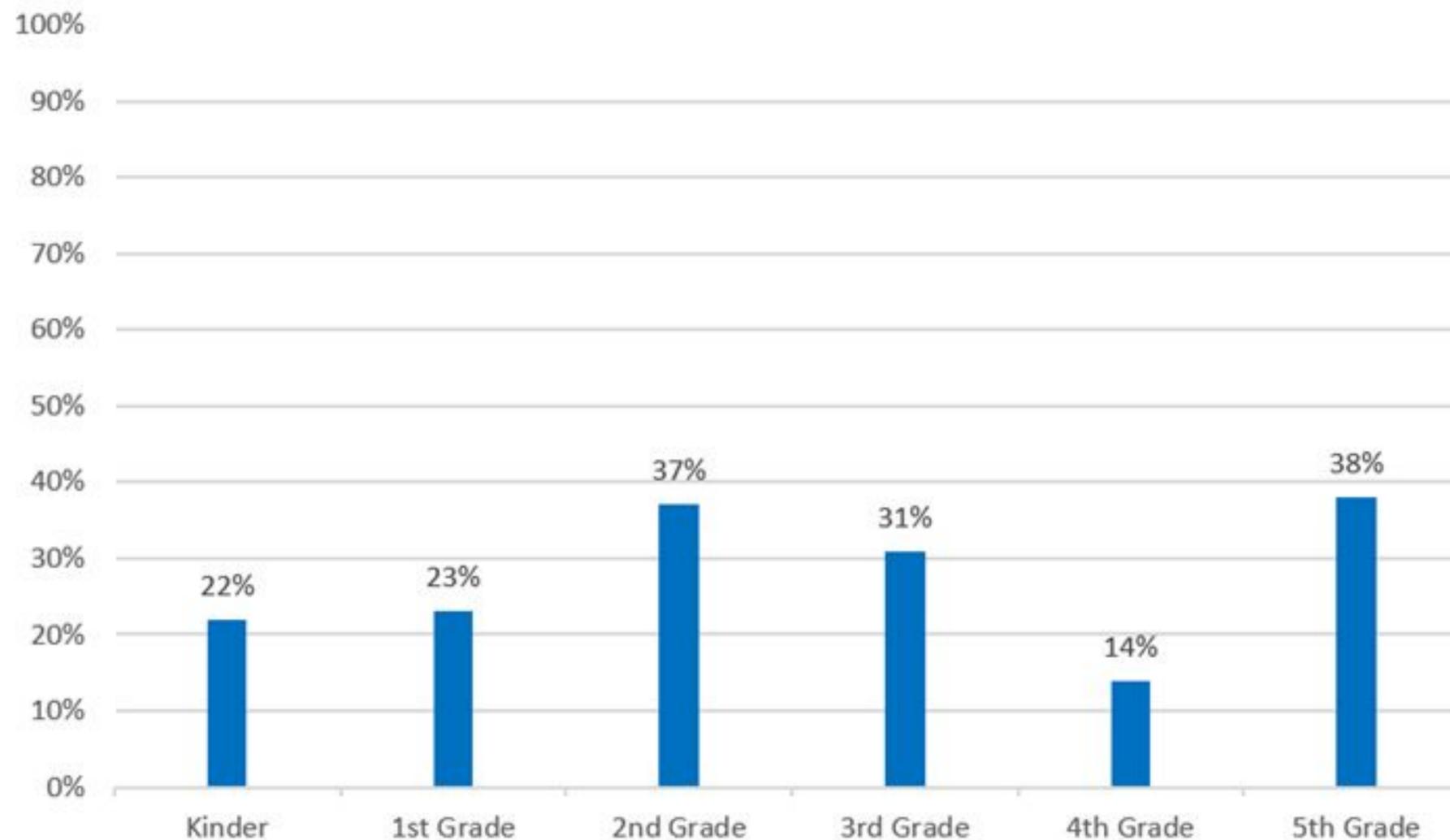
Our Focus

Grade-Level Norms Projected Growth MAP Spring 2021-Reading EOY



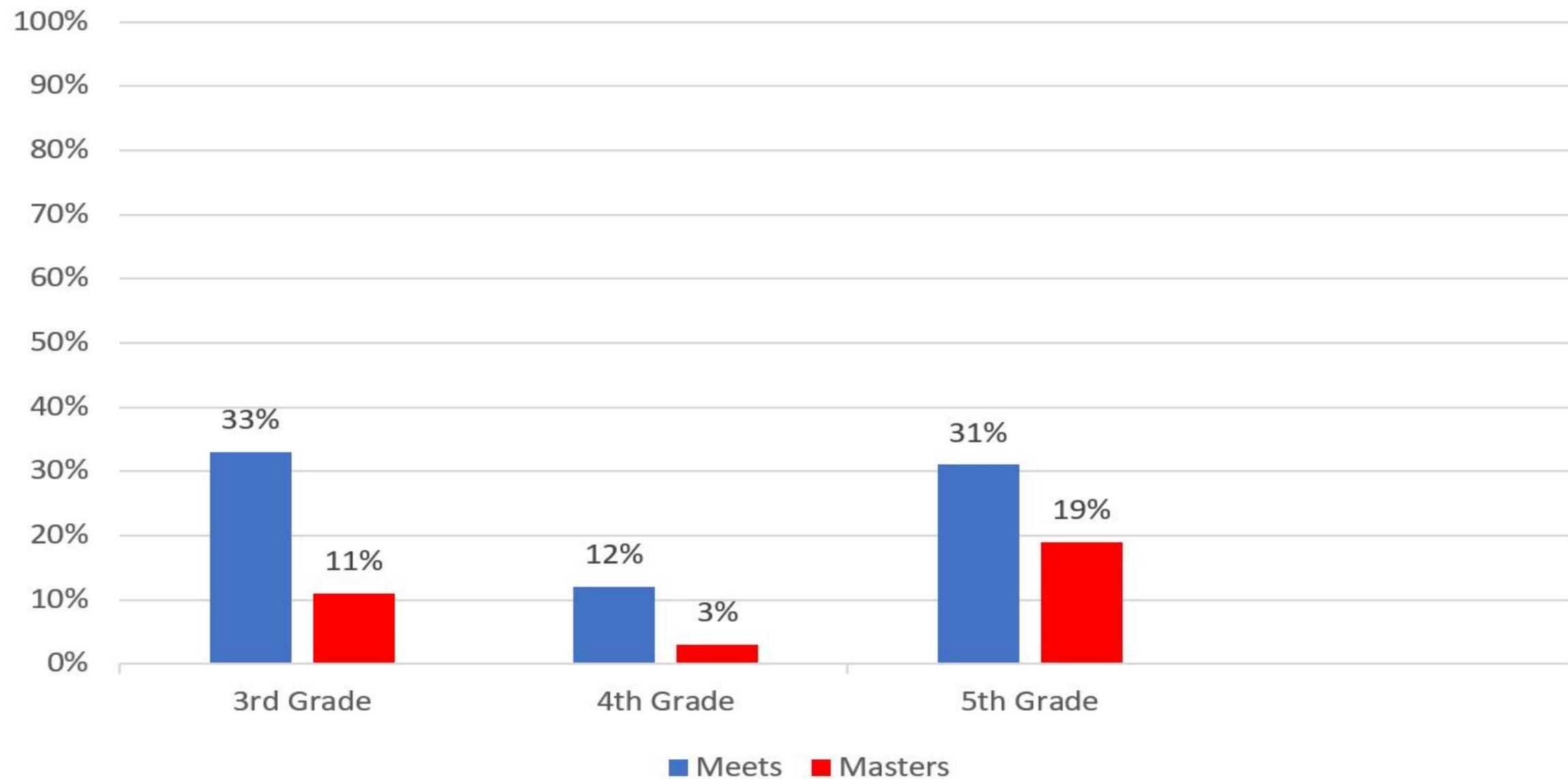
Our Focus

Percentage of Students Who Met Growth Projections MAP Spring 2021-Reading EOY



Our Focus

2021 STAAR Reading



Our Focus

Root Cause Analysis

Problem Statement: At Bray Elementary, less than 30% of scholars scored at the meets level on the 2021 STAAR Reading.

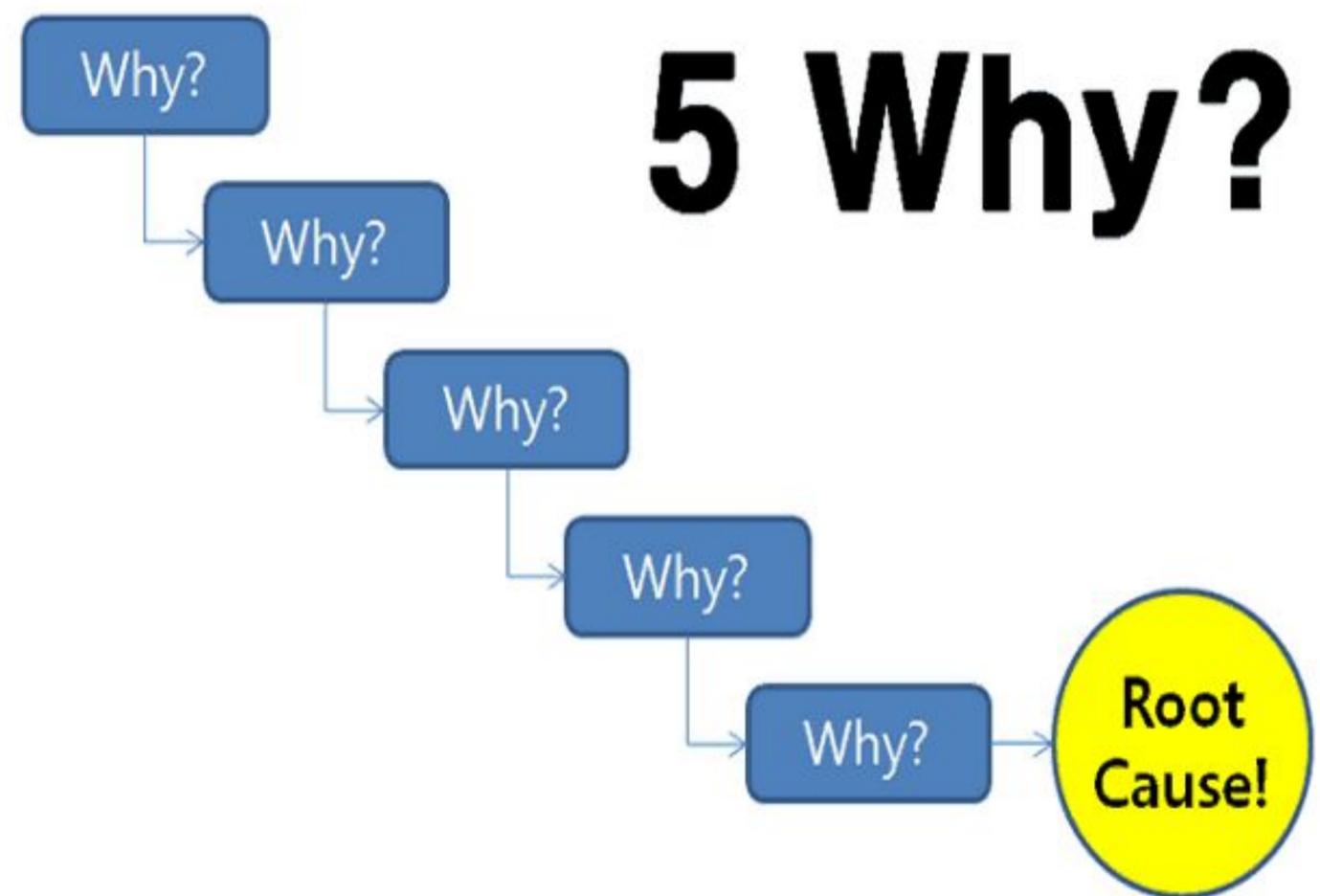
Why-Students cannot comprehend text.

Why-Students cannot read.

Why-Students lack foundational skills and language comprehension skills.

Why-Gaps in teaching foundational and language skills across grade levels.

Root Cause-Teachers have limited capacity in explicitly teaching foundational and knowledge skills using strategies and scaffolding with fidelity in a systematic way across grade levels.



How do we get there?

Key Actions

- Participate in initial and ongoing professional development for skills and knowledge instruction using the CRIMSI-Amplify curriculum
- K-1 and principal will engage in HB3 Reading Academies coursework
- Collaboratively develop and implement a fidelity walkthrough rubric (Knowledge-background knowledge, vocabulary, language structures, verbal reasoning and literacy knowledge; Skills-phonological awareness, decoding and sight recognition)
- Implement a continuous observation, feedback and coaching schedule
- Campus administrators will facilitate PLCs to calibrate and plan foundational and knowledge skills lessons using the internalization document, review scholars' work, engage in data analysis to recognize areas of strength, and develop plans to address deficit areas

Measures

- **Lead Fidelity Measure**

- 3rd-5th Grade Walkthroughs

- **Lead Performance Measures**

- Achieve3000 (3rd-5th BOY, MOY, EOY)
- Reading NWEA (3rd-5th BOY, MOY, EOY)

- **Lag Measure**

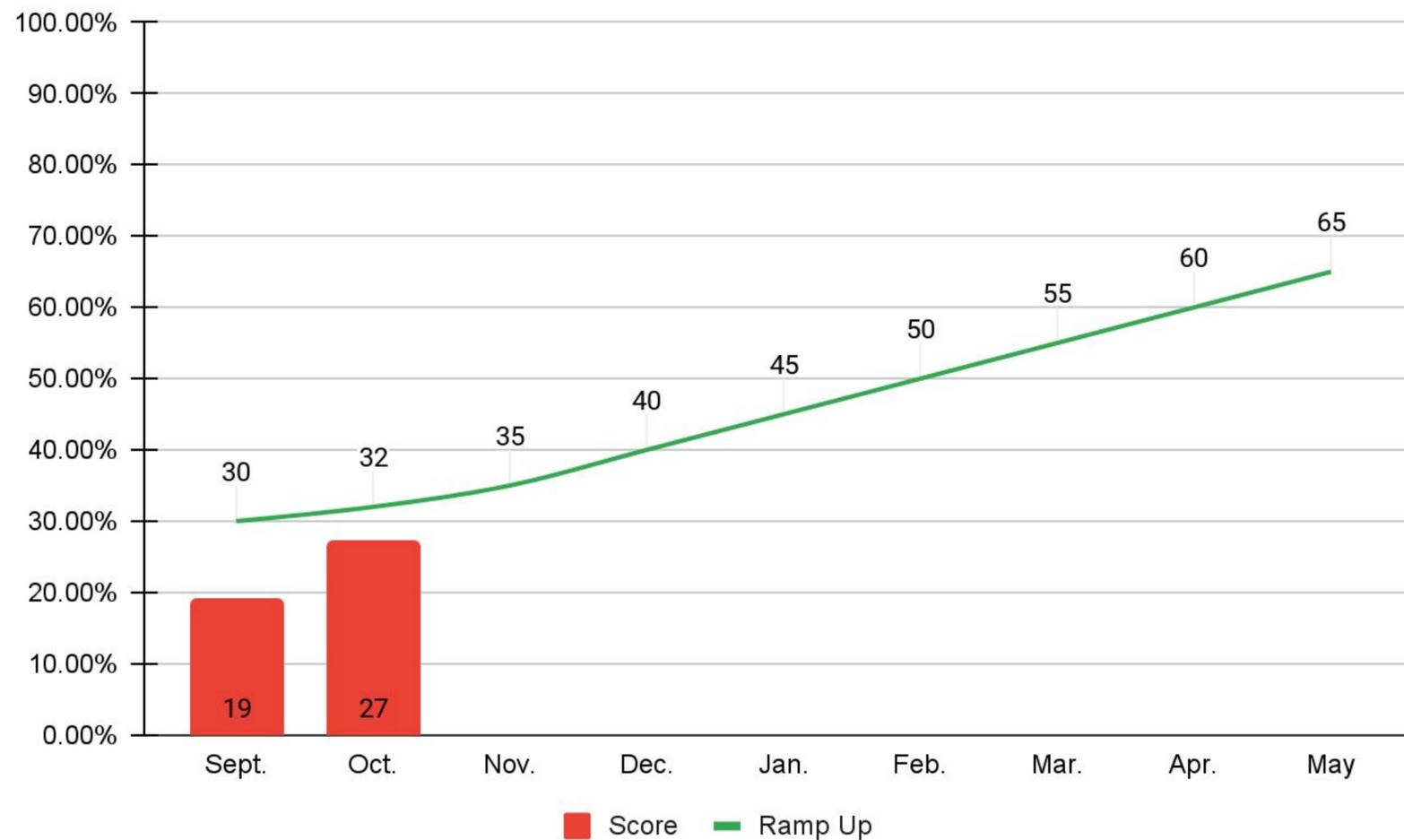
- STAAR Reading (3rd-5th Scholars Who Score Meets and Masters)

- **Equity Measure**

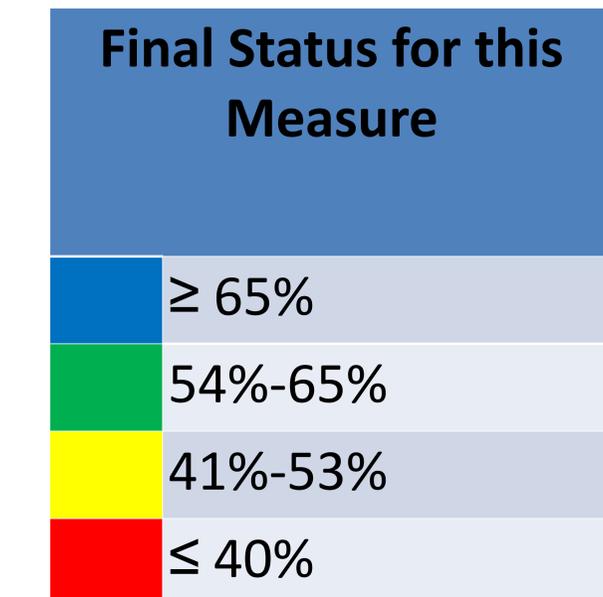
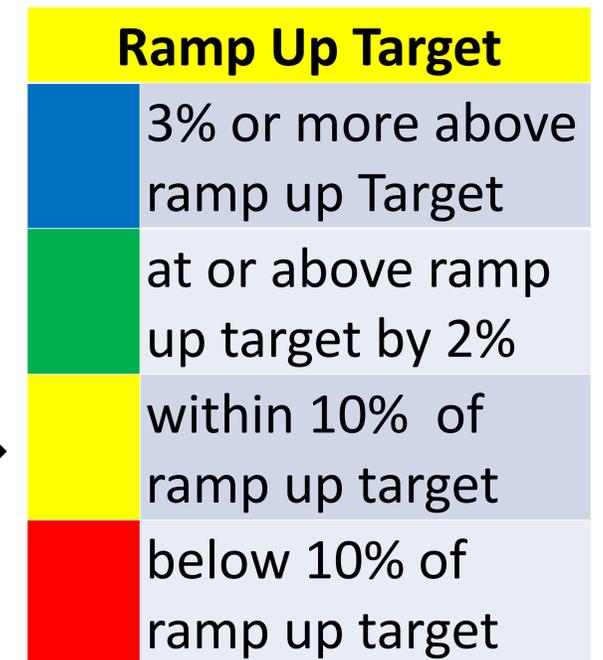
- No more than 20% difference between 3rd-5th grade economically disadvantaged scholars and all scholars who meet and masters standards.

Where are we?

Lead Fidelity Measure- 3rd-5th Grade Walkthroughs



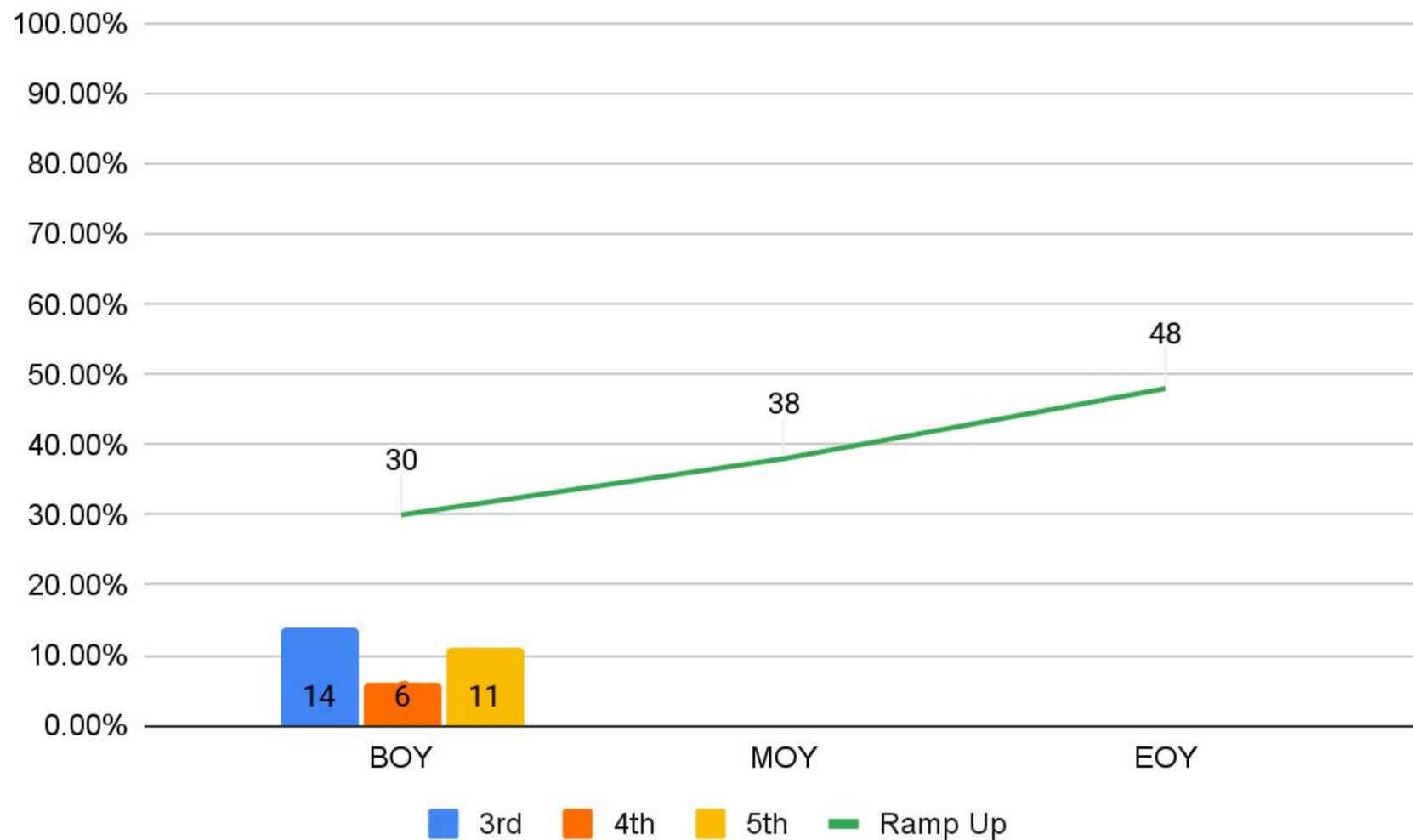
N=17
N = 36 walks



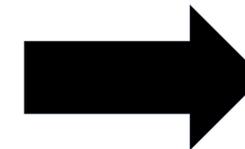
Final Target 65%

Where are we?

Lead Performance Measure 3rd-5th Scholars Reading At/Above Grade Level on Achieve3000



of Scholars Tested- 113



Ramp Up Target

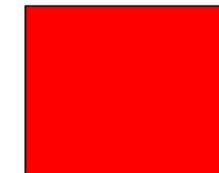
Blue	3% or more above ramp up Target
Green	at or above ramp up target by 2%
Yellow	within 10% of ramp up target
Red	below 10% of ramp up target

Final Status for this Measure

Blue	$\geq 48\%$
Green	41%-48%
Yellow	31%-40%
Red	$\leq 30\%$

Final Target 48 %

3rd-5th Grade Achieve3000



▪ **What is the problem?**

- Less than 15% of scholars in 3rd-5th grade are performing at or above grade level according to Achieve3000.

▪ **Root Cause:**

- Teachers have limited capacity in teaching foundational and knowledge skills, are unfamiliar with the resources offered by Achieve3000, and how to use them to strengthen scholars' reading skills.

▪ **Impact statement of the problem:**

- Scholars are not able to read and comprehend grade-level text
- Scholars will not demonstrate mastery of grade level standards on DCCAs
- Scholars will not meet grade level standards on the 2022 STAAR
- Scholars' gaps in reading will increase overtime

▪ **Action to be taken:**

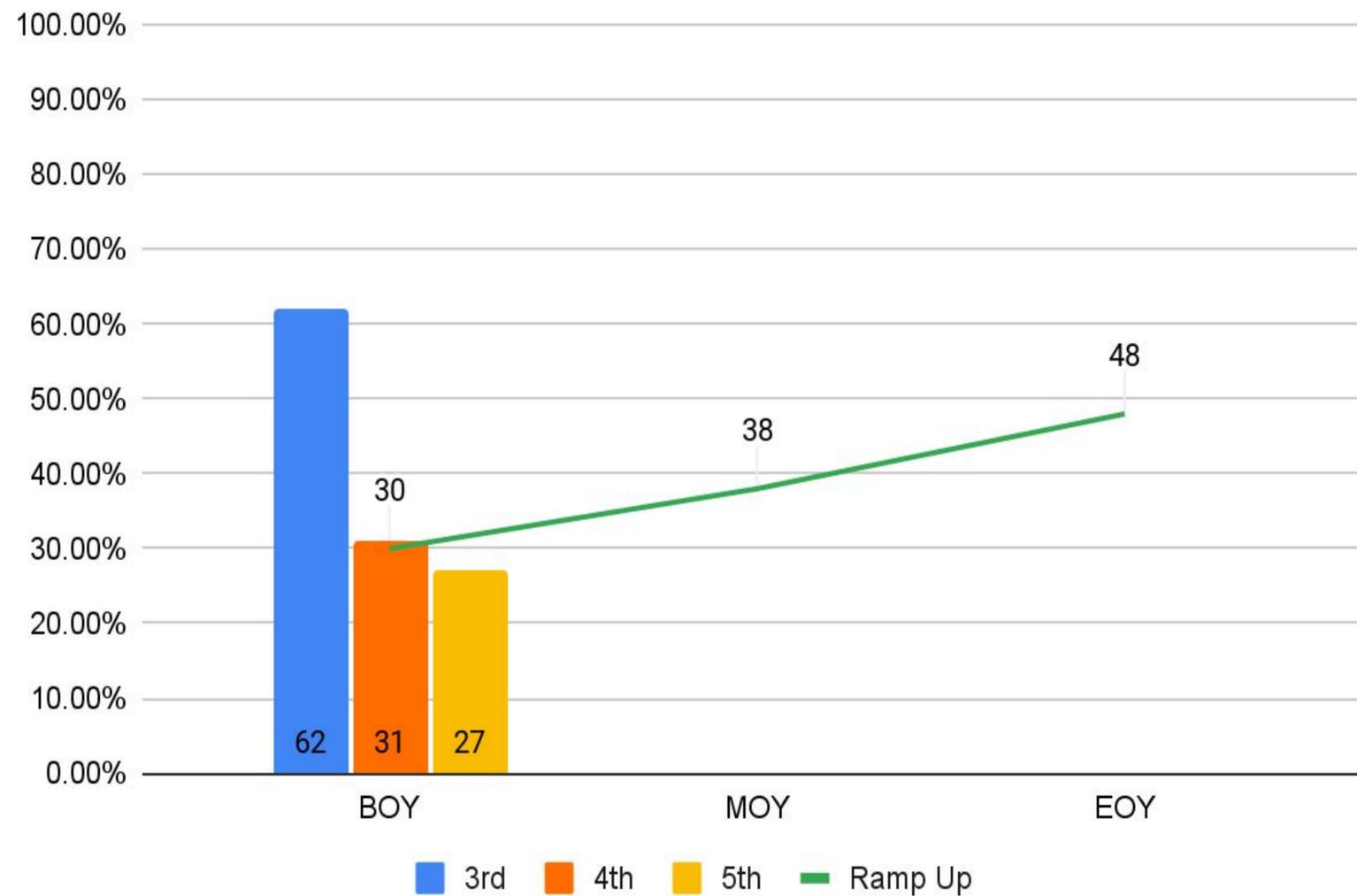
- Provide professional development on how to effectively use and implement Achieve3000 resources during core instruction.
- Provide professional development on how to use the Leveled Literacy Intervention System to provide targeted instruction in reading foundational and knowledge skills to close reading gaps.
- Model and implement metacognitive strategies to increase scholars' reading comprehension.
- Develop intervention plans and provide reading accommodations to scholars who have severe deficits in reading through the MTSS/RTI committee.
- Engage scholars in goal-setting to monitor progress in reading using Achieve3000.

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

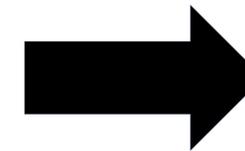
- I will update the leadership team during our weekly meeting. The staff will receive an update in the next staff meeting. I will update my executive director in our November coaching meeting.

Where are we?

Lead Performance Measure- 3rd-5th Scholars At or Above Performance on NWEA Reading



of Scholars Tested- 113



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

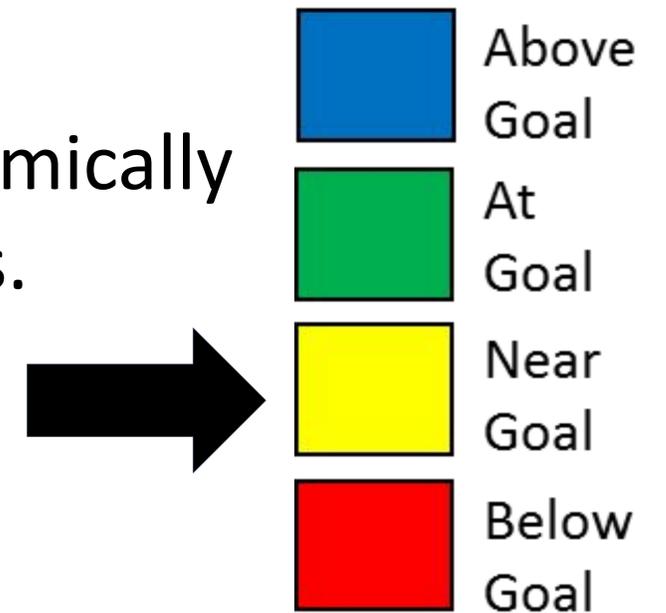
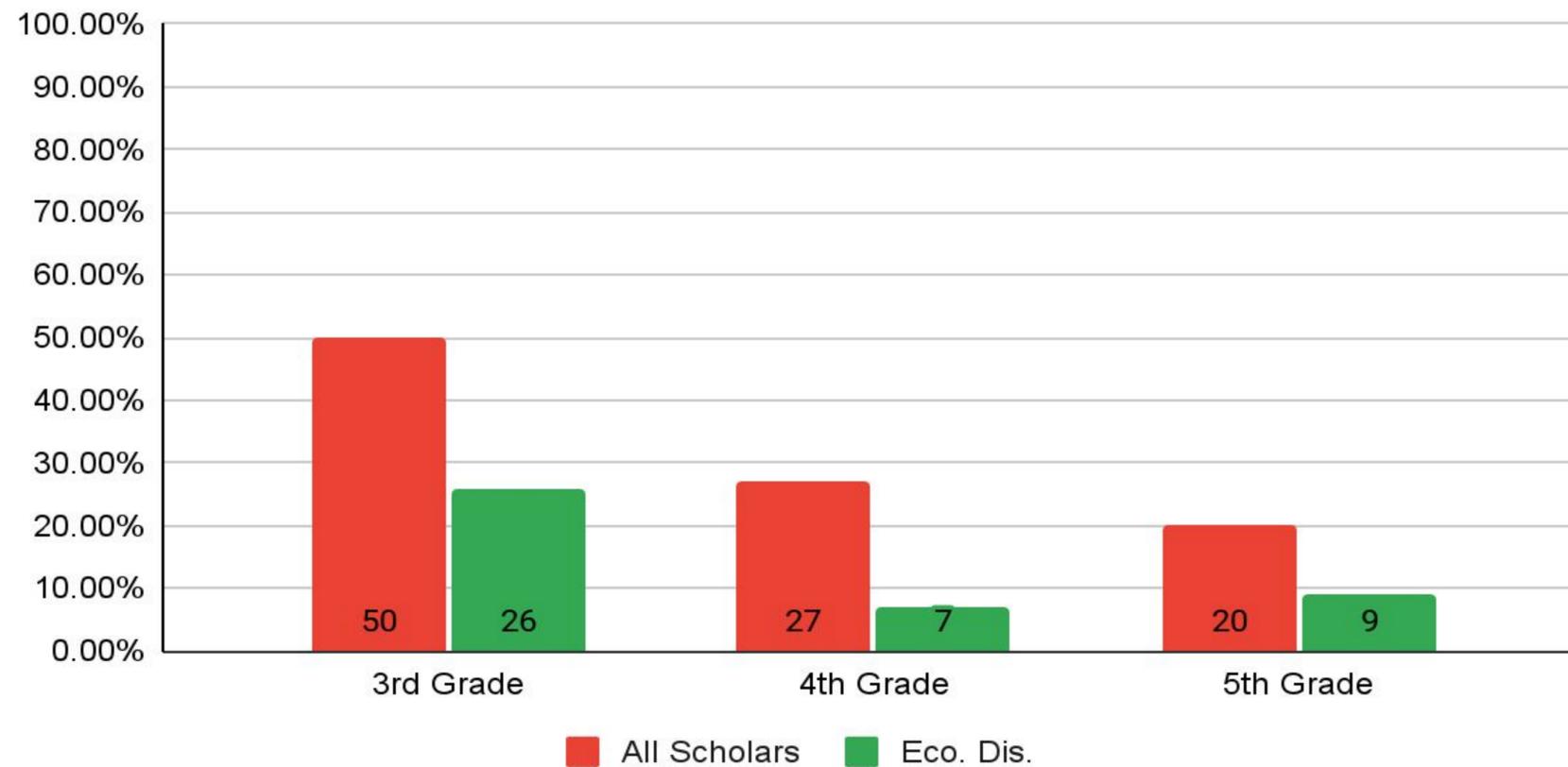
Final Status for this Measure	
Blue	≥ 50 %
Green	41%-50%
Yellow	31%-40%
Red	≤ 30%

Final Target 50 %

Where are we?

Equity Constraint Measure-NWEA

No more than 20% difference between 3rd-5th grade economically disadvantaged scholars and all scholars who meet standards.



Final Status for this Measure



of ED in 3rd Grade- 20
All Students Tested- 34

of ED in 4th Grade-22
All Students Tested-29

of ED in 5th Grade-31
All Students Tested-44

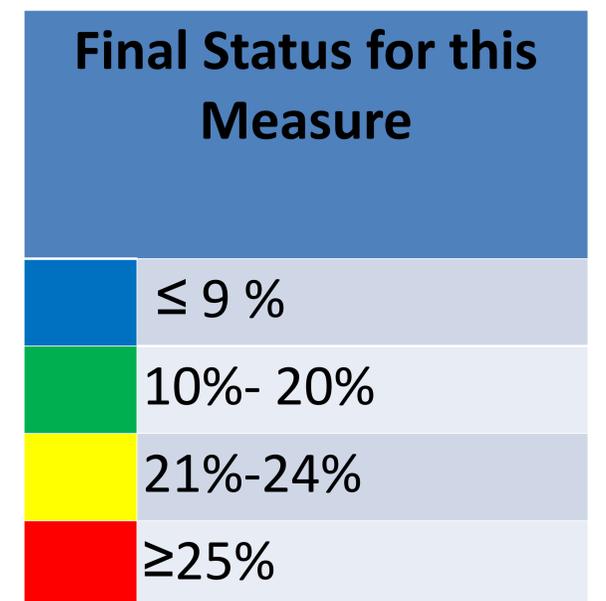
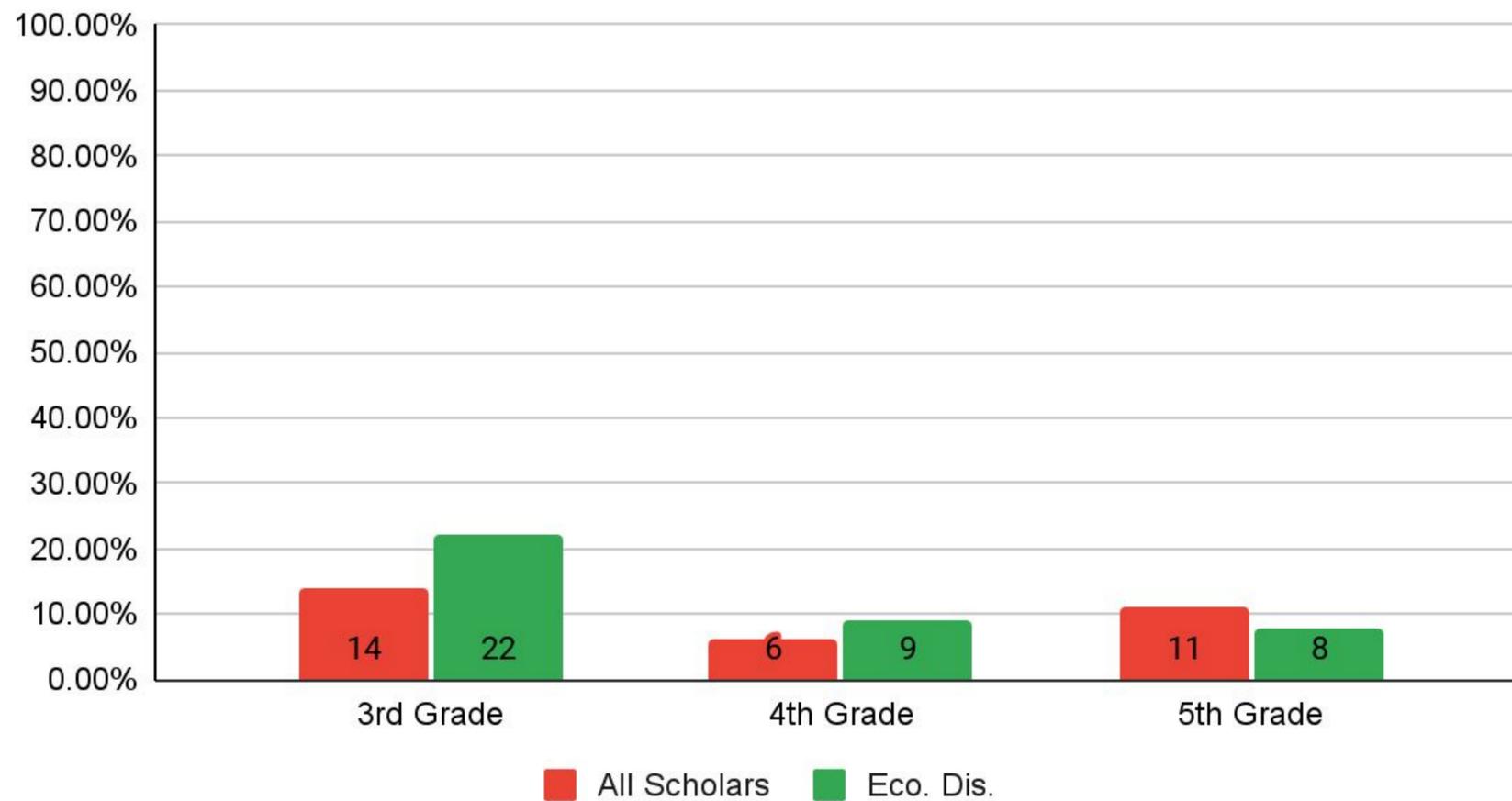
Final Target No
More Than 20%

Where are we?

Equity Constraint Measure-Achieve3000



No more than 20% difference between 3rd-5th grade economically disadvantaged scholars and all scholars who meet standards.



Final Target No More Than 20%

of ED in 3rd Grade- 20
All Students Tested- 36

of ED in 4th Grade-22
All Students Tested-32

of ED in 5th Grade-31
All Students Tested-45

Continuing the work

Support Needed: Campus Level

- Targeted professional development on explicitly teaching and scaffolding strategies and how to use them during instructional delivery

Support Needed: District Level

- Support from ELAR coordinator on how to implement explicit teaching strategies to teach reading skills in the context of the reading curriculum
- Academic Interventionist on campus

Questions



2. Bessie Coleman Middle School

**EDUCATE.
EMPOWER.
INSPIRE.**



**Bessie Coleman
Campus Spotlight
November 2021**

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 develop scholars who are prepared to excel in high school and beyond.

Vision Statement

All scholars will leave Bessie Coleman on grade level in reading and math.

Motto

Every Scholar. Every Day

Who are we?

Spotlight:

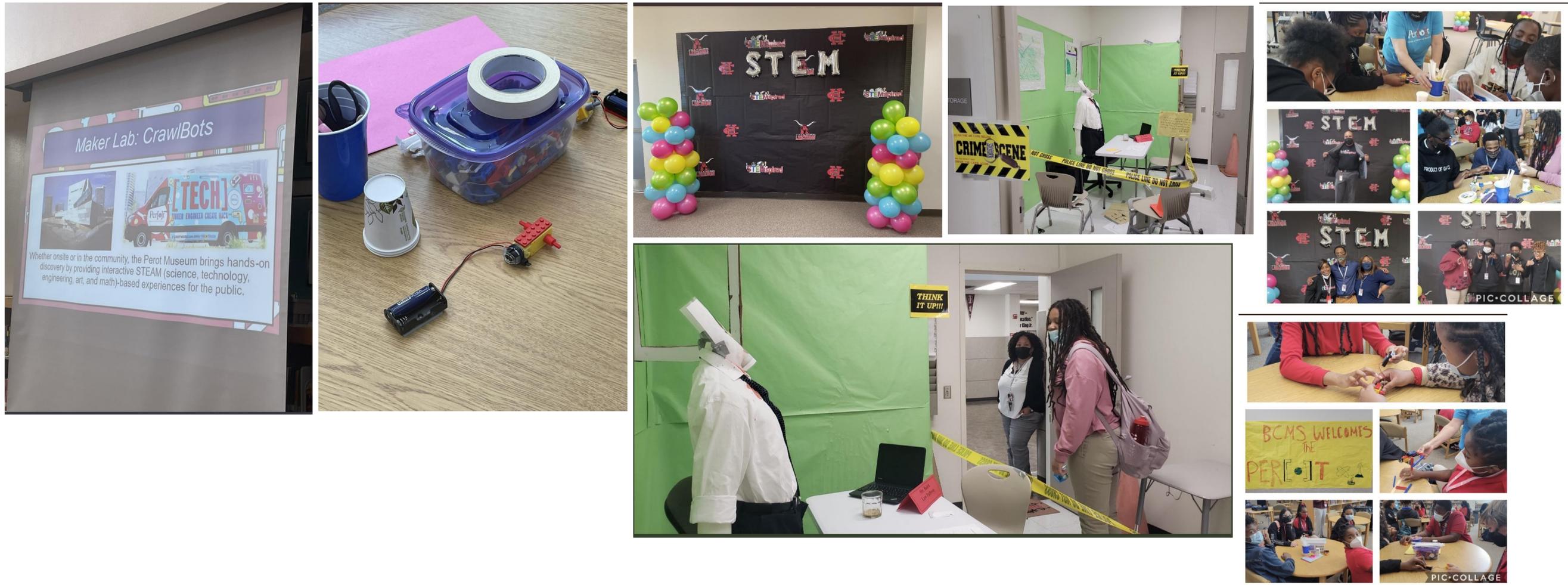
At Bessie Coleman we support one another and always show Coleman Love!



Who are we?

Spotlight:

Bessie Coleman and The Ross Perot Museum STEMSpired Kickoff



Our Focus

 **Bessie Coleman Middle School Math teachers will implement research-based strategies* with fidelity.**

Aggressive Monitoring (Effect Size .70)

Backwards Design-DOL Exemplar (Effect Size .79)

RTI via Small Group Instruction (Effect Size 1.29)

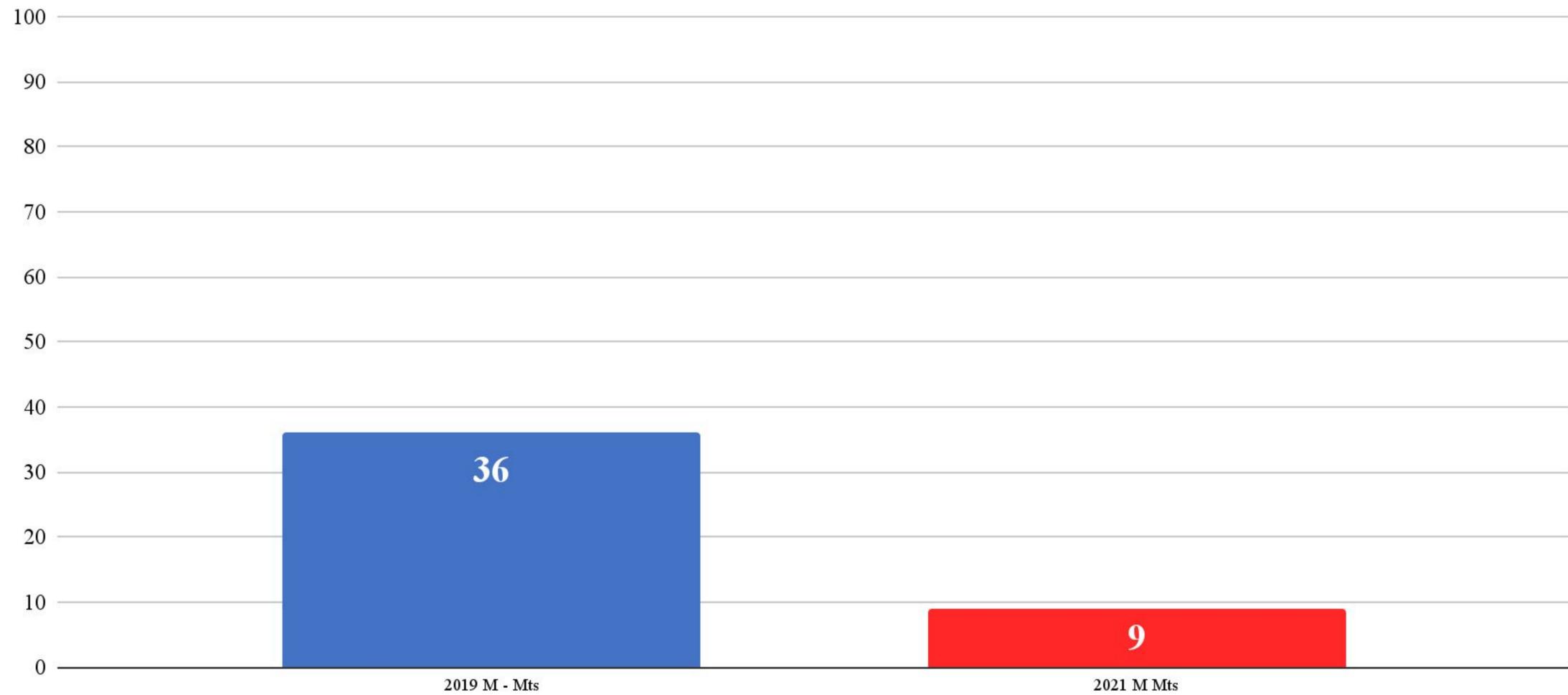
Multiple Response Strategies MRS (.48)

Effect size - John Hattie: Influences on achievement. An effect size of .4 allows students to experience one year's growth

Our Focus

Data Slide

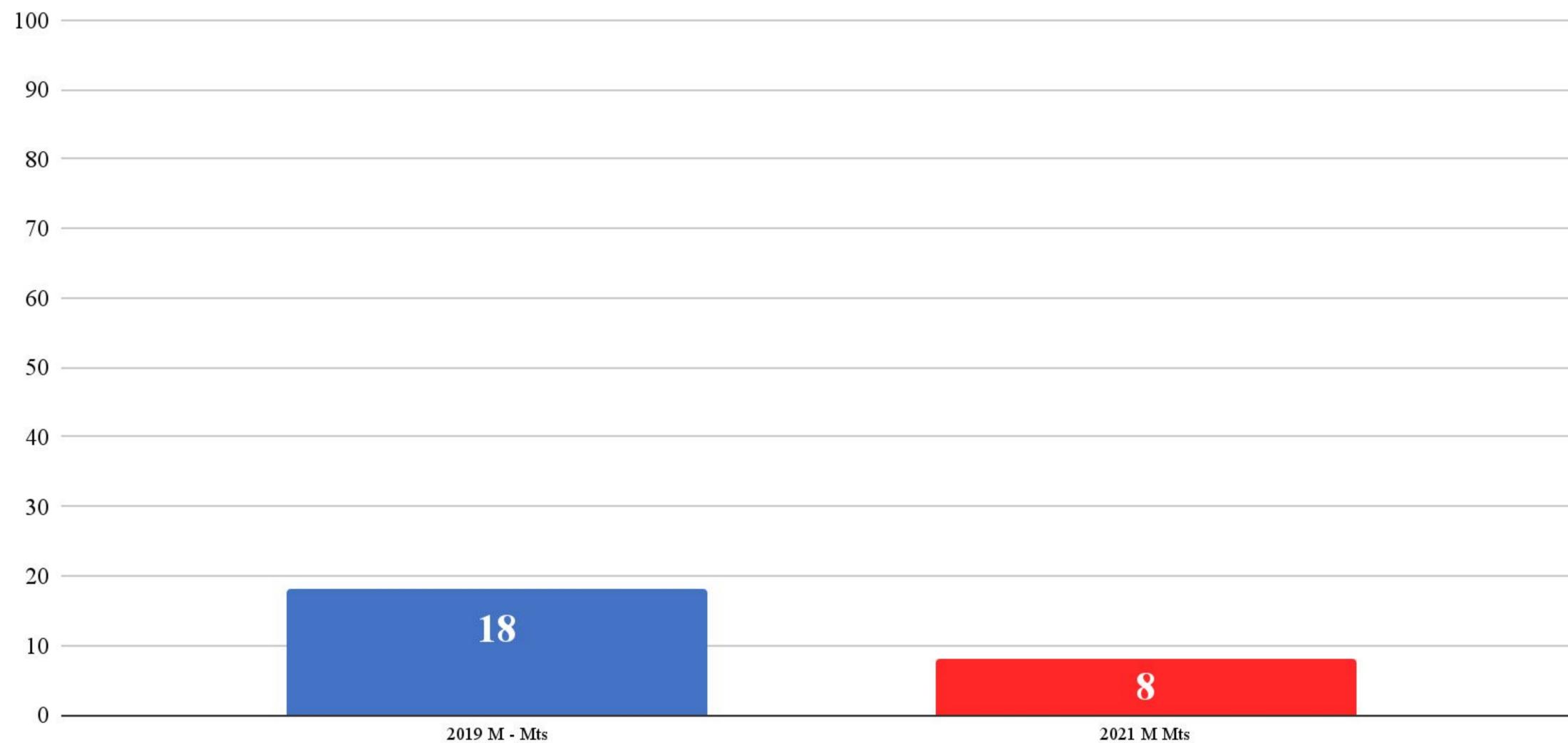
6th grade Math STAAR



Our Focus

Data Slide

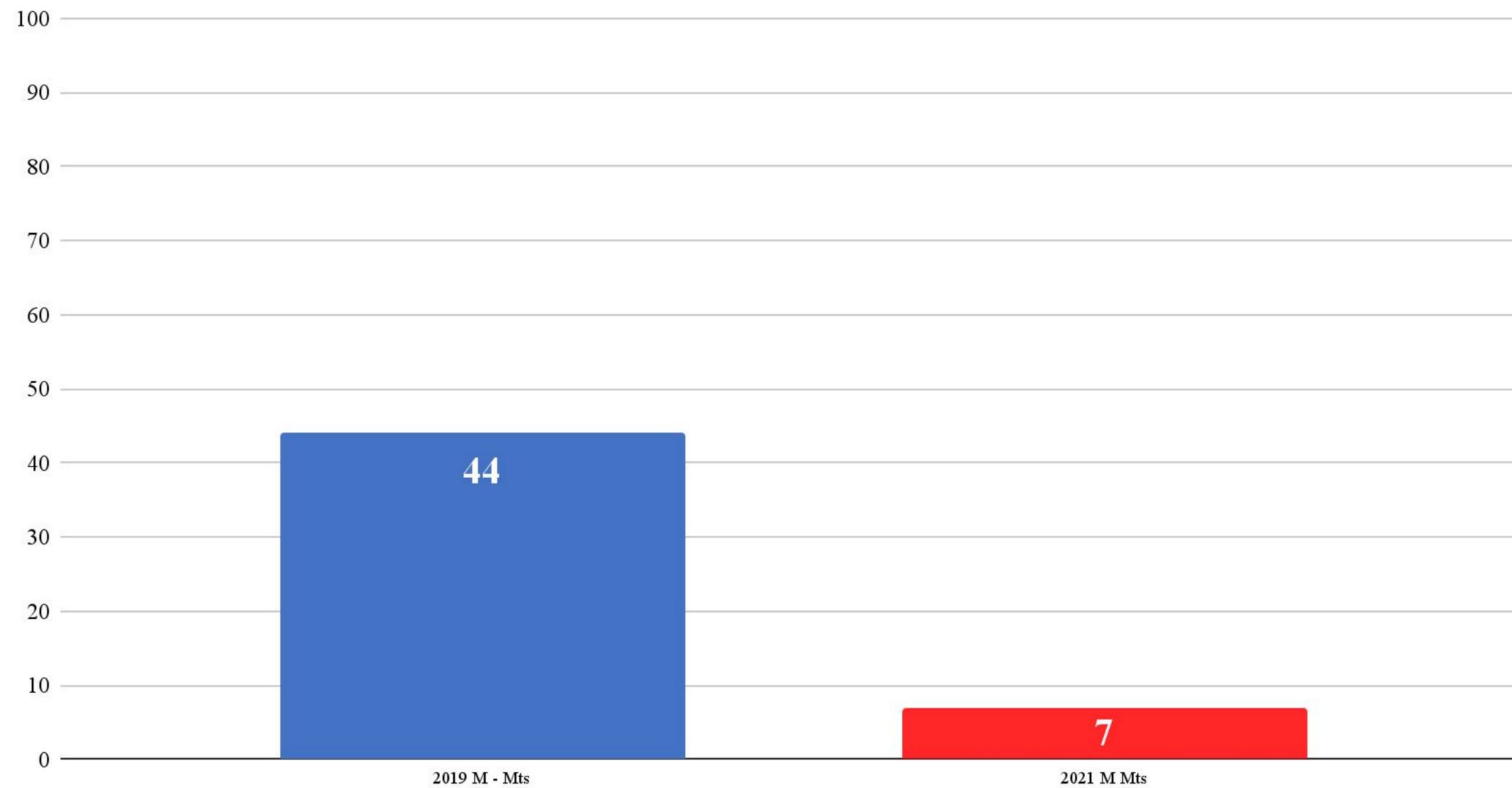
7th grade math STAAR



Our Focus

Data Slide

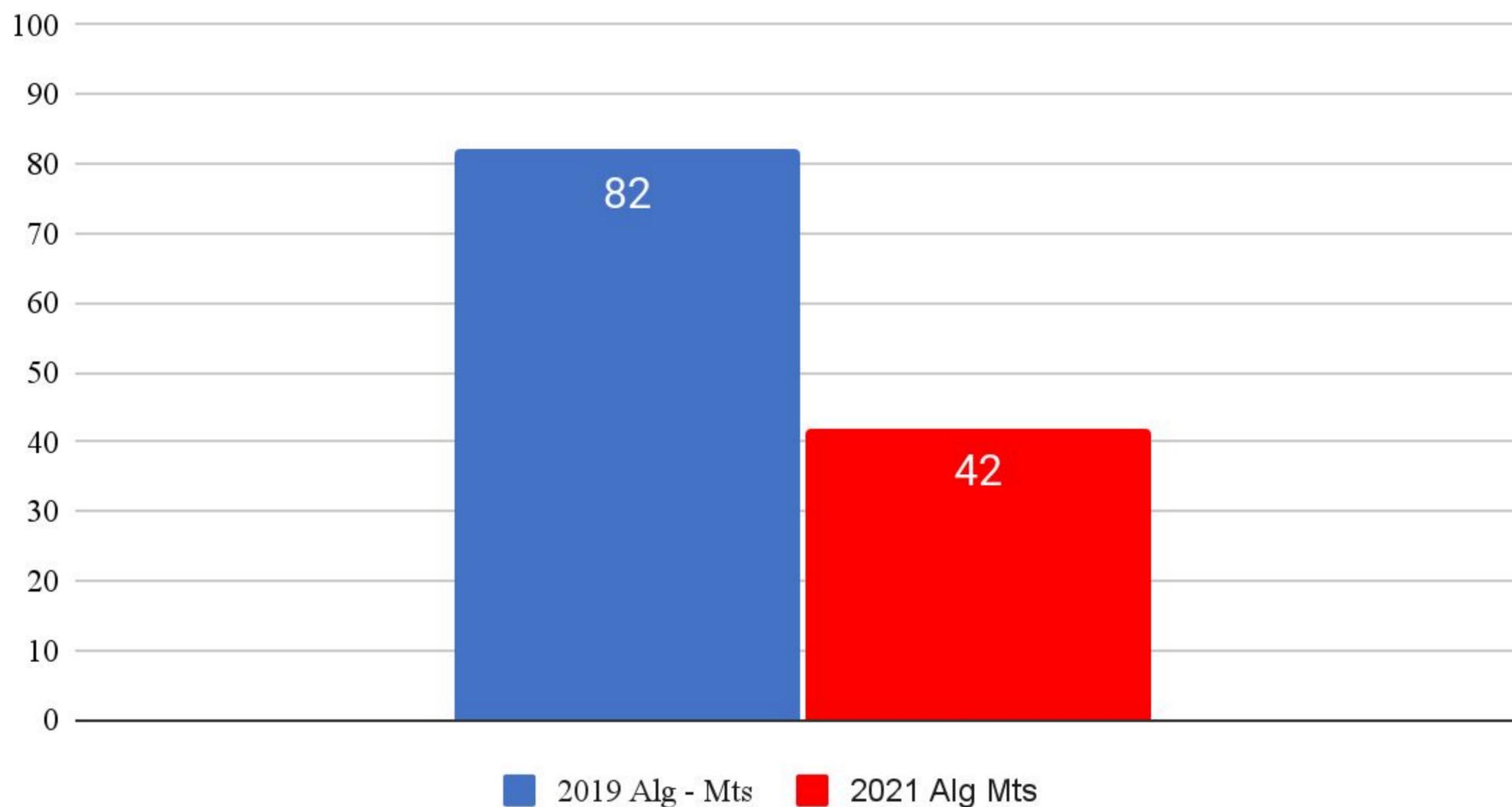
8th grade Math STAAR



Our Focus

Data Slide

8th Grade Algebra I STAAR EOC



Our Focus

Root Cause Analysis

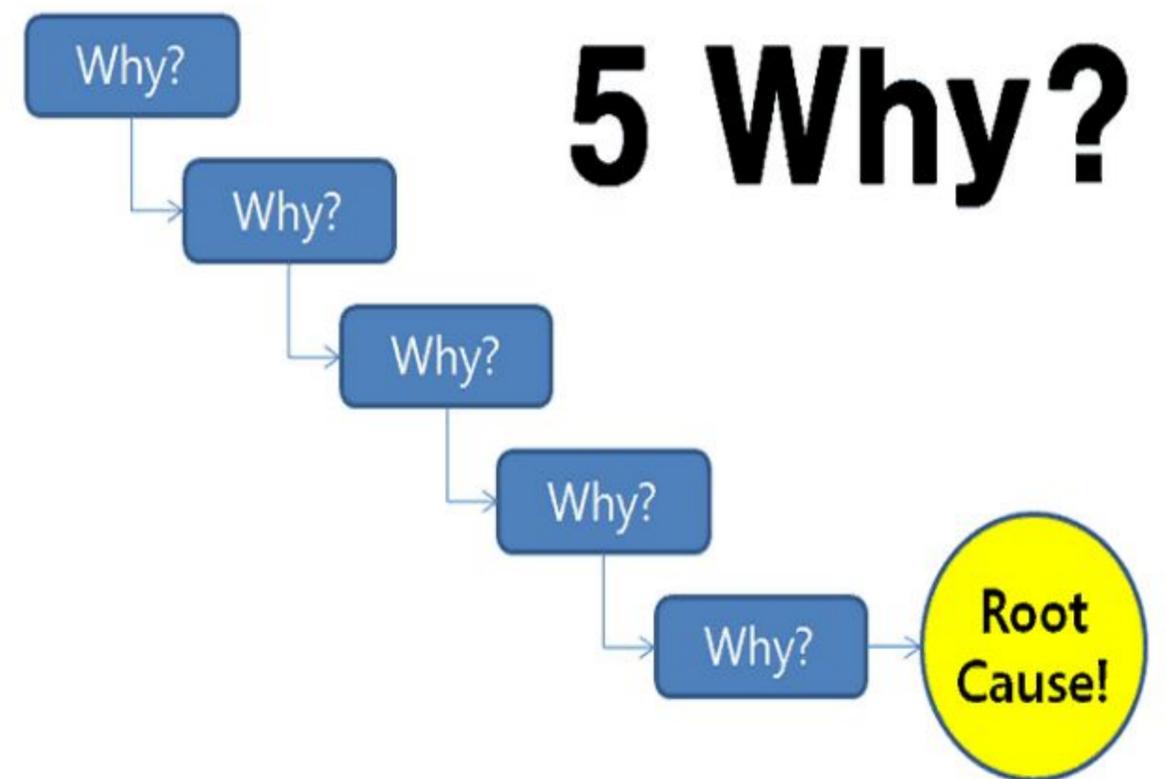
Problem Statement: Less than 10% of the scholars at Bessie Coleman scored Meets on the STAAR 6th-8th grade math test.

Why?: Scholars did not consistently solve grade level math problems during class time.

Why?: Scholars were not always given the opportunity to consistently solve grade-level math problems before moving on to next TEK.

Why?: Teachers did not aggressively monitor scholar progress and pull students into small groups to provide remediation to individual scholars who had gaps.

Why?: Teachers were not trained on how to aggressively monitor and provide remediation to scholars with gaps.



How do we get there?

Key Actions

- 1. Professional Development through PLCs for teachers in the area of designing DOL Exemplars.**
- 2. Professional Development through PLCs for teachers in the area of aggressive monitoring.**
- 3. Professional Development through PLCs for teachers in the area of multiple response strategies.**
- 4. Professional Development through PLCs for teachers in the area of small group instruction.**
- 5. Administrative walks to provide feedback on four instructional strategies.**
- 6. Development of a fidelity walkthrough form**
- 7. Administrative team will conduct fidelity walks to ensure implementation of PD (40 per six weeks)**
- 8. Ongoing Coaching of teachers by administrative staff of the implementation of math strategies**

Measures

Lead Fidelity

Fidelity walks by administrator: Four Research-based Instructional Strategies

Lead Performance

- 6th-8th MAP Math Norm Grade level
- 6th-8th MAP Math Growth
- IXL

Lag Measure

- 6th Grade STAAR Math at Meets level
- 7th Grade STAAR Math at Meets level
- 8th Grade STAAR Math at Meets level
- Algebra I EOC STAAR at Meets level

Equity Constraint

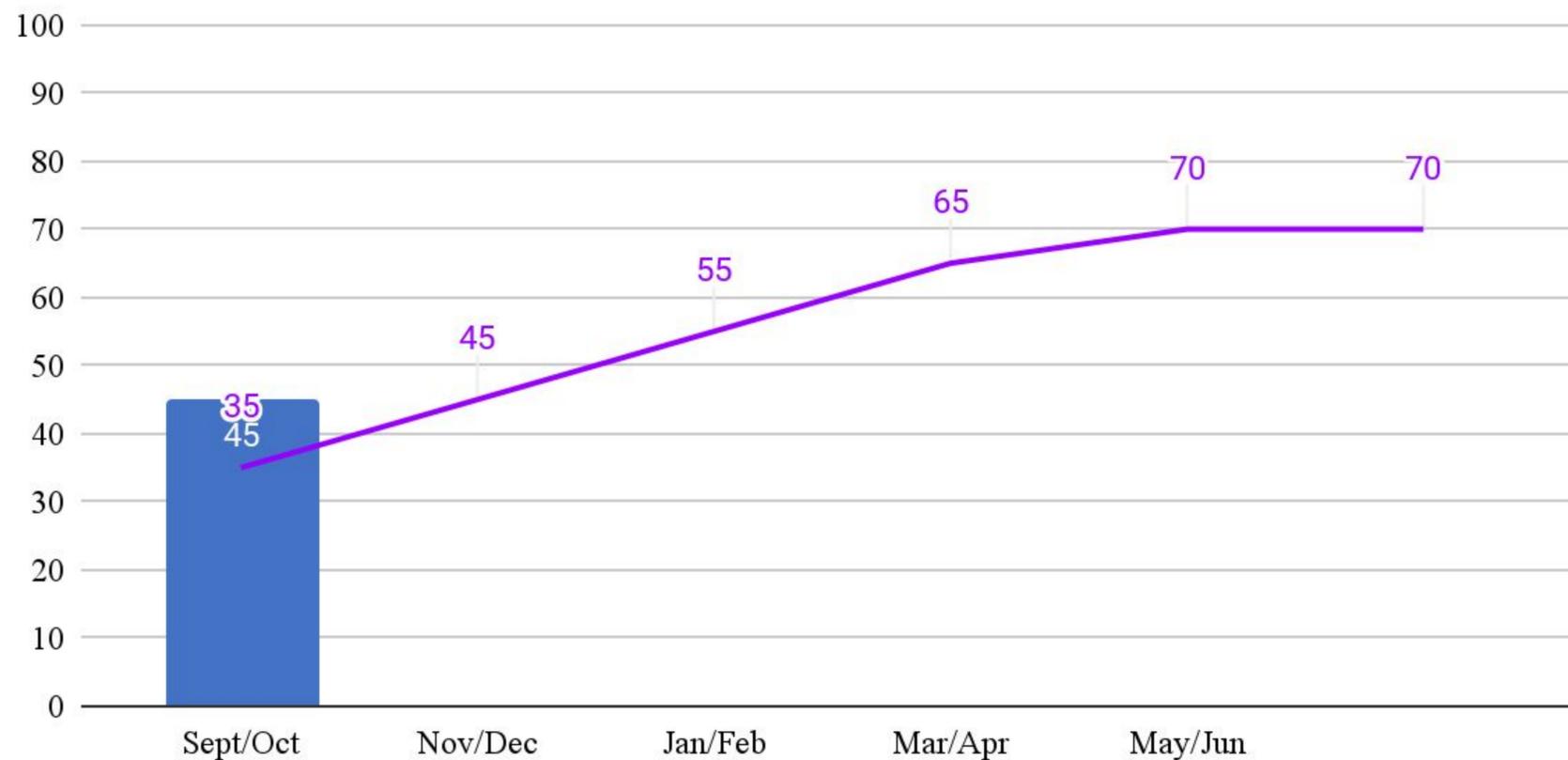
- No more than a 20% gap in STAAR Math level performance between SPED student group and all students

Where are we?

Lead Fidelity Measure

Percentage of time 2 of 4 instructional strategies used per week

Fidelity Measure Ramp Up



^{N=17}
N = 30



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

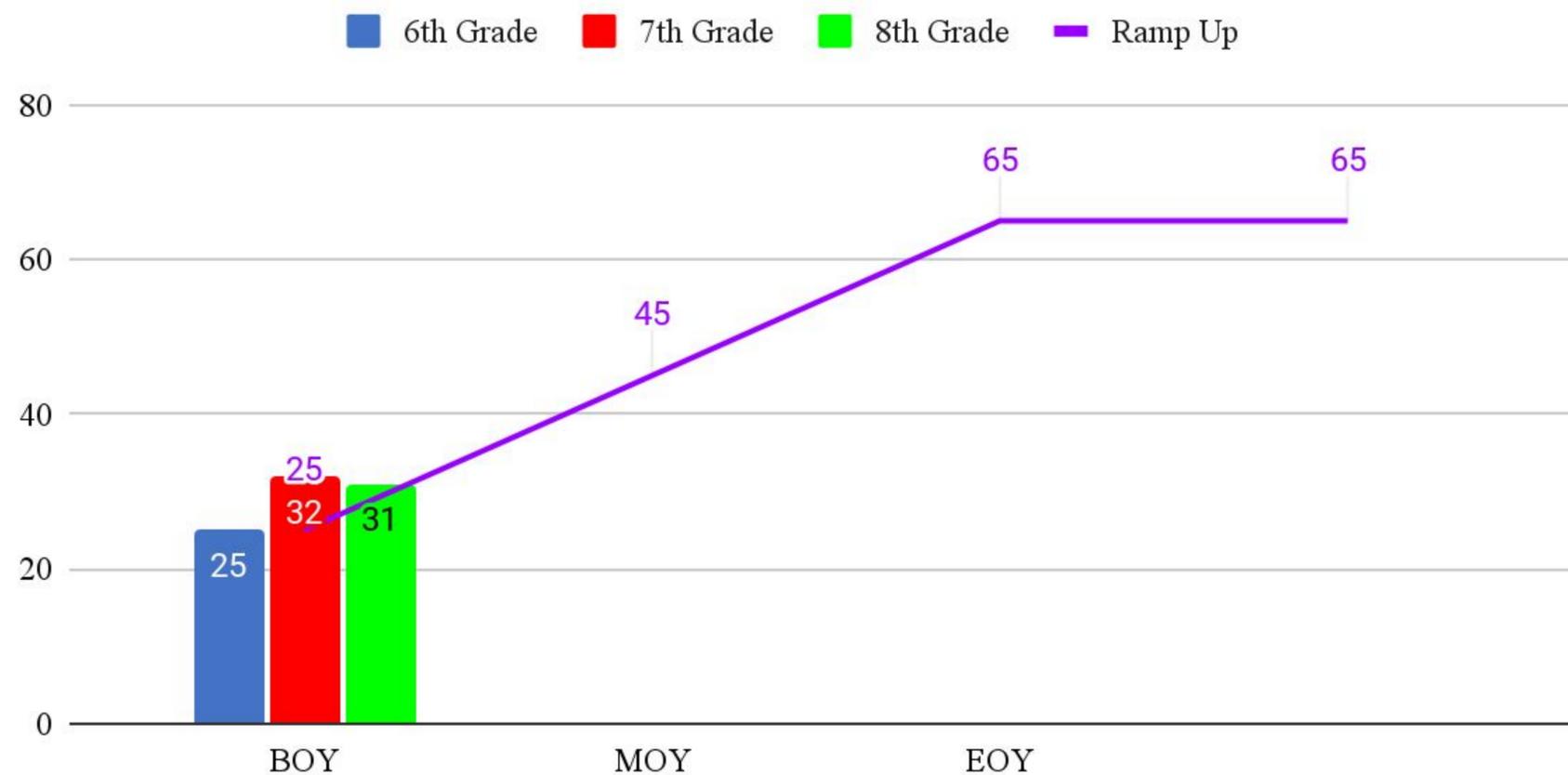
Blue	$\geq 71\%$
Green	72% - 68%
Yellow	67% - 61%
Red	$\leq 60\%$

Final Target 70%

Where are we?

Lead Performance Measure

Percent of scholars at or above norm grade level on Map math assessment



N = % of students at or above norm grade level



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

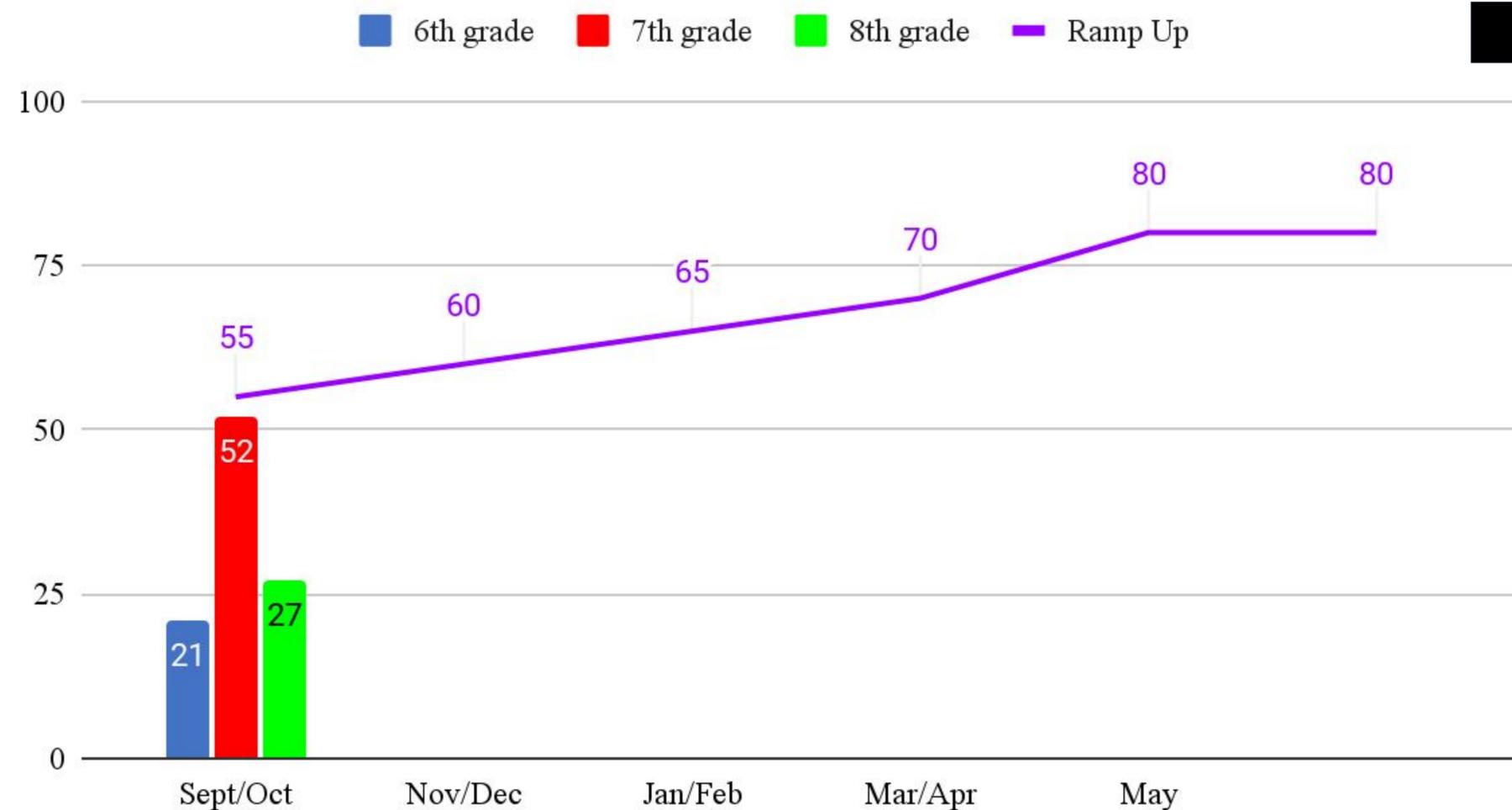
Blue	$\geq 71\%$
Green	72% - 68%
Yellow	67% - 61%
Red	$\leq 60\%$

Final Target 70%

Where are we?

Lead Performance Measure

Percent of students completing 15 IXL problems per week



Ramp Up Target

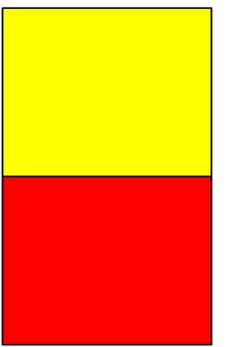
Blue	3% or more above ramp up Target
Green	at or above ramp up target by 2%
Yellow	within 10% of ramp up target
Red	below 10% of ramp up target

Final Status for this Measure

Blue	$\geq 80\%$
Green	80%
Yellow	70% - 79%
Red	$\leq 69\%$

Final Target 80%

Name of Lead Measure : Red



▪What is the problem?

- Less than half of all students are completing the 15 questions required per week in IXL.

▪Root Cause:

- Purposeful planning has not occurred to ensure scholars are exposed to the 15 IXL questions per week that align with current TEKs.

▪Impact statement of the problem:

- The lack of planning did not allow for the consistent implementation of IXL problems on a weekly basis.

▪Action to be taken:

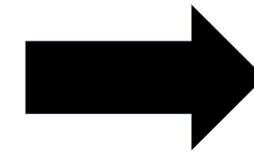
- Campus instructional leaders will work with the math department during PLC to help embed IXL practice time during the daily lessons.

▪When will you give your team an update?

- Update ED in November coaching meeting.

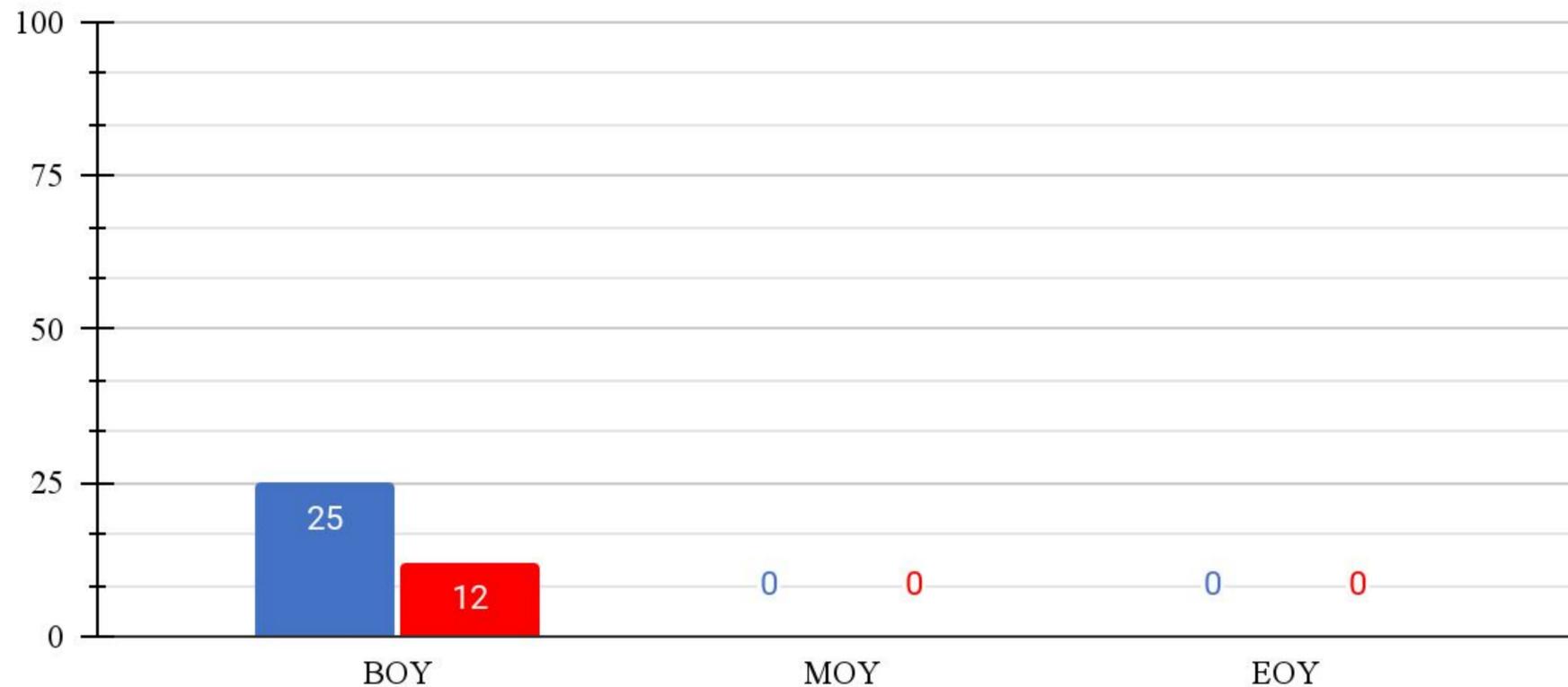
Equity Measure 6th Grade

No more than a 20% gap in STAAR Math level grade performance between SPED student groups and all student groups



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

■ General Ed ■ Sped 6th



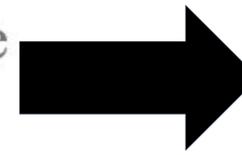
N = # of students tested

Final Status for this Measure	
≤ 17 % diff	
20% diff	
21% - 30% diff	
≥ 31% diff	

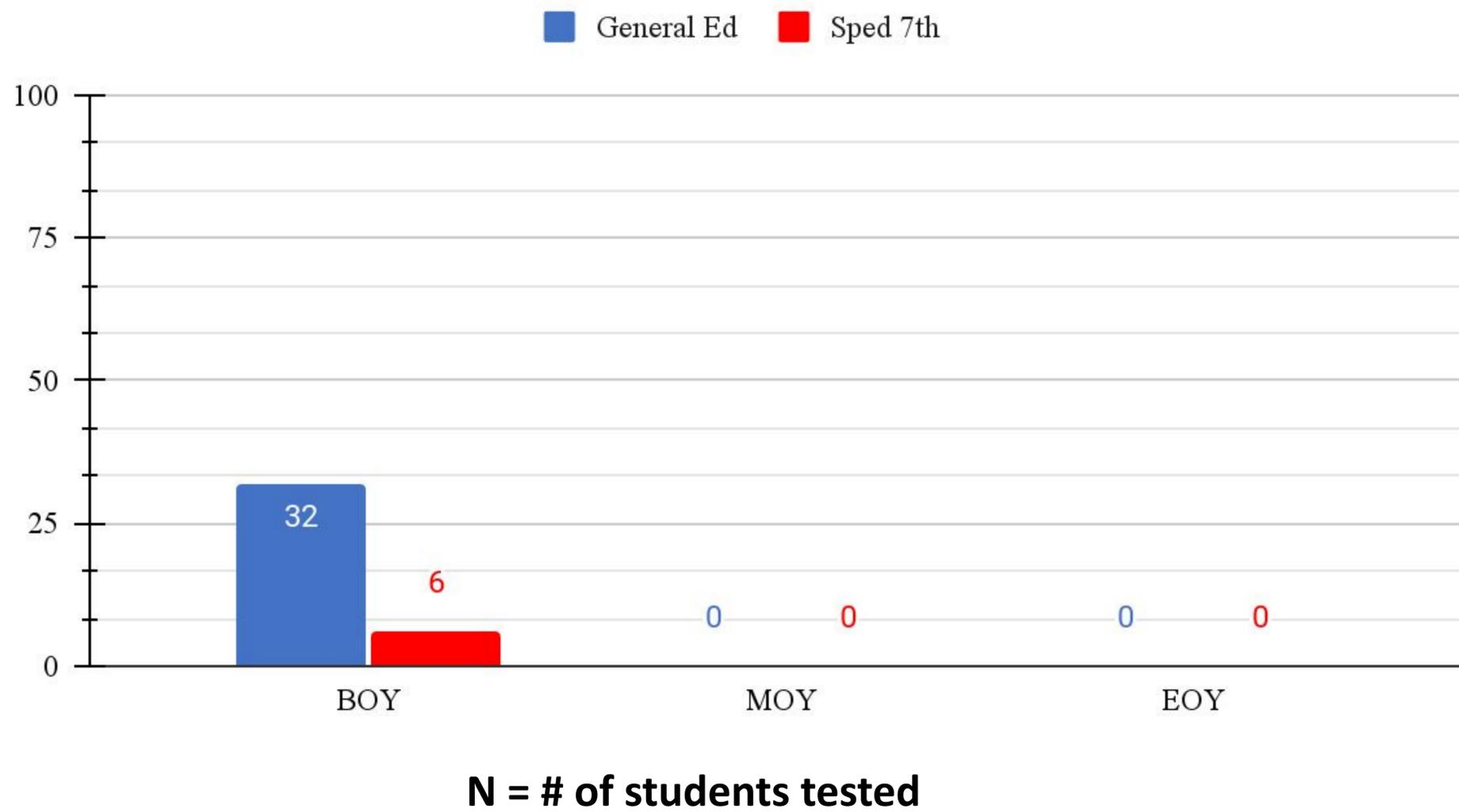
Final Target No More Than 20 %

Equity Measure 7th grade

No more than a 20% gap in STAAR Math level grade performance between SPED student groups and all student groups



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

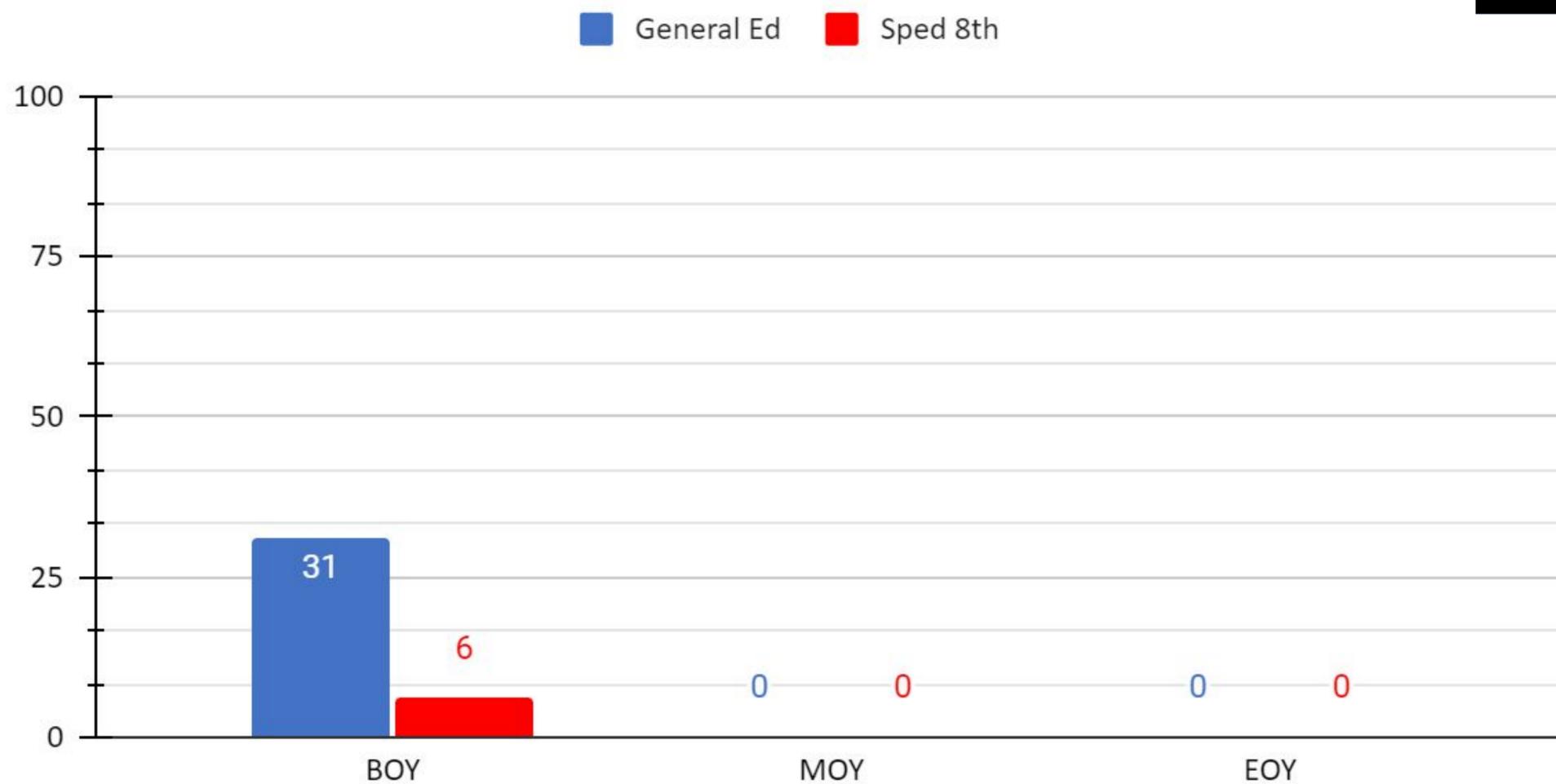


Final Status for this Measure	
	≤ 17 % diff
	20% diff
	21% - 30% diff
	≥ 31% diff

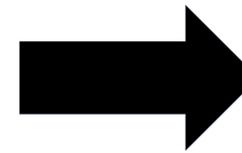
Final Target No More Than 20 %

Equity Measure 8th grade

No more than a 20% gap in STAAR Math level grade performance between SPED student groups and all student groups



N = # of students tested



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

Final Status for this Measure	
Blue	≤ 17 % diff
Green	20% diff
Yellow	21% - 30% diff
Red	≥ 31% diff

Final Target No More Than 20 %

Continuing the work

Support Needed: Campus Level

- **Administrators: Administrative walks to give feedback**

Support Needed: District Level

- **Academic Interventionist (Math) support teachers in executing/modeling research based strategies.**

Questions



8. ACTION

A. Fiscal Year 2021 Audit

B. Recommendation To Sanction Certificates

Consideration and possible action regarding approval of a finding in accordance with TEC Section 21.210(c), TEC §21.105 (c) and 19 TAC 249.14(g), and 249.14 (j) that good cause did not exist for two teachers to resign in the middle of the school year without the District accepting their resignations and for them to abandon their employment contract.

Consideration and possible action regarding the notification of SBEC in accordance with TEC Section 21.210(c), TEC §21.105 (c) and 19 TAC 249.14(g), and 249.14(j) that two contract teachers, one term and one probationary, have abandoned their employment contracts and seeking sanctions for abandonment of their positions.

General Requirements

All resignations shall be submitted in writing to the Superintendent or designee. The employee shall give reasonable notice and shall include in the letter a statement of the reasons for resigning. A prepaid certified or registered letter of resignation shall be considered submitted upon mailing.

At-Will Employees

The Superintendent or designee shall be authorized to accept the resignation of an at-will employee at any time.

Contract Employees

The Superintendent or designee shall be authorized to receive a contract employee's resignation effective at the end of the school year or submitted after the last day of the school year and before the penalty-free resignation date. The resignation requires no further action by the District and is accepted upon receipt.

The Superintendent or other person designated by Board action shall be authorized to accept a contract employee's resignation submitted or effective at any other time. The Superintendent or other Board designee shall either accept the resignation or submit the matter to the Board in order to pursue sanctions allowed by law.

Withdrawal of Resignation

Once submitted and accepted, the resignation of a contract employee may not be withdrawn without consent of the Board.

Resignation without Consent (Unilateral Resignation)

An educator employed under a probationary contract for the following school year, or under a term or continuing contract, may relinquish the position and leave district employment at the end of the school year without penalty by filing a written resignation with a board or a board's designee not later than the 45th day before the first day of instruction of the following school year.

A written resignation mailed by prepaid certified or registered mail to a board president or a board's designee at the post office address of the district is considered filed at the time of mailing.

Education Code 21.105(a), .160(a), .210(a)

An unequivocal resignation filed not later than the 45th day before the first day of instruction of the following school year is effective upon filing with a district and the district cannot reject such a resignation. The resignation cannot be withdrawn by the teacher based on an argument that the district has not accepted the resignation. *Fantroy v. Dallas Indep. Sch. Dist., Tex. Comm'r of Educ. Decision No. 034-R8-0206 (Mar. 5, 2009)*; *Garcia v. Miles Indep. Sch. Dist., Tex. Comm'r of Educ. Decision No. 055-RI-503 (Nov. 30, 2006)*.

Resignation with Consent

The educator may resign, with the consent of the board or the board's designee, at any other time. *Education Code 21.105(b), .160(b), .210(b)*

Sanctions for Abandonment of Contract

On written complaint by a district, the State Board for Educator Certification (SBEC) may impose sanctions against an educator who is employed under a probationary contract, or under a continuing or term contract, for the following school year, and who:

1. Resigns;
2. Fails without good cause to comply with the resignation deadline or the provision regarding resignation by consent; and
3. Fails without good cause to perform the contract.

Education Code 21.105(c), .160(c), .210(c)

Acceptance or approval of a resignation indicates consent to abandonment of contract. *Quitman Indep. Sch. Dist. v. Wilkerson,*

TERMINATION OF EMPLOYMENT
RESIGNATION

DFE
(LEGAL)

*Tex. Comm'r of Educ. Decision No. 142-TTC-698 (Dec. 2, 1999);
Houston Indep. Sch. Dist. v. Johnson, Tex. Comm'r of Educ.
Decision No. 054-TTC-1196 (Sept. 28, 1998)*

SBEC shall not pursue sanctions against an educator who is alleged to have abandoned his or her contract unless a board:

4. Submits a written complaint within 30 calendar days after the effective date of the educator's separation from employment from the district. Unless the district and the educator have a written agreement to the contrary, the effective date of separation from employment is the first day that, without district permission, the educator fails to appear for work under the contract.
5. Renders a finding that good cause did not exist under Education Code 21.105(c)(2) (probationary contract), 21.160(c)(2) (continuing contract), or 21.210(c)(2) (term contract). This finding constitutes prima facie evidence of the educator's lack of good cause but is not a conclusive determination.
6. Submits the following required attachments to the written complaint:
 - a. The educator's resignation letter, if any;
 - b. The agreement with the educator regarding the effective date of separation from employment, if any;
 - c. The educator's contract; and
 - d. Board meeting minutes indicating a finding of "no good cause." If the board does not meet within 30 calendar days of the educator's separation from employment, the minutes may be submitted within ten calendar days after the next board meeting.

19 TAC 249.14(j)

Good Cause

SBEC may consider the following factors when an educator is reported to have abandoned a contract in violation of Education Code 21.105(c), 21.160(c), or 21.210(c):

7. Serious illness or health condition of the educator or close family member of the educator;

TERMINATION OF EMPLOYMENT
RESIGNATION

DFE
(LEGAL)

8. Relocation to a new city as a result of change in employer of the educator's spouse or partner who resides with the educator; or
9. Significant change in the educator's family needs that requires the educator to relocate or to devote more time than allowed by current employment.

Mitigating Factors

SBEC may consider the following factors when seeking, proposing, or making a decision regarding an educator who has abandoned a contract in violation of Education Code 21.105(c), 21.160(c), or 21.210(c):

10. Educator gave written notice to school district 30 days or more in advance of the first day of instruction for which the educator will not be present;
11. Educator assisted school district in finding a replacement educator to fill the position;
12. Educator continued to work until the school district hired a replacement educator;
13. Educator assisted in training the replacement educator;
14. Educator showed good faith in communications and negotiations with school district; or
15. Educator provided lesson plans for classes following educator's resignation.

19 TAC 249.17(d)

Report to SBEC

A superintendent shall report the educator's resignation to SBEC if the conditions set forth at Education Code 21.006 exist. [See DHB] *Education Code 21.006*

Investigation

A superintendent of a district, including a district of innovation, shall complete an investigation of an educator that involves evidence that the educator may have abused or otherwise committed an unlawful act, was involved in a romantic relationship with, or solicited or engaged in sexual contact with a student or minor, despite the educator's resignation from employment before

TERMINATION OF EMPLOYMENT
RESIGNATION

DFE
(LEGAL)

completion of the investigation. *Education Code 21.006(b-1); 19 TAC 249.14(d)(3)(C)*

Report by Principal

A person who serves as a principal in a district, including a district of innovation, must notify the superintendent, and may be subject to sanctions for failure to do so, not later than the seventh business day after the date of an educator's resignation following an alleged incident of misconduct described by Education Code 21.006(b) [see DP]. *Education Code 21.006(b-2); 19 TAC 249.14(e)*

1. Kenneth Greenwood - Sanction

Cedar Hill Independent School District BOARD OF TRUSTEES

Meeting Date: November 15, 2021

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Contract Abandonment - Kenneth Greenwood

Action

BACKGROUND Kenneth Greenwood, English teacher at Cedar Hill High School, submitted a resignation on October 12, 2021, with an effective date of October 29, 2021. Dr. Dean personally met with Mr. Greenwood on October 15, 2021 to discuss his reasons for abandoning his contract. Mr. Greenwood stated that he felt unsafe as well as too much testing as his reasons for abandoning his contract. Mr. Greenwood was informed that the District would move forward in requesting that TEA impose sanctions on his certificate for job abandonment. He expressed that a sanction on his certificate was not a concern since he did not plan on continuing to work in the teaching profession.

RECOMMENDATION:

It is recommended that the Board approve a finding in accordance with TEC Section 21.105(c) and 19 TAC 249.14, that good cause did not exist for a term contract teacher, Kenneth Greenwood to abandon his employment contract with Cedar Hill ISD.

BOARD ACTION REQUIRED:

I move that the Board authorize the Board President to submit a written complaint with the required information to SBEC in accordance with TEC Section 21.105(c) and 19 TAC 249.14 seeking sanctions against Kenneth Greenwood, a term contract teacher for abandonment of his employment contract.

POLICY AUTHORIZATION:

DFE (Local) (Legal) Termination of Contract: Resignation without Consent

CONTACT PERSON:

Dr. Violet Dean, Assistant Superintendent of Human Resources

FUNDING SOURCE:

N/A

ENCLOSURES:

N/A

2. Irene Flores - Sanction

Cedar Hill Independent School District BOARD OF TRUSTEES

Meeting Date: November 15, 2021

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Term Contract Abandonment - Irene Flores

Action

BACKGROUND Iren Flores, English teacher at Cedar Hill High School, submitted a resignation on October 14, 2021, with an effective date of October 29, 2021. Dr. Dean personally met with Ms. Flores on October 18, 2021 to discuss her reasons for abandoning her contract. Ms. Flores stated that she felt unsafe on campus as the reason for abandoning her contract. Ms. Flores was informed that the District would move forward in requesting that TEA impose sanctions on her certificate for job abandonment. She expressed that a sanction on her certificate was not a concern for her.

RECOMMENDATION:

It is recommended that the Board approves a finding in accordance with TEC Section 21.105(c) and 19 TAC 249.14, that good cause did not exist for a probationary contract teacher, Irene Flores to abandon her employment contract with Cedar Hill ISD.

BOARD ACTION REQUIRED:

I move that the Board authorize the Board President to submit a written complaint with the required information to SBEC in accordance with TEC Section 21.105(c) and 19 TAC 249.14 seeking sanctions against Irene Flores, a probationary contract teacher for abandonment of her employment contract.

POLICY AUTHORIZATION:

DFE (Local) (Legal) Termination of Contract: Resignation without Consent

CONTACT PERSON:

Dr. Violet Dean, Assistant Superintendent of Human Resources

FUNDING SOURCE:

N/A

ENCLOSURES:

N/A

C. Resolution to Release Committed Fund Balance

Cedar Hill Independent School District
BOARD OF TRUSTEES

Meeting Date: November 15, 2021
Presented by: Dr. Gerald Hudson, Superintendent of Schools
Subject: Resolution to Release Committed Fund Balance

Action Agenda

SUPERINTENDENT CONSTRAINT:

- Shall not make budget decisions that increase taxes

BACKGROUND INFORMATION:

Committed fund balance for the purpose of one-time major expenditure was approved by previous resolutions and as of June 2018, \$425,000 was assigned. This resolution would release that commitment for a transfer to the Capital Projects fund to support major capital expenditures.

RECOMMENDATION:

Administration recommends approval of the Resolution Releasing Committed Fund Balance.

BOARD ACTION REQUIRED:

Motion to approve Resolution Releasing Committed Fund Balance.

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
RESOLUTION RELEASING ASSIGNED FUND BALANCE
FOR CAPITAL PROJECT

WHEREAS, the Cedar Hill Independent School District has a restricted, committed fund balance (identified as "assigned" pursuant to GASB Statement 54); and

WHEREAS, the School Board has been forewarned that the District will be incurring future expenses for planned major capital expenditures; and

IT IS HEREBY RESOLVED, ordered, and directed that the Cedar Hill Independent School District release the following from its General Fund committed fund balance.

BE IT RESOLVED that \$425,000 will be released from committed fund balance for major capital project (s). These funds will be transferred to a Capital Projects Fund 651 to account for all transactions.

PASSED, APPROVED and ADOPTED BY THE BOARD OF TRUSTEES OF THE CEDAR HILL INDEPENDENT SCHOOL DISTRICT, DALLAS COUNTY, TEXAS, on the 15th day of November, 2021.

CEDAR HILL INDEPENDENT SCHOOL DISTRICT

By: _____
Mr. Robert Riggs, President
Board of Trustees

By: _____
Dr. Keisha Lankford, Secretary
Board of Trustees

9. CONSENT AGENDA

A. Minutes from Previous Board of Trustee Meetings

Minutes of Regular Meeting

The Board of Trustees Cedar Hill ISD

A Regular Meeting of the Board of Trustees of Cedar Hill ISD was held Monday, October 18, 2021, beginning at 6:30 PM in the 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, Cheryl Wesley, Dr. Denise Roache-Davis and Ramona Ross-Bacon. Dr. Jeremiah Martin is absent.
Recess to Closed Session at 6:31 PM.

2. CLOSED SESSION opened at 6:42 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.

A. Pledge to Flags

B. Prayer **led by Trustee Gayle Sims.**

4. COMMUNICATIONS/RECOGNITIONS

A. CHEF

B. GEAR Up

C. Elementary Art Update

D. 2021 TCBSBM Education Summit Winner

E. Special Population - Efficiency Report

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. **One speaker, thanking the district.**

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.

A. Campus Spotlight

1. Cedar Hill High School

B. Board Quarterly Report

7. CONSENT AGENDA

Ramona Ross-Bacon makes the motion to approve the Consent Agenda as presented.

Dr. Keisha Lankford seconds the motion. Unanimously approved 6-0.

A. Minutes from Previous Board of Trustee Meetings

B. Employment Retirements Resignations Terminations

C. Ratification of Revised Proposed Termination Notification letter to Briana Henderson

D. Investment Broker Resolution

E. Board Quarterly Report

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

G. Vendor List for Catering and Food Related Services pursuant to RFP 21-22-02

8. BOARD DISCUSSION

A. Upcoming Events

B. Training and Event Recaps

9. SUPERINTENDENT'S REPORT

A. Transportation DER

B. Monthly Financials

10. **ADJOURN at 9:25 PM.**

Robert Riggs, Board of Trustees President

Date

Dr. Keisha Lankford, Board of Trustees Secretary

Date

Minutes of Called Meeting

The Board of Trustees Cedar Hill ISD

A Called Meeting of the Board of Trustees of Cedar Hill ISD was held Monday, November 1, 2021, beginning at 6:30 PM in the Third Floor Training Room
285 Uptown Blvd.
Cedar Hill, Texas 75104.

1. CALL TO ORDER at 6:30 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.

**2. Trustees present are Robert Riggs, Gayle Sims, Dr. Keisha Lankford, Cheryl Wesley, Dr. Denise Roache-Davis and Ramona Ross-Bacon. Dr. Jeremiah Martin is absent.
Recess to Closed Session at 6:32 PM.**

Dr. Jeremiah Martin arrived at 6:35 PM.

3. CLOSED SESSION opened at 6:35 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 7:17 PM.

Reconvened to Public Session at 7:30 PM.

4. 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. **One speaker regarding bullying.**

Board President moves to Item 5A.

5. 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.

- A. Campus Improvement Plan
- B. District Improvement Plan
- C. LSG Goals 2 & 3

6. INFORMATION

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

- A. Health Benefit Plans

7. BOARD DISCUSSION

8. SUPERINTENDENT'S REPORT

9. ADJOURN at 10:28 PM.

Robert Riggs, Board of Trustees President

Date

Dr. Keisha Lankford, Board of Trustees Secretary

Date

B. Employment Retirements Resignations Terminations

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

Meeting Date: November 15, 2021

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Employment, Retirements, and Resignations
of Professional Staff

Consent

BACKGROUND INFORMATION:

The following consent items, employment, retirements, resignations, and terminations have been submitted for board approval.

RECOMMENDATION:

Administration recommends approval on all personnel items as presented.

BOARD ACTION REQUIRED:

Motion to approve the personnel recommendation which includes the employment, retirement, and resignation of professional staff members as presented in the documents attached.

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.

Resignations, Terminations, and Retirements Oct. 1-31, 2021

Name	Position	Campus	Effective	Reason
BOYANTON, DEVYNNE GRACE	TEACHER	110 COLLEGIATE PREPARATORY	10/27/2021	SUPERVISOR/EMPLOYEE RELATIONS
DIAZ, DANIEL H	TEACHER	042 COLEMAN MIDDLE SCHOOL	10/05/2021	JOB DID NOT MEET EXPECTATIONS
FINCH, DAVID	TEACHER	102 PLUMMER ELEMENTARY	10/15/2021	HEALTH OR FAMILY CIRCUMSTANCES
FLORES, ELEANA CAROLINA	TEACHER	042 COLEMAN MIDDLE SCHOOL	10/13/2021	HEALTH OR FAMILY CIRCUMSTANCES
FLORES, IRENE	TEACHER	001 CEDAR HILL HIGH SCHOOL	10/29/2021	CAREER CHANGE
GRAY, PATRICE D	PROFESSIONAL	001 CEDAR HILL HIGH SCHOOL	10/25/2021	PROMOTION IN ANOTHER DISTRICT
GREENWOOD, KENNETH L	TEACHER	001 CEDAR HILL HIGH SCHOOL	10/29/2021	CAREER CHANGE
SWARTZWELDER, VICTORIA C	TEACHER	108 LAKE RIDGE ELEMENTARY	10/08/2021	HEALTH OR FAMILY CIRCUMSTANCES
THOMAS, NEIKEYA ONIYA	TEACHER	042 COLEMAN MIDDLE SCHOOL	10/07/2021	CAREER CHANGE

C. Budget Amendment #1 - Debt Service

Cedar Hill Independent School District
BOARD OF TRUSTEES

Meeting Date: November 15, 2021
Presented by: Dr. Gerald Hudson, Superintendent of Schools
Subject: Budget Amendment #1 – 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 federal revenue is to account for the IRS subsidy based on the November 11, 2019 debt schedule. The shift in accounting method for this subsidy follows the generally accepted accounting principles and GASB guidance.

1. REVENUE

Increase federal sources to recognize the federal subsidy for the interest in the debt obligations.

2. EXPENSES

Increase the interest expense to match the debt schedule.

RECOMMENDATION:

Approve budget amendment #1 as presented on the attached supporting documents.

BOARD ACTION REQUIRED:

Motion to approve budget amendment #1 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 # 1
November 15, 2021 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			\$ 289,207
5900	Federal Program Revenues	-	-	375,000	-	\$ 375,000
	Other Financing Sources					
	Budgeted Revenue	\$ 14,844,723	\$ 14,844,723	\$ 375,000	\$ -	\$ 15,219,723
71	Debt Administration- Principal	\$ 658,458	\$ 658,458			658,458
71	Debt Administration- Interest	10,537,598	10,537,598	(375,000)		10,162,598
71	Debt Administration- Fees	30,000	30,000			30,000
	Budgeted Expenditures	\$ 11,226,056	\$ 11,226,056	\$ (375,000)	\$ -	\$ 10,851,056
	Net Revenue & Expenses	\$ 3,618,667	\$ 3,618,667	\$ -	\$ -	\$ 4,368,667
	Other Resources	\$ -	\$ -			0
	Other Uses	\$ -	\$ -			0
	Net of Other Resources and Other Uses	\$ -	\$ -	\$ -	\$ -	\$ -
	Net effect to Fund Balance	\$ 3,618,667	\$ 3,618,667	\$ -		\$ 4,368,667

D. Budget Amendment #3 - General Fund

Cedar Hill Independent School District
BOARD OF TRUSTEES

Meeting Date: November 15, 2021
Presented by: Dr. Gerald Hudson, Superintendent of Schools
Subject: Budget Amendment #3 – General Fund

Consent Agenda

SUPERINTENDENT CONSTRAINT:

- Shall not make budget decisions that increase taxes

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 by function to the General Operating budget highlighted as follows:

1. *Increase the Budgeted Revenue to account for revenue from Property Value Audit Proceeds for 2017-2018 and 2018-2019 tax years in the amount of \$53,177 and \$551,314 respectively for a total of \$604,491.*
2. *Increase the Budgeted Expense for professional services related to Property Value Audits for a total of \$50,000. The rate charged is 7.5 percent of revenue generated.*
3. *Establish Other Uses Budget for Transfer to Capital Project Funds for a total of \$554,491. Funding will support major capital expenditures.*

RECOMMENDATION:

Administration recommends approval of the General Fund Budget Amendment #3 as presented in the attached supporting document.

BOARD ACTION REQUIRED:

Motion to approve General Fund Budget Amendment #3 as presented on the attached supporting document.

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 # 3
November 15, 2021 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	25,125,337	604,491		\$ 25,729,828
5900	Federal Program Revenues	700,000	700,000			\$ 700,000
	Other Financing Sources					
	Budgeted Revenue	\$ 67,408,621	\$ 67,408,621	\$ 604,491	\$ -	\$ 68,013,112

11	Instruction	\$ 35,303,427	\$ 35,303,427	-		\$ 35,303,427
12	Instructional Resources & Media Services	760,393	760,393	-		\$ 760,393
13	Curriculum Dev & Instructional Staff Dev	1,194,908	1,194,908	-		\$ 1,194,908
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	2,576,912	-		\$ 2,576,912
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	3,679,125	50,000		\$ 3,729,125
51	Facilities Maintenance & Operations	8,169,693	8,309,693	-		\$ 8,309,693
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	\$ 68,446,939	\$ 50,000	\$ -	\$ 68,496,939
	Net Revenue & Expenses	\$ (344,983)	\$ (1,038,318)	\$ 554,491	\$ -	\$ (483,827)

	Other Resources	\$ -	\$ -			\$ -
	Other Uses	\$ -	\$ -	979,491		\$ 979,491
	Net of Other Resources and Other Uses	\$ -	\$ -			\$ 979,491
	Net effect to Fund Balance	\$ (344,983)	\$ (1,038,318)	\$ (425,000)	\$ -	\$ (1,463,318)

	FY21 Audit Balances			Projected FY22 Ending Balance
<i>Effect on Committed Fund Balance</i>	\$ 425,000		(425,000)	\$ -
<i>Effect on Unassigned Fund Balance</i>	\$ 20,178,177	(1,038,318)		\$ 19,139,859
	<u>\$ 20,603,177</u>			<u>\$ 19,139,859</u>

E. 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: November 15, 2021

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. November'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

	Cengage Learning	Children's Plus, Inc.	Delaney Educational Enterprises
	5191 Natorp Blvd. Mason, OH 45040	1387 Dutch American Way Beecher, IL 60401	1387 Dutch American Way Beecher, IL 60401
Product/Service Provided	Educational Content, Technology and Services	Books and Materials for Classrooms and Libraries	Books and Materials for Classrooms and Libraries
Minimum Order	No	No	No
Accepts Pos	Yes	Yes	Yes
Discount	0%	30% See RFP response for details.	30% See RFP response for details.
Consultant/PD Fees	See RFP response for details.	N/A	N/A
Shipping	Yes	Yes	Yes
HUB	No	No	No
EDGAR	Yes	Yes	Yes
EPCNT/CTPA	Yes	Yes	Yes
All Required Forms Completed, Signed and Returned	Yes	Yes	Yes
Email	bev.jones@cengage.com	bids@hellocpi.com	bids@deebooks.com

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

	IXL Learning	Keystone Books and Media	Rainbow Book Company
	777 Mariners Island Blvd, Ste. 600 San Mateo, CA 94404	1387 Dutch American Way Beecher, IL 60401	1387 Dutch American Way Beecher, IL 60401
Product/Service Provided	Web-based Learning Platform Subscription, Professional Development	Books and Materials for Classrooms and Libraries	Books and Materials for Classrooms and Libraries
Minimum Order	Yes	No	No
Accepts Pos	Yes	Yes	Yes
Discount	See RFP response for details.	30% See RFP response for details.	30% See RFP response for details.
Consultant/PD Fees	See RFP response for details.	N/A	N/A
Shipping	No	Yes	Yes
HUB	No	No	No
EDGAR	Yes	Yes	Yes
EPCNT/CTPA	Yes	Yes	Yes
All Required Forms Completed, Signed and Returned	Yes	Yes	Yes
Email	proposals@ixl.com	cs@keystonebooksmedia.com	bids@rainbowbookcompany.com

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

	Rocket Innovations, Inc.	School Specialty, LLC	Seeds 2 STEM
	PO Box 9208	W6316 Design Drive	3662 W Camp Wisdom Rd Ste. 2044
	Boston, MA 02114	Greenville, WI 54942	Dallas, TX 75237
Product/Service Provided	Reusable Products Using Company App on Mobile Devices	Supplies and Furniture	Educational Sciences, In-School Field Trips, Virtual STEM Experience, STEM Camp in-a-box
Minimum Order	Yes	No	No
Accepts Pos	Yes	Yes	Yes
Discount	30%	29% - Supplies 14% - AV Tech/Furniture/Equipment See RFP response for more details.	10% additional 2% if paid NET 15
Consultant/PD Fees	Free - Virtual	Contact vendor for special pricing	\$145/hr
Shipping	Yes	Free - prefix 6 items Free - prefix 9 items over \$49 See RFP response for more details.	No
HUB	No	No	Yes
EDGAR	Yes	Yes	Yes
EPCNT/CTPA	Yes	No	Yes
All Required Forms Completed, Signed and Returned	Yes	Yes	Yes
Email	thomas.kim@getrocketbook.com	bidnotices@schoolspecialty.com	info@seeds2stem.net

F. Campus Improvement Plan

Cedar Hill Independent School District BOARD OF TRUSTEES

Meeting Date: November 15, 2021

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Campus Improvement Plans - Annual Goals

Consent

BOARD GOAL:

- Increase the percentage of scholars graduating college career and military ready
- Increase the percentage of 3rd grade (all students) scholars reading at/or above grade level
- Increase the percentage of Algebra I scholars scoring Meets or above

BACKGROUND INFORMATION:

Each school year, the principal of each campus, with the assistance of the campus level committee, develops, reviews and revises the campus improvement plan. The purpose of this plan is to improve student performance on the state's student achievement indicators for all student populations, as well as improve performance on any other performance measures for special needs populations. The campus improvement plan must be supportive of the objectives of the district improvement plan and must, at a minimum, support the state goals and objectives for education.

RECOMMENDATION:

Administration recommends the board approve the 2021-2022 Campus Improvement Plans.

BOARD ACTION REQUIRED:

Approve the 2021-2022 Campus Improvement Plans, as presented.

POLICY AUTHORIZATION:

BQ Legal

BQ Local

CONTACT PERSON:

Ms. Jill Vincent, Executive Director of School Leadership

Dr. Kisha McDonald, Executive Director of School Leadership

FUNDING SOURCE:

N/A

ENCLOSURES:

CHISD Campus Improvement Plans



2021-2022 Campus Improvement Plan

Bray Elementary School (Student Achievement)

Campus/Department: Bray Elementary School	Strategic Guiding Statement: Increase the percentage of 3rd grade (All students) scholars reading at/or above grade level from 32% to 70% by 2024.	Type(s) of Plan: CIP/DIP: <u>CIP</u> Additional Targeted (TEA): <u>N/A</u> Supporting: <u>N/A</u>
P	PLAN: Identify the need, the goal and the approach	
<p>Problem Statement: At Bray Elementary, less than 35% of scholars scored at the meets or mastered standards on the 2021 Reading STAAR.</p> <p>What do you hope to accomplish? Increase the number of scholars reading at/or above grade level to engage in skilled reading.</p> <p>Identify your “One Thing” (strategy): Bray Elementary 3-5 teachers will explicitly and systematically teach foundational reading and knowledge skills (Collective teacher efficacy, Scaffolding, Phonics, Explicit teaching strategies) with fidelity within their daily lesson delivery</p> <p>Why did you choose this goal (strategy)? Include the process you used to establish the root cause. Bray’s scholars are performing below grade level in reading and comprehension; this has been identified as our main student performance issue. According to Scarborough (2002) students become skilled readers with the combination of sub-skills for word recognition and language comprehension. When the language comprehension sub-skills grow the reader becomes increasingly strategic in their reading. When the reader strengthens their decoding sub-skills, the reader becomes more automatic. Together with strategic reading and automatic reading, skilled reading occurs and the reader can comprehend text.</p> <p>In 1998, the National Research Council published a report (“Preventing Reading Difficulties in Young Children”) noting that children master the important skills, strategies, and knowledge they need to become successful readers and writers <u>most quickly and effectively</u> if their teachers integrate both systematic instruction in letter-sound relationships and critical thinking about literature into their literacy classrooms.</p> <p>We utilized the 5 Why protocol to establish the root cause. Less than 35% of scholars met standards on the 2021 Reading STAAR. Why-Students cannot comprehend text. Why-Students cannot read. Why-Students lack foundational skills and language comprehension skills. Why-Gaps in teaching foundational</p>		

and language skills across grade levels. **Root Cause**-Teachers have limited capacity in explicitly teaching foundational and language skills in a systematic way across grade levels.

Baseline Data & Rationale: What data or evidence supports the need for this goal? Summary of CNA Findings

Additional Targeted schools must include Closing the Gaps report data.

Data: Based on the 2021 STAAR Reading data 52% of scholars in grades 3-5 scored at approaches level, 25% of scholars in grades 3-5 scored at the meets level and 12% of scholars in grades 3-5 scored at the masters level. Reading performance levels decreased across all grade levels in comparison to the 18-19 STAAR Reading data. Fourth grade reading in 2021 had the largest gap in reading. This student group is our current fifth grade scholars.

According to the 2020-2021 NWEA data, more than 30% of scholars in 3rd-4th grade were below the 21st percentile in foundational skills. Scholars are entering the 2021-2022 school year with probable gaps in foundational skills due to the closure of in-person instruction during Spring 2020. Scholars must receive systematic foundational and knowledge skills daily to be able to read on/or above grade level to engage in skilled reading.

Approach & Evidence Sources: How will you measure goal implementation with lead fidelity and lead performance measures? What will you use as a lag measure to know you've accomplished your "One Thing"?

Lead Fidelity Measures
Foundational Skills/Knowledge Walk-throughs (K-5)
Lead Performance Measures
Achieve 3000 Lexile (3-5-BOY, MOY, EOY)
Reading NWEA (3-5-BOY, MOY, EOY)
DCCA (3-5 monthly)
Equity Constraint

No more than a 10% gap in STAAR Reading meets level performance between our economically disadvantaged student group and our non-economically disadvantaged student group.
LAG Measure
STAAR Reading (3-5-EOY)

Plan: What are the key actions to be taken in the upcoming year toward accomplishment of the goal? *(the one to five most important things to get done on this plan are...):*

Key Actions	Effective School Framework Level/ Essential Action
Participate in initial and ongoing professional development for foundational skills and knowledge instruction using the Amplify-CRIMSI curriculum for all K-5th grade teachers.	<i>Lever 1-School Leadership and Planning Lever 5-Effective Instruction</i>
K-1 teachers and campus principal will engage in HB3 Reading Academies coursework.	<i>Lever 1- School Leadership and Planning Lever 5-Effective Instruction</i>
Collaboratively develop and implement a fidelity walkthrough form that focuses on foundational skills and knowledge look-fors.	<i>Lever 5-Effective Instruction</i>
Develop and implement a continuous observation, feedback and coaching schedule to systematically support teachers with teaching foundational skills (PreK-2) and knowledge (K-5).	<i>Lever 2-Effective, Well-Supported Teachers</i>
Campus administrators to facilitate PLCs to calibrate and plan foundational and knowledge skills lessons using the internalization document, review scholars' work, engage in data analysis to recognize areas of strength, and develop plans to address deficit areas.	<i>Lever 1-Strong School Leadership Lever 5-Effective Instruction</i>

Professional Development: What professional development needs to occur to accomplish the key actions to be taken in the upcoming year toward accomplishment of the goal?			
Professional Development	Provided For	Person(s) Responsible	End Date When will PD be completed?
CRMISI-Amplify	K-5 Teachers	CHISD Academics Dept./Principal	August 2021 (Ongoing)
Achieve 3000	3-5 Teachers	CHISD Academics Dept./IF/Principal	September 2021
NWEA	K-5 Teachers	Bray Administration Team	September 2021 (Ongoing)
Science of Teaching Reading	K-1/K-5 Teachers	Reading Academies/Kim Singleton/Principal	August 2021 (Ongoing)
Lesson Frame/3 C's	K-5 Teachers	Principal	September 2021 (Ongoing)
Intervention Resources (LLI/Jane Richards/DRA)	K-5 Teachers	Principal/IF	September 2021 (Ongoing)
Kagan Structures (Refresher)	K-5 Teachers	Kim Singleton/Principal	October 2021 (Ongoing)

Complete if Additional Targeted Plan

Areas Addressed: (Academic Achievement Reading or Math; Growth; Grad Rate; ELPs; Student Success; CCMR): **N/A**

Student subgroup Target Area(s) missed: **N/A**

Effective Schools Framework from 13 Essential Actions: (X all that apply): **N/A**

<p>Strong School Leadership and Planning</p> <ul style="list-style-type: none"> -Develop campus instructional leaders with clear roles and responsibilities -Focused plan development and regular monitoring of implementation and outcomes 	<p>Effective, Well-Supported Teachers</p> <ul style="list-style-type: none"> -Recruit, select, assign, induct, and retain a full staff of highly qualified educators -Build teacher capacity through observation and feedback cycles 	<p>Positive School Culture</p> <ul style="list-style-type: none"> -Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations -Explicit behavioral expectations and management systems for students and staff -Proactive and responsive student support services -Involving families and community 	<p>High-Quality Curricular Resources</p> <ul style="list-style-type: none"> -Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence
<p>Effective Instruction</p> <ul style="list-style-type: none"> -Objective-driven daily lesson plans with formative assessments -Effective classroom routines and instructional strategies -Data-driven instruction -RTI for students with learning gaps 			

D 1 st Quarter Action Plan #1 July 1 – October 16	DO: Create action plan for Quarter #1 based on data analysis Create the action plan for the 1 st Quarter below. What steps do you need to take to reach the year-long strategy?				
Step What steps will you and your team take?	Measure /Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Code s
Review Campus Needs Assessment	Attendance Roster	June-August 2021 After-school	Campus Site Team (Sign-in sheet attached)		1.1
Develop a written parent and family engagement policy;that's in English and Spanish	Completion of the policy document	September 2021 After-school	Campus Site Team (Sign-in sheet attached)		3.1
Develop School-parent compact and distribute	Attendance Roster, Document with suggested changes	September 2021 After-school	Campus Site Team (Sign-in sheet attached)		3.2
Create a foundational skills and knowledge walk-through form/rubric	Walk-through form reflects components of foundational and knowledge skills	September 2021 (Ongoing) After-school in a team leader meeting	Principal, Assistant Principal, Teachers		2.4 2.5 2.6
Schedule foundational skills and knowledge walk-throughs (including peer-to-peer)	Walk-through data	September 2021 (ongoing) Throughout the day	Admin. Team/Teachers		2.4
Review lesson plans for internalization of foundational skills and knowledge	Lesson Plans, PLC Notes, Internalization Document	September 2021 (ongoing) PLCs	Admin./Teachers		2.4
Training for DRA, NWEA, Achieve 3000, and CLI	Attendance Rosters,; Disaggregation of data and targeted plans to address gaps and strengths	September 2021 Faculty Meeting	Admin. Team		2.4
Assess students in literacy and foundational skills (DRA, NWEA, Achieve 3000, and CLI)	Scholars' fluency, reading level, lexile level and writing (Scores received from assessment)	August 2021, January 2021, and May 2022 Longhorn time (BOY, MOY, EOY)	Teachers/Admin. Team		2.5
Review BOY data and plan interventions to address foundational skills and knowledge gaps	Targeted plans to address gaps and strengths	September 2021	Teachers/Admin. Team		2.4

Professional development for Jan Richardson and LLI	Intervention plans and documentation	September 2021 After-school	Teachers Administration Team		2.4 2.5
Purchase and read The Fundamental 5 book	Attendance Roster and Agenda Lesson frame posted and aligned to standards	September 2021 After-school	Principal	Title I: \$450.00	2.4
Monitor and Review CIP for this quarter	Agenda and Attendance Roster	October 2021	Site Based Committee		2.2

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
Foundational Skills/Knowledge Walk-throughs (K-5)
Lead Performance Measures
Achieve 3000 Lexile (3-5-BOY, MOY, EOY)
Reading NWEA (K-5-BOY, MOY, EOY)
DCCA (3-5 Monthly)

D 2 nd Quarter Action Plan #2 Oct. 18 - January 15	DO: Revise or continue with implementation based on analysis of Action Plan #1 progress Color code steps from the 1 st quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?
--	---

1st Quarter Results for Leading Measures:

Fidelity

35% of the time teachers will implement the Amplify curriculum as the primary resource in October and November

- 72% of the time teachers implemented Amplify curriculum as the primary resource in October

35% of the time teachers will be proficient on 7 out of 10 Amplify Implementation Rubric in October and November

- 2% of the time teachers implemented Skills and Knowledge based on the science of teaching reading with proficiency

Performance

30% of scholars will be at the meets level on District Created Common Assessments 1

- 3rd Grade -9% Meets 3% Masters; 4th Grade-14% Meets 7% Masters 5th Grade-23% Meets 8% Masters

30% of scholars will be at the meets level on District Created Common Assessments 2

- 3rd Grade -6% Meets 3% Masters; 4th Grade-11% Meets 0% Masters 5th Grade-5% Meets 5% Masters

Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes
Review BOY data and plan interventions to address foundational skills and knowledge gaps	Targeted plans to address gaps and strengths	October 2021	Teachers/Admin. Team		2.4
Provide professional development on the Three Cs and the Lesson Frame	Walk-through form and sign-in sheet	October 2021	Principal		2.4 2.5
Kagan Structures Training	Walk-through and sign-in Sheet	October 2021	Consultant		2.4 2.5
Professional development for Jan Richardson and LLI	Intervention plans and documentation	November 2021	Teachers Administration Team		2.4 2.5

Purchase and read The Fundamental 5 book Read-Frame the Lesson ONLY	Attendance Roster and Agenda Lesson frame posted and aligned to standards	January 2022 After-school	Principal		2.4
Monitor and Review CIP for this quarter	Agenda and Attendance Roster	October 2021	Site Based Committee		2.2

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
Foundational Skills/Knowledge Walk-throughs (K-5)
Lead Performance Measures
Achieve 3000 Lexile (3-5-BOY, MOY, EOY)
Reading NWEA (3-5-BOY, MOY, EOY)
DCCA (3-5 monthly)

D 3rd Quarter Action Plan #3 Jan. 16 – Mar. 19	DO: Revise or continue with implementation based on analysis of Action Plan #2 progress Color code steps from the 2 nd quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?				
	2 nd Quarter Results for Leading Measures:				
Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
Lead Performance Measures

D 4th Quarter Action Plan #4 March 20 - June 30	DO: Revise or continue with implementation based on analysis of Action Plan #3 progress Color code steps from the 3 rd quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?
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3rd Quarter Results for Leading Measures:

Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
Lead Performance Measures

S To be completed by June 30	STUDY: Analyze data after implementing approach At the end of the school year, complete the questions below using data and your analysis	
<p>Summarize the key actions taken in accomplishment of the strategy <i>(Refer to list created in Plan phase & reflect on what was projected to be accomplished):</i></p>		
<p>What data gives evidence of <u>progress</u> made on goal? <i>Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with analysis</i></p>	<p>What data gives evidence to a <u>lack of progress</u> made on goal? <i>Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with analysis</i></p>	

A	ACT: Set Plan for upcoming year
----------	--

To be completed by June 30	
<p>At the end of the year, please reflect on your answers in the above two boxes and check which option best describes what you will do in your next plan:</p> <ul style="list-style-type: none"><input type="checkbox"/> Year-long target goal has been met and will be changed to a new target goal on a similar topic. Suggested goal:<input type="checkbox"/> Year-long target goal not met but the current plan is effective so we will continue it.<input type="checkbox"/> Year-long target goal not met so plan will continue with improvements to the plan.<input type="checkbox"/> Year-long target goal is not met and we will move in a different direction.<input type="checkbox"/> Other (Please explain)	
<p>Discuss possible action plan steps that you recommend occur in the next year's PDSA:</p>	



2021-22 Campus Improvement Plan Highlands Elementary (Academic Achievement)

Campus/Department Highlands Elementary	Strategic Guiding Statement {Board Goal}	Type(s) of Plan: CIP/DIP <u> X </u> Additional Targeted (TEA) _____ Supporting _____	Board Approval Date:
P PLAN: Identify the need, the goal and the approach			
<p>Problem Statement? <i>Highlands Elementary 3rd grade students are at 17% meets level on 20-21 STAAR Math and 11% second grade students are at meets level on EOY MAP Projected Proficiency.</i></p> <p>What do you hope to accomplish? <i>Highland Elementary 2nd and 3rd graders will have 64% meets level according to EOY Math MAP Projected proficiency.</i></p> <p>Identify your “One Thing” (strategy): <i>At Highlands Elementary 2nd and 3rd grade math teachers will deliver an effective mini lesson with aligned objectives and student outcomes with fidelity within their daily lesson delivery</i></p> <p>Why did you choose this goal (strategy)? Include the process you used to establish the root cause. <i>The Highlands schoolwide planning team members went through the 5 why process to determine the root cause. This strategy was selected because the CNA determined the need for improved lesson delivery and students independently applying the learning consistently.</i></p>			

Baseline Data & Rationale: What data or evidence supports the need for this goal? Summary of CNA Findings

Additional Targeted schools must include Closing the Gaps report data.

17% of third grade students meet level on the 2021 Math STAAR

11% of second grade students meet level on EOY Math MAP Projected proficiency Report

Mini lesson rubric data shows that teachers scored Needs Improvement on 3-4 criteria for an effective mini lesson and activities were not always align to the objective

Approach & Evidence Sources: How will you measure goal implementation with lead fidelity and lead performance measures? What will you use as a lag measure to know you've accomplished your "One Thing"?

Lead Fidelity Measures- Adult Behaviors
<ul style="list-style-type: none"> • Mini Lesson Rubric Walkthrough Form
<ul style="list-style-type: none"> • Independent Student Outcomes Walkthrough Form/Tracker
Lead Performance Measures- Student Outcomes
<ul style="list-style-type: none"> • 2nd and 3rd Grade Scholars will be at 64% meets on Math District Common Classroom Assessments
<ul style="list-style-type: none"> • 64% of students will be at grade level according to IXL weekly diagnostic
Equity Constraint
<ul style="list-style-type: none"> • No more than a 10% gap in STAAR Math meet level performance between African American and ALL students
Lag Measures- Student Outcomes
<ul style="list-style-type: none"> • 64% of 3rd grade students will be at meets level performance according to the 2022 STAAR Math

Plan: What are the key actions to be taken in the upcoming year toward accomplishment of the goal? *(the one to five most important things to get done on this plan are... Include high yield strategies with the research based percentile gains)*

Key Actions	Effective School Framework Level/ Essential Action
Schedule Needs- Instructional blocking templates for classroom instructional time with defined direct teach of Mini-Lesson, independent practice time, small groups	<i>Level 1- Strong Leadership and Planning</i> <i>Level 5- Effective Instruction</i>
Lesson Plan Support- Objectives (We will and I will) creation of independent practice	<i>Level 1- Strong Leadership and</i>

	<i>Planning Lever 2- Effective, Well-Supported Teachers Lever 5- Effective Instruction</i>
Professional Development-Mini Lesson Rubric (Questioning, CFU's, Think alouds) , Independent Practice Expectations, TEK and activity alignment, Real time coaching (coaches), Teacher role during independent practice, Creation of HOT independent practice	<i>Lever 2- Effective, Well-Supported Teachers Lever 3- Positive School Culture Lever 5- Effective Instruction</i>
Teacher Support and Feedback System- Systematic Coaching Cycle, Leadership coaching	<i>Lever 1- Strong Leadership and Planning Lever 2- Effective, Well-Supported Teachers</i>
Parent and School Academic Partnership- Informational events to inform parents of student progress, practical tools to support, and community support.	<i>Lever 3- Positive School Culture</i>

Professional Development: What professional development needs to occur to accomplish the key actions to be taken in the upcoming year toward accomplishment of the goal?			
Professional Development	Provided For	Person(s) Responsible	End Date When will PD be completed?
Coaching and Feedback- Book Study Leverage Leadership (Coaching and Time Management Chapters)	Admin Team- Principal, Assistant Principal, Instructional coach, Academic Interventionist	Principal	End of 1st 6 weeks
Professional Development- Real time coaching	Admin Team and ALL Teachers	District Personnel- supported by Admin Team	End of 1st 6 weeks
Professional Development- Mini Lesson Rubric (Questioning, CFU's, Think alouds)	ALL Teachers	IF- supported by Admin Team	Continuous
Professional Development- Independent Practice Expectations	ALL Teachers	Principal- supported by Admin Team	End of 1st 6wks
Professional Development- Amplify	Reading Teachers	District Personnel- supported by Admin Team	August End of 1st 6wks

Professional Development- Data analysis	ALL Teachers	Principal- supported by Admin Team and teacher leaders	Continuous
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Complete if Additional Targeted Plan

Areas Addressed: (Academic Achievement Reading or Math; Growth; Grad Rate; ELPs; Student Success; CCMR)

Student subgroup Target Area(s) missed:

Effective Schools Framework from 13 Essential Actions: (X all that apply)

	<p>Strong School Leadership and Planning</p> <ul style="list-style-type: none"> -Develop campus instructional leaders with clear roles and responsibilities -Focused plan development and regular monitoring of implementation and outcomes 		<p>Effective, Well-Supported Teachers</p> <ul style="list-style-type: none"> -Recruit, select, assign, induct, and retain a full staff of highly qualified educators -Build teacher capacity through observation and feedback cycles 		<p>Positive School Culture</p> <ul style="list-style-type: none"> -Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations -Explicit behavioral expectations and management systems for students and staff -Proactive and responsive student support services -Involving families and community 		<p>High-Quality Curricular Resources</p> <ul style="list-style-type: none"> -Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence
	<p>Effective Instruction</p> <ul style="list-style-type: none"> -Objective-driven daily lesson plans with formative assessments -Effective classroom routines and instructional strategies -Data-driven instruction -RTI for students with learning gaps 						

<p>D 1st Quarter Action Plan #1 July 1 – October 16</p>	<p>DO: Create action plan for Quarter #1 based on data analysis</p> <p>Create the action plan for the 1st Quarter below. What steps do you need to take to reach the year-long strategy?</p>
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Step	Measure /Indicator	End Date	Person(s) Responsible	Funding Source	Title I Codes
What steps will you and your team take?	What data will be collected? OR How will you know the step is completed?	When will work be completed?			

Review Campus Needs Assessment	Sign in Sheets	June 2021	Campus Site Team (Sign-in sheet attached)		1.1
Develop a written parent and family engagement policy ;that's in English and Spanish	Completion of the policy document	September 2021	Campus Site Team (Sign-in sheet attached)		3.1
Develop School-parent compact	Sign in Sheets, Documents with suggested changes	September 2021	Campus Site Team (Sign-in sheet attached)		3.2
Create Coaching Roster (1:10)	<ul style="list-style-type: none"> Roster created and posted in Leadership Google Shared Folder Student independent work samples from classroom teachers Teacher assessment data 	August 3, 2021	Principal, AP, IF		2.4
Develop and administer PD needs assessment based on the mini lesson rubric and instructional blocking.	<ul style="list-style-type: none"> Survey created and administered to staff Satisfactory feedback from campus professional development 	August 2021	Principal-Supported by Admin Team	199 or Title I	2.4
Coaches create schedules for weekly meetings with assigned teachers.	<ul style="list-style-type: none"> Calendar invites sent to teachers for recurring weekly meetings 	September, 2021	Principal, AP, IF		2.4
Conduct Book Study: Leverage Leadership 2.0 (Time Management and Coaching Focus)	<ul style="list-style-type: none"> Individual calendars using Google Calendar 	August 2021	Principal	199 or Title I	2.4
Adjust Mini Lesson Google Form to include: Independent work and instructional blocking	<ul style="list-style-type: none"> Form Updated and shared in Leadership Google Shared Folder 	August 2021	AP		2.4
Rubric Professional Development- Expectations and Classroom Implementation CFU Questioning Think alouds	<ul style="list-style-type: none"> Professional Development created and facilitated in PLC's Google Doc created aligned to mini lesson rubric for walk throughs, coaching, and feedback 	Continuous	IF- Supported by Admin Team	199 or Title I	2.4

Professional Development- Development of independent student products (STEMspired)	<ul style="list-style-type: none"> Professional Development created and facilitated in PLC's <i>Google Doc created aligned to mini lesson rubric for walk throughs, coaching, and feedback</i> 	August 2021 Continuous	Administrative Team- Principal, AP, IF	199 or Title I	2.4
Begin Mini Lesson Fidelity Walks (2nd and 3rd)	<ul style="list-style-type: none"> <i>Google Doc created aligned to mini lesson rubric for walk throughs, coaching, and feedback</i> 	August 2021	Administrative Team- Principal, AP, IF		2.4
Monitor and review CIP for Quarter 1 with attention to increase student achievement of all students in math	Agenda and Attendance Roster	October 2021	Principal		2.2 2.4

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
<ul style="list-style-type: none"> 40% of teachers will be proficient on 5 out of 8 mini lesson rubric criteria 40% of Independent Student Products will align to the lesson objective
Performance Measures
<ul style="list-style-type: none"> 25% of students will be at meets level on District Common Classroom Assessments 1 30% of students will be at meets level on District Common Classroom Assessments 2 30% of students will be at grade level according to IXL diagnostic

D	DO: Revise or continue with implementation based on analysis of Action Plan #1 progress
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2nd Quarter
Action Plan #2
Oct. 17 -
January 15

Color code steps from the 1st quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?

1st Quarter Results for Leading Measures:

Fidelity

40% of teachers will be proficient on 5 out of the 8 mini lesson rubric criteria

- 16% of teachers are proficient on 5 out of the 8 mini lesson rubric indicators.

40% of Independent Student Products will align to the lesson objective

- 66% of student products are align to the lesson objective

Performance

25% of students will be at meets level on District Common Classroom Assessments 1

- 27% of 2nd grade students at the meets level or higher
- 18% of 3rd grade students at the meets level or higher

30% of students will be at meets level on District Common Classroom Assessments 2

- 11% of 2nd grade students at the meets level or higher
- 25% of 3rd grade students at the meets level or higher

30% of students will be at grade level according to IXL diagnostic

- 70% of 2nd graders at grade level according to IXL weekly diagnostic
- 35% of 3rd graders are at grade level according to IXL weekly diagnostic

<p>Step What steps will you and your team take?</p>	<p>Measure/Indicator What data will be collected? OR How will you know the step is completed?</p>	<p>End Date When will work be completed?</p>	<p>Person(s) Responsible</p>	<p>Funding Source</p>	<p>Title I Codes</p>
<p>Professional Development- Development of independent student products (STEMspired)</p>	<ul style="list-style-type: none"> ● Professional Development created and facilitated in PLC's ● <i>Google Doc created aligned to mini lesson rubric for walk throughs, coaching, and feedback</i> 	<p>October 20, 2021</p>	<p>Consultant</p>		<p>2.4</p>
<p>Professional Development- Instructional Blocking</p>	<ul style="list-style-type: none"> ● Professional Development created and facilitated in PLC's ● <i>Google Doc created aligned to mini lesson rubric for walk throughs, coaching, and feedback</i> 	<p>November 2021</p>	<p>Administrative Team- Principal, AP, IF</p>		<p>2.4</p>

Math Manipulative Kit Creation	<ul style="list-style-type: none"> • <i>Teacher usage of manipulatives during mini lessons and guided practice.</i> 	November 2021	AP		2.4
Professional Development -Math Manipulative	<ul style="list-style-type: none"> • Professional Development created and facilitated in PLC's • <i>Google Doc created aligned to mini lesson rubric for walk throughs, coaching, and feedback</i> • <i>Teacher usage of manipulatives during mini lessons and guided practice</i> 	November 2021	District Math Coordinator-Supported by Administrative Team		2.4
Professional Development -Facilitating and creating Inquiry Based/Problem Solving Student Outcomes	<ul style="list-style-type: none"> • Professional Development created and facilitated in PLC's • <i>Google Doc created aligned to mini lesson rubric for walk throughs, coaching, and feedback</i> • <i>Student outcomes require inquiry and problem solving and teachers providing feedback that promotes student led learning</i> 	December 2021-January 2021	Consultant or District Math Coordinator-Supported by Administrative Team		2.4
Mini Lesson Fidelity Walks (2nd and 3rd)	<ul style="list-style-type: none"> • <i>Google Doc created aligned to mini lesson rubric for walk throughs, coaching, and feedback</i> 	Continuous	Administrative Team- Principal, AP, IF, AI		2.4
Rubric Professional Development- Objectives CFU Questioning Think alouds	<ul style="list-style-type: none"> • Professional Development created and facilitated in PLC's • <i>Google Doc created aligned to mini lesson rubric for walk throughs, coaching, and feedback</i> 	Continuous	Administrative Team- Principal, AP, IF		2.4
Monitor and review CIP for Quarter 1 with attention to increase student achievement of all students in math	Agenda and Attendance Roster	October 2021	Principal		2.2 2.4

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
<ul style="list-style-type: none"> 50% of teachers will be proficient on 5 out of 8 mini lesson rubric criteria
<ul style="list-style-type: none"> 50% of Independent Student Products will align to the lesson objective
<ul style="list-style-type: none"> 50% of the time teachers will be following the Instructional Blocking
Lead Performance Measures
<ul style="list-style-type: none"> 35% of students will be at meets level on District Common Classroom Assessments 3 40% of students will be at meets level on District Common Classroom Assessments 4 45% of students will be at meets level on District Common Classroom Assessments 5

D 3rd Quarter Action Plan #3 Jan. 16 – Mar. 19	DO: Revise or continue with implementation based on analysis of Action Plan #2 progress Color code steps from the 2 nd quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?
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2nd Quarter Results for Leading Measures:

Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures

Lead Performance Measures

D 4th Quarter Action Plan #4 March 20 - June 30	DO: Revise or continue with implementation based on analysis of Action Plan #3 progress Color code steps from the 3 rd quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?
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3rd Quarter Results for Leading Measures:

Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures

Lead Performance Measures

S To be completed by June 30	STUDY: Analyze data after implementing approach At the end of the school year, complete the questions below using data and your analysis	
Summarize the key actions taken in accomplishment of the strategy (Refer to list created in Plan phase & reflect on what was projected to be accomplished):		
What data gives evidence of <u>progress</u> made on goal? <i>Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with analysis</i>	What data gives evidence to a <u>lack of progress</u> made on goal? <i>Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with analysis</i>	

A To be completed by June 30	ACT: Set Plan for upcoming year	
At the end of the year, please reflect on your answers in the above two boxes and check which option best describes what you will do in your next plan:		
<input type="checkbox"/> Year-long target goal has been met and will be changed to a new target goal on a similar topic. Suggested goal:		
<input type="checkbox"/> Year-long target goal not met but the current plan is effective so we will continue it.		
<input type="checkbox"/> Year-long target goal not met so plan will continue with improvements to the plan.		
<input type="checkbox"/> Year-long target goal is not met and we will move in a different direction.		
<input type="checkbox"/> Other (Please explain)		
Discuss possible action plan steps that you recommend occur in the next year's PDSA:		

Plan for Federal Funds 2021-2022

Title I, Part A:

Campus Allocation: \$1,581,680

Goal/Intended Purpose – to provide supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards.

Intended Beneficiaries – scholars who experience difficulties mastering the state academic achievement standards

Campus- level uses:

Plan for At-Risk/ Compensatory Education 2021-2022

The goal of state compensatory education (SCE) is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion between scholars at risk of dropping out of school and all other LEA scholars (TEC Section 29.081).

SCE:

Amount Allocated:

Intended Purpose – to increase academic achievement and reduce the dropout rate

Intended Beneficiaries – students identified as at risk for dropping out of school and economically disadvantaged scholars

Use of funds:



2020-21 Campus Improvement Plan High Pointe

Campus/Department High Pointe'	Strategic Guiding Statement	Type(s) of Plan CIP/DIP ___X___ Additional Targeted (TEA) ___X___ Supporting _____	Board Approval _____/_____/_____
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P | PLAN: Identify the need, the goal and the approach

Problem Statement: At High Pointe Elementary, 31% of scholars scored at the meets or masters level on the EOY NWEA MAP Language Arts Foundational Skills: Vocabulary section

What do you hope to accomplish? 75% of scholars achieve meets or masters level in the language arts foundational skills: Vocabulary section as measured by NWEA MAP EOY

Identify your “One Thing” (strategy): High Point Elementary 2nd - 5th grade math teachers will high quality instruction through research-based practices focused on math vocabulary with fidelity within their daily lesson delivery

Why did you choose this goal (strategy)? Include the process you used to establish the root cause. This strategy was chosen because scholars reading and comprehending below grade level across all content areas was identified as our greatest issue with student performance. According to our NWEA MAP data, we identified this as one of our greatest hindrances with our performance for on grade level outcomes. Once we confirmed this as our problem, we focused on suspected drivers. Once drivers were identified, we eliminated those outside of our circle of control. The Relational Diagram was used to discover the key driver. We then used the 5 Whys protocol to determine the root cause.

Baseline Data & Rationale: What data or evidence supports the need for this goal? Summary of CNA Findings

Additional Targeted schools must include Closing the Gaps report data.

Data Used: EOY NWEA MAP, State Accountability: [Achievement 48 \(F\)](#), School Progress - 56 (F), [Closing the Gaps - 30\(F\)](#)

CNA Summary: Additional literacy support to aid in explicitly teaching vocabulary for all grades, content areas and student populations.

Mastery of foundational vocabulary skills is needed in all grade levels, content areas and student populations

Approach & Evidence Sources: How will you measure goal implementation with lead fidelity and lead performance measures? What will you use as a lag measure to know you've accomplished your "One Thing"?

Lead Fidelity Measures
2 or more vocabulary fidelity observations/walks conducted for all teachers per month
Lead Performance Measures
<ol style="list-style-type: none"> 1. Achieve 3000 2. DCCA's (This has been added due to our one thing for math only) 3. IXL weekly reports (This has been added due to our one thing for math only) 4. MOY NWEA MAP Data
LAG Measures
<ol style="list-style-type: none"> 1. STAAR 2022 Reading Data (3-5) 2. EOY NWEA MAP
Equity Constraint
No more than a 25% gap in STAAR Reading Meets level performance between SPED student group and all students.

Plan: What are the key actions to be taken in the upcoming year toward accomplishment of the goal? *(the one to five most important things to get done on this plan are...):*

<i>Key Actions</i>	Effective School Framework Lever/Essential Action
<i>Provide ongoing explicit vocabulary instruction professional development that includes Marzano & AVID high yield instructional strategies</i>	Lever 5 - Effective Instruction
<i>Ensure academic vocabulary is prevalent throughout campus</i>	Lever 3 - Positive School Culture

<i>Collaborate with teacher teams to develop explicit vocabulary implementation rubric</i>	<i>Lever 5 - Effective Instruction</i>
<i>Develop observation, coaching and feedback schedule for systematic feedback on explicit vocabulary instruction rubric</i>	<i>Lever 1 - Strong School Leadership & Planning Lever 2 - Effective Well Supported Teachers</i>
<i>Review formative & summative assessments during designated PLCs and develop action plans to address deficit areas</i>	<i>Lever 1 - Strong School Leadership & Planning Lever 5 - Effective Instruction</i>

Professional Development: What professional development needs to occur to accomplish the key actions to be taken in the upcoming year toward accomplishment of the goal?

Professional Development	Provided For	Person(s) Responsible	End Date When will PD be completed?
Teaching Basic, Advanced, and Academic Vocabulary by Marzano	ALL PK-5 Teachers	Campus Instructional Leadership Team	August 2021 Ongoing monthly sessions embedded in faculty meetings to introduce additional strategies
MAP/SmartyAnts/Achieve3000/IXL Data Reports	PK-5 Teachers	District Data Department Campus Instructional Leadership Team	August 2021 Ongoing sessions embedded in designated PLCs
Implementation Rubric	PK-5 Teachers	Camus Administrators	August 2021 Ongoing sessions embedded in PLCs & faculty meetings based on implementation data
AVID Vocabulary Strategies	PK-5 Teachers	AVID Site Team	August 2021 Ongoing sessions embedded in PLCs & faculty meetings based on implementation data.

Complete if Additional Targeted Plan

Areas Addressed: (Academic Achievement Reading or Math; Growth; Grad Rate; ELPs; Student Success; CCMR)

Academic Achievement Reading

Student subgroup Target Area(s) missed: All Students, AA, HISP, ECo-Dis

Effective Schools Framework from 13 Essential Actions: (X all that apply)

X	<p>Strong School Leadership and Planning</p> <ul style="list-style-type: none"> -Develop campus instructional leaders with clear roles and responsibilities -Focused plan development and regular monitoring of implementation and outcomes 	X	<p>Effective, Well-Supported Teachers</p> <ul style="list-style-type: none"> -Recruit, select, assign, induct, and retain a full staff of highly qualified educators -Build teacher capacity through observation and feedback cycles 	X	<p>Positive School Culture</p> <ul style="list-style-type: none"> -Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations -Explicit behavioral expectations and management systems for students and staff -Proactive and responsive student support services -Involving families and community 		<p>High-Quality Curricular Resources</p> <ul style="list-style-type: none"> -Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence
X	<p>Effective Instruction</p> <ul style="list-style-type: none"> -Objective-driven daily lesson plans with formative assessments -Effective classroom routines and instructional strategies -Data-driven instruction -RTI for students with learning gaps 						

D
1st Quarter
Action Plan #1
July 1 – October
16

DO: Create action plan for Quarter #1 based on data analysis

Create the action plan for the 1st Quarter below. What steps do you need to take to reach the year-long strategy?

Step What steps will you and your team take?	Measure /Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes
Review Campus Needs Assessment	Sign in Sheets, google forms survey	August 10, 2021	Campus Site Team		1.1
Refine written parent and family engagement policy;that's in English and Spanish	Completion of the policy document	September 2021	Campus Site Team		3.1
Refine School-parent compact	Sign in Sheets, Documents with suggested changes	September 2021	Campus Site Team		3.2
Conduct Parent Pointes capacity building sessions focused on progressing monitoring tools and strategies	Pointes for Parents Agenda & Surveys	September 2021 Ongoing monthly sessions	Parent Liaison, Principal		3.3
Complete Teaching Basic, Advanced, and Academic Vocabulary by Marzano PD & Provide Resources	Agenda & Attendance Rosters	August 2021 Ongoing monthly sessions embedded in faculty meetings to introduce additional strategies	Campus Administrators		2.4
Complete Implementation Rubric	Completed Rubric	August 2021	Campus Instructional Leadership Team		2.2
Complete vocabulary observation form & coaching tracker & share w/ teachers	Completed Form	August 2021	Campus Instructional Leadership Team		2.2

Complete ≥ 2 vocabulary implementation walkthroughs & coaching sessions for each PK-5 Teacher & share overall results w/ staff	Completed WT forms, Sibme videos, and documented action steps for vocabulary instruction	September 2021	Principal, AP	SIBME \$ 2,600	I, A
Complete BOY diagnostics - MAP, Achieve/Smarty Ants	Data reports	October 2021	Teachers, Principal		2.2
Monitor and Review CIP for this quarter	Sign-in Sheet and Agenda	October 2021	Site Based Committee		2.2
Ensure that the CIP is available to parents in both English and Spanish	Upload video to the Campus Website and/or the learning platform	September 2021	Ms. T. Stewart (no longer works at HPE)		2.3
Set DRA-MOY & MAP-MOY goals & action plans for every scholar based on DRA-BOY and MAP-BOY reading	Completed goal tracker	September 2021	Principal, AP, Teachers		2.2

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
Vocabulary Fidelity Observation Form & Coaching Tracker
Lead Performance Measures
BOY NWEA MAP BOY Achieve 3000/Smarty Ants
Equity Constraint
No more than a 25% gap in STAAR Reading Meets level performance between SPED student group and all students.

D2nd Quarter
Action Plan #2
Oct. 17 - January
15**DO: Revise or continue with implementation based on analysis of Action Plan #1 progress**Color code steps from the 1st quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?1st Quarter Results for Leading Measures:

Vocabulary Fidelity Observation Form & Coaching Tracker - tracker has been created and adjusted. Fidelity walks have started. Due to the onboarding process, we are running behind on the fidelity walks per week. Currently, we have had a formal 22 walks starting 10/4. Most walks done before that were strictly calibration and coaching walks.

MAP BOY Data

Masters -- Meets -- Approaches -- Did not Meet

2nd Grade

ELAR - 18% -- 34% -- 41% -- 49%

MATH - 14% -- 34% -- 42% -- 48%

3rd Grade

ELAR - 10% -- 31% -- 39% -- 61%

MATH - 13% -- 23% -- 38% -- 62%

Sci - 10% -- 28% -- 51% -- 49%

4th Grade

ELAR - 8% -- 31% -- 58% -- 42%

MATH - 13% -- 26% -- 43% -- 57%

Sci - 8% -- 35% -- 60% -- 40%

5th Grade

ELAR - 10% -- 14% -- 60% -- 40%

MATH - 0% -- 22% -- 40% -- 60%

Sci - 15% -- 30% -- 40% -- 60%

Instructional Walks

Vocabulary Walls

Compliance:

Present (# of walks 27)

Exceeds 3/27 = 11%

Meets 15/27 = 56%

Developing 9/27 = 33%

Updated

Exceeds 3/27 = 11%
 Meets 14/27 = 52%
 Developing 10/27 = 37%

Meets ONLY	2nd	3rd	4th	5th	Ramp Up
DCCA #1	41	18	22	14	30
DCCA #2	7	32	2	38	40

Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Title I Codes
ESF Survey	Completion rate of 45%	November 2021	Principal	3.1
Refine written parent and family engagement policy; that's in English and Spanish	Completion of the policy document	January 2022	Campus Site Team	3.1
Refine School-parent compact	Sign in Sheets, Documents with suggested changes	January 2022	Campus Site Team	3.2
Conduct Parent Pointes capacity building sessions focused on progressing monitoring tools and strategies	Pointes for Parents Agenda & Surveys	November 2021 Ongoing monthly sessions	Parent Liaison, Principal	3.3
Complete Teaching Basic, Advanced, and Academic Vocabulary by Marzano PD & Provide Resources	Agenda & Attendance Rosters	August 2021 Ongoing monthly sessions embedded in faculty meetings to introduce additional strategies	Campus Administrators	2.4

Complete ≥ 2 vocabulary implementation walkthroughs & coaching sessions for each 2-5 Teacher & share overall results w/ staff	Completed WT forms, Sibme videos, and documented action steps for vocabulary instruction	September 2021 Ongoing	Principal, AP	I, A
Complete Weekly diagnostics -IXL, Achieve/Smarty Ants	Data reports	October 2021	Teachers, Principal	2.2
Leveled groupings for LHT along with tracking growth.	Completed goal tracker	September 2021 Ongoing	Principal, AP, Teachers, Academic Interventionist	2.2
Ensure that the CIP is available to parents in both English and Spanish	Upload video to the Campus Website and/or the learning platform	November 2021	Ms. Rodriguez	2.3
Monitor and Review CIP for this quarter	Sign-in Sheet and Agenda	Starting in November Ongoing	Site Based Committee	2.2

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
Vocabulary Fidelity Observation Form & Coaching Tracker (minimum of 6 walks a week with follow up scheduled meetings) Weekly Formative Assessments (exit tickets, teacher created assessments, performance assessments)
Lead Performance Measures
MOY NWEA MAP MOY Achieve 3000
Equity Constraint
No more than a 25% gap in STAAR Reading Meets level performance between SPED student group and all students.

D 3rd Quarter Action Plan #3 Jan. 16 – Mar. 19	DO: Revise or continue with implementation based on analysis of Action Plan #2 progress Color code steps from the 2 nd quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?
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2nd Quarter Results for Leading Measures:

Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
Lead Performance Measures

D 4th Quarter Action Plan #4 March 20 - June 30	DO: Revise or continue with implementation based on analysis of Action Plan #3 progress Color code steps from the 3 rd quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?
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3rd Quarter Results for Leading Measures:

Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes

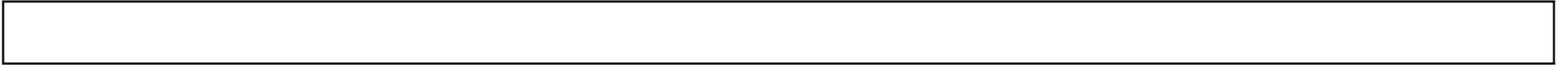
Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
Lead Performance Measures

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S To be completed by June 30	STUDY: Analyze data after implementing approach At the end of the school year, complete the questions below using data and your analysis
Summarize the key actions taken in accomplishment of the strategy <i>(Refer to list created in Plan phase & reflect on what was projected to be accomplished):</i>	
What data gives evidence of <u>progress</u> made on goal? <i>Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with analysis</i>	What data gives evidence to a <u>lack of progress</u> made on goal? <i>Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with analysis</i>

A To be completed by June 30	ACT: Set Plan for upcoming year
At the end of the year, please reflect on your answers in the above two boxes and check which option best describes what you will do in your next plan: <input type="checkbox"/> Year-long target goal has been met and will be changed to a new target goal on a similar topic. Suggested goal: <input type="checkbox"/> Year-long target goal not met but the current plan is effective so we will continue it. <input type="checkbox"/> Year-long target goal not met so plan will continue with improvements to the plan. <input type="checkbox"/> Year-long target goal is not met and we will move in a different direction. <input type="checkbox"/> Other (Please explain)	
Discuss possible action plan steps that you recommend occur in the next year's PDSA:	





2021-22 Campus Improvement Plan Lake Ridge Elementary

Campus/Department Lake Ridge Elementary	Strategic Guiding Statement Increase the percentage of Algebra I scholars scoring Meets or Above	Type(s) of Plan: CIP/DIP <u> X </u> Additional Targeted (TEA) _____ Supporting _____	Board Approval Date:
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P PLAN: Identify the need, the goal and the approach

Problem Statement?

Less than 40% of scholars at Lake Ridge Elementary scored Meets or higher on STAAR Math.

What do you hope to accomplish?

3-5 grade scholars at Lake Ridge Elementary will show one year’s growth in math by the end of the school year based on EOY assessments.

Identify your “One Thing” (strategy):

Lake Ridge Elementary teachers will understand how to implement targeted, small group math instruction.

Why did you choose this goal (strategy)? Include the process you used to establish the root cause.

The Site-Based Decision Making Committee along with all faculty and parents participated in respective surveys to provide specific feedback pertaining to demographics, student learning, perceptions, and processes and programs. Data (STAAR, NWEA/MAP was utilized to guide the discussions. Based on STAAR data, there was a significant decrease in scholars meeting grade level expectations in math. The comparison data was not cohort to cohort. The committee reviewed information from the comprehensive needs assessment, utilized the 5 Why protocol, and used an affinity diagram to categorize/organize responses. It was determined that specific professional development/training pertaining to small group instruction for math has not occurred.

Baseline Data & Rationale: What data or evidence supports the need for this goal? Summary of CNA Findings

Additional Targeted schools must include Closing the Gaps report data.

The percentage of scholars who scored Meets or higher on the 2021 STAAR Math Assessment was less than 40% for each grade level:

- 3rd Grade: 36%
- 4th Grade: 18%
- 5th Grade: 34%

31% of 2nd graders (2021-2022 3rd graders) met their growth goal projection on MAP Math. 43% of 3rd graders (2021-2022 4th graders) met their growth goal projection on MAP Math. 43% of 4th graders (2021-2022 5th graders) met their growth goal projection on MAP Math.

During the 2020-2021 school year, the number of scholars who attended school via traditional instruction was low for 3-5 graders.

Approach & Evidence Sources: How will you measure goal implementation with lead fidelity and lead performance measures? What will you use as a lag measure to know you've accomplished your "One Thing"?

Lead Fidelity Measures
<ul style="list-style-type: none"> Guided Math/Small Group walkthrough form created and utilized by the administrative team
Lead Performance Measures
<ul style="list-style-type: none"> IXL Progress Monitoring/Skill Mastery
<ul style="list-style-type: none"> MAP (BOY/MOY)
LAG Measures
<ul style="list-style-type: none"> STAAR Math Data (3-5)
Equity Constraint
No more than a 20% gap in STAAR Math level performance between Economically Disadvantaged student group and all students.

Plan: What are the key actions to be taken in the upcoming year toward accomplishment of the goal? *(the one to five most important things to get done on this plan are... Include high yield strategies with the research based percentile gains*

Key Actions	Effective School Framework Lever/ Essential Action
<i>Provide initial and ongoing professional development for guided math instruction</i>	2.5 2.6
<i>Develop collaborative Guided Math Implementation Rubric, Guided Math Look Fors, and corresponding walkthrough/coaching schedule</i>	2.4 2.5 2.6
<i>Review and discuss math levels during PLCs</i>	2.4 2.6

Professional Development: What professional development needs to occur to accomplish the key actions to be taken in the upcoming year toward accomplishment of the goal?

Professional Development	Provided For	Person(s) Responsible	End Date When will PD be completed?
IXL	Math Teachers	District Coordinators	August 2021
Guided Math Instruction	Math Teachers	Principal, AP, IF, AI	October 2021
What's Expected? Walkthrough Form Review	Math Teachers	Principal, AP, IF, AI	October 2021

Complete if Additional Targeted Plan

Areas Addressed: (Academic Achievement Reading or Math; Growth; Grad Rate; ELPs; Student Success; CCMR)

Student subgroup Target Area(s) missed:

Effective Schools Framework from 13 Essential Actions: (X all that apply)

	<p>Strong School Leadership and Planning</p> <ul style="list-style-type: none"> -Develop campus instructional leaders with clear roles and responsibilities -Focused plan development and regular monitoring of implementation and outcomes 		<p>Effective, Well-Supported Teachers</p> <ul style="list-style-type: none"> -Recruit, select, assign, induct, and retain a full staff of highly qualified educators -Build teacher capacity through observation and feedback cycles 		<p>Positive School Culture</p> <ul style="list-style-type: none"> -Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations -Explicit behavioral expectations and management systems for students and staff -Proactive and responsive student support services -Involving families and community 		<p>High-Quality Curricular Resources</p> <ul style="list-style-type: none"> -Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence
	<p>Effective Instruction</p> <ul style="list-style-type: none"> -Objective-driven daily lesson plans with formative assessments -Effective classroom routines and instructional strategies -Data-driven instruction -RTI for students with learning gaps 						

DO: Create action plan for Quarter #1 based on data analysis

Create the action plan for the 1st Quarter below. What steps do you need to take to reach the year-long strategy?

Step What steps will you and your team take?	Measure /Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes
Review Campus Needs Assessment	Sign in Sheets	June 2021	Campus Site Team (Sign-in sheet attached)		1.1
Develop a written parent and family engagement policy that's in English and Spanish	Completion of the policy document	September 2021	Campus Site Team (Sign-in sheet attached)		3.1
Develop School-parent compact	Sign in Sheets, Documents with suggested changes	September 2021	Campus Site Team (Sign-in sheet attached)		3.2
Create guided math walkthrough form and review with teachers	Agenda, Sign in Sheets, Walkthrough Form	September 2021	Principal & AP		2.4 2.5 2.6
Model/Train teachers on Guided Math Instruction	Agenda and Sign in Sheets	September 2021	Principal, AP, IF, and AI		2.5 2.6
Complete BOY assessments (IXL and MAP)	Reports	August 2021 September 2021	Assistant Principal & Testing Team		2.5
Monitor and review CIP for Quarter 1 with attention to increase student achievement of all students in math	Agenda and Attendance Roster	October 2021	Principal		2.2 2.4

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
<ul style="list-style-type: none"> Guided Math Walkthrough Form
Lead Performance Measures
<ul style="list-style-type: none"> IXL
<ul style="list-style-type: none"> MAP (BOY)

D 2 nd Quarter Action Plan #2 Oct. 17 - January 15	DO: Revise or continue with implementation based on analysis of Action Plan #1 progress Color code steps from the 1 st quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?
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1st Quarter Results for Leading Measures:

Fidelity
 50% of fidelity walks will meet the guided math expectations based on ramp up targets.
 → At the review, 48% of fidelity walks met expectations.

Lead Performance Measures
 IXL
 → 23% of 3rd graders are on grade level
 → 41% of 4th graders are on grade level
 → 19% of 5th graders are on grade level

Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes
Continue cycle of fidelity walks	Walkthrough Form Data	January 2022	Principal, AP, and IF	n/a	2.4
Plan follow up professional development to address areas of concern and refresh stations.	Sign in Sheets	November 2021	Principal, AP, and IF	n/a	2.4
Finalize the written parent and family engagement policy that's in English and Spanish	Completion of the policy document	November 5, 2021	Campus Site Team (Sign-in sheet attached)	n/a	3.1
Finalize the School-parent compact	Sign in Sheets, Documents with suggested changes	November 5, 2021	Campus Site Team (Sign-in sheet attached)	n/a	3.2

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures

- [Guided Math Walkthrough Form](#)

Lead Performance Measures

- IXL
- MAP

Resources Needed to Deploy Plan Available: (Budget/Staff/Materials)

Title I \$11,136

Non-monetary resources: Professional Development Time

D 3rd Quarter Action Plan #3 Jan. 16 – Mar. 19	DO: Revise or continue with implementation based on analysis of Action Plan #2 progress Color code steps from the 2 nd quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?
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2nd Quarter Results for Leading Measures:

Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures

Lead Performance Measures

Resources Needed to Deploy Plan: (Budget/Staff/Materials)

Title I \$ _____
 Comp Ed \$ _____
 Local 199 \$ _____
 Activity Funds \$ _____
 Other \$ _____
 Non-monetary resources _____

D <small>4th Quarter Action Plan #4 March 20 - June 30</small>	DO: Revise or continue with implementation based on analysis of Action Plan #3 progress Color code steps from the 3 rd quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?
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3rd Quarter Results for Leading Measures:

Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures

Lead Performance Measures

Resources Needed to Deploy Plan: (Budget/Staff/Materials)

Title I \$ _____

Comp Ed \$ _____

Local 199 \$ _____

Activity Funds \$ _____

Other \$ _____

Non-monetary resources _____

S	STUDY: Analyze data after implementing approach	
To be completed by June 30	At the end of the school year, complete the questions below using data and your analysis	
<p>Summarize the key actions taken in accomplishment of the strategy <i>(Refer to list created in Plan phase & reflect on what was projected to be accomplished):</i></p>		
<p>What data gives evidence of progress made on goal? <i>Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with analysis</i></p>	<p>What data gives evidence to a lack of progress made on goal? <i>Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with analysis</i></p>	

A	ACT: Set Plan for upcoming year	
To be completed by June 30		

At the end of the year, please reflect on your answers in the above two boxes and check which option best describes what you will do in your next plan:

- Year-long target goal has been met and will be changed to a new target goal on a similar topic. Suggested goal:
- Year-long target goal not met but the current plan is effective so we will continue it.
- Year-long target goal not met so plan will continue with improvements to the plan.
- Year-long target goal is not met and we will move in a different direction.
- Other (Please explain)

Discuss possible action plan steps that you recommend occur in the next year's PDSA:

Plan for Federal Funds 2021-2022

Title I, Part A:

Campus Allocation: \$1,581,680

Goal/Intended Purpose – to provide supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards.

Intended Beneficiaries – scholars who experience difficulties mastering the state academic achievement standards

Campus- level uses:

Plan for At-Risk/ Compensatory Education 2021-2022

The goal of state compensatory education (SCE) is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion between scholars at risk of dropping out of school and all other LEA scholars (TEC Section 29.081).

SCE:

Amount Allocated:

Intended Purpose – to increase academic achievement and reduce the dropout rate

Intended Beneficiaries – students identified as at risk for dropping out of school and economically disadvantaged scholars

Use of funds:



2021-22 Campus Improvement Plan Plummer Elementary School

Campus/Department Plummer Elementary	Strategic Guiding Statement All scholars will be reading at or above grade level by the end of the 2023 - 2024 school year.	Type(s) of Plan: CIP/DIP <input checked="" type="checkbox"/> X Additional Targeted (TEA) _____ Supporting _____	Board Approval Date:
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P	PLAN: Identify the need, the goal and the approach
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Problem Statement? No more than 33% of scholars scored at the meets level on the STAAR Reading Exam, at Plummer Elementary School.

What do you hope to accomplish? Increase the percentage of scholars reading at or above grade level on the STAAR Reading Exam by 10% for the 2021 - 2022 school year.

Identify your “One Thing” (strategy): At Plummer Elementary 3-5 reading teachers will use aggressive monitoring strategies and provide specific feedback to scholars to monitor and adjust within their daily lesson delivery.

Why did you choose this goal (strategy)? Include the process you used to establish the root cause. Plummer Elementary chose this strategy because the reading and comprehension of scholars are below grade level based on Achieve 3000, NWEA, and STAAR data. In order to close this achievement gap, we decided that effective Tier 1 instruction is critical. Teachers must be able to provide immediate feedback and access scholars daily in an effort to maximize their learning and in turn expedite the achievement and

learning loss added by our global pandemic. This aggressive monitoring strategy was determined once our root cause analysis was completed. Before we can support scholars in any other academic area, we have to have a solid foundation in reading.

Baseline Data & Rationale: What data or evidence supports the need for this goal? Summary of CNA Findings

Additional Targeted schools must include Closing the Gaps report data.

Data/ Evidence: State Accountability [\(TAPR\)](#) Report, [NWEA Report](#) of scholars who did not meet academic performance for Spring 2020-2021.

Approach & Evidence Sources: How will you measure goal implementation with lead fidelity and lead performance measures? What will you use as a lag measure to know you've accomplished your "One Thing"?

Lead Fidelity Measures
Weekly calibration Walks for the Academic team to ensure alignment in "look-fors"
2 or more aggressive monitoring fidelity observations/walks for all teachers per month
Lead Performance Measures
Achieve 3000
DCCA Data
BOY and MOY NWEA Map Data
Equity Constraint
No more than a 20% gap in 3rd grade STAAR Reading Meets Level Performance between LEP and SPED student groups compared to all students.
LAG Measures
3rd Grade STAAR Reading Data
EOY NWEA Map Data

Plan: What are the key actions to be taken in the upcoming year toward accomplishment of the goal? *(the one to five most important things to get done on this plan are... Include high yield strategies with the research based percentile gains)*

Key Actions	Effective School Framework Lever/ Essential Action
<i>Aggressive Monitoring Professional Development for all teachers. Professional development will be ongoing for the 2021 - 2022 school year.</i>	<i>Lever 5 - Effective Instruction 2.5 and 2.6</i>
<i>Use of Aggressive Monitoring Tools daily in class such as tracking sheets and pen in hand</i>	<i>Lever 5 - Effective Instruction</i>

<i>Walk through forms that aligns with aggressive monitoring look fors for coaching and feedback to ensure implementation with fidelity</i>	<i>Lever 1 - Strong School Leadership and Planning Lever 2 - Effective Well Supported Teachers</i>
<i>Ongoing modeling expectations and shared best practices with aggressive monitoring during PLCs</i>	<i>Lever 1 - Strong School Leadership and Planning Lever 2 - Well Supported Leadership Lever 3 - Positive School Culture Lever 5 - Effective Instruction</i>
<i>Create a data tracker and data wall for all teachers and scholars to track growth</i>	<i>Lever 1 - Strong School Leadership and Planning Lever 3 - Positive School Culture 2.4</i>

Professional Development: What professional development needs to occur to accomplish the key actions to be taken in the upcoming year toward accomplishment of the goal?

Professional Development	Provided For	Person(s) Responsible	End Date When will PD be completed?
Aggressive Monitoring Professional Learning	Pre-K through 5 Teachers	District Coordinators, Instructional Facilitator, Principal, and Assistant Principal	August 2021
Modeling Aggressive Monitoring for Professional Learning	Pre-K through 5 Teachers	Instructional Facilitator, Principal, Lead Teachers, and Assistant Principal	August 2021
Implementation Rubric/ Walk through Form	Pre-K through 5 Teachers	Instructional Facilitator, Principal, and Assistant Principal	September 2021
Feedback and Coaching	Instructional Facilitator, Principal, and Assistant Principal	Instructional Facilitator, Principal, and Assistant Principal	Ongoing throughout the 2021 - 2022 school year

Complete if Additional Targeted Plan

Areas Addressed: (Academic Achievement Reading or Math; Growth; Grad Rate; ELPs; Student Success; CCMR)
Student subgroup Target Area(s) missed:

Effective Schools Framework from 13 Essential Actions: (X all that apply)							
	<p>Strong School Leadership and Planning</p> <ul style="list-style-type: none"> -Develop campus instructional leaders with clear roles and responsibilities -Focused plan development and regular monitoring of implementation and outcomes 		<p>Effective, Well-Supported Teachers</p> <ul style="list-style-type: none"> -Recruit, select, assign, induct, and retain a full staff of highly qualified educators -Build teacher capacity through observation and feedback cycles 		<p>Positive School Culture</p> <ul style="list-style-type: none"> -Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations -Explicit behavioral expectations and management systems for students and staff -Proactive and responsive student support services -Involving families and community 		<p>High-Quality Curricular Resources</p> <ul style="list-style-type: none"> -Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence
	<p>Effective Instruction</p> <ul style="list-style-type: none"> -Objective-driven daily lesson plans with formative assessments -Effective classroom routines and instructional strategies -Data-driven instruction -RTI for students with learning gaps 						

D 1 st Quarter Action Plan #1 July 1 – October 16	DO: Create action plan for Quarter #1 based on data analysis Create the action plan for the 1 st Quarter below. What steps do you need to take to reach the year-long strategy?				
Step What steps will you and your team take?	Measure /Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes
Review Campus Needs Assessment	Sign in Sheets	June 2021	Campus Site Team (Sign-in sheet attached)		1.1
Develop a written parent and family engagement policy;that's in English and Spanish	Completion of the policy document	September 2021	Campus Site Team (Sign-in sheet attached)		3.1
Develop School-parent contact	Sign in Sheets, Documents with suggested changes	September 2021	Campus Site Team (Sign-in sheet attached)		3.2

Monitor and review CIP for Quarter 1 with attention to increase student achievement of all students in reading	Agenda and Attendance Roster	October 2021	Principal		2.2 2.4
Create Calibration Walks	Google forms and walks placed on google calendar	August 2021	Principal, AP, IF		2.4
Weekly staff meetings to discuss look-fors and discuss data	Sign in sheets, weekly agenda	August 2021	Principal, AP, IF, Counselor		2.2 2.4

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
Walk-through data from created walk-through form to ensure implementation with fidelity
Coaching and Feedback based on data
Lead Performance Measures
NWEA Map Data (BOY and MOY)
Achieve 3000 data

D 2 nd Quarter Action Plan #2 Oct. 17 - January 15	DO: Revise or continue with implementation based on analysis of Action Plan #1 progress Color code steps from the 1 st quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?
<p>1st Quarter Results for Leading Measures: 50% of teachers will be implementing at least 2 out of the 4 aggressive monitoring strategies in the classroom in an effort to assess scholars throughout their learning to monitor and adjust instruction. 66.7% of the time classrooms were visited, at least 2 out of the 4 aggressive monitoring strategies were observed. 67% of teachers (16 out of 24 teachers) implemented at least 2 of the 4 aggressive monitoring strategies in the classroom when observed.</p> <p>1st Quarter Lead Performance Measures: NWEA MAP Data</p>	

40% of scholars, grades 3rd through 5th, scored at the At or Above Grade Level Performance according to NWEA MAP BOY Reading Data

27% of scholars, grades 3rd through 5th, are projected to score at the Meets Level according to NWEA MAP BOY Reading Data Achieve3000

7% of scholars, grades 3rd through 5th, on CCR On Track according to the Achieve3000 BOY Diagnostic Level Set

Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes
Continue to execute and refine Calibration Walks	Google forms and walks placed on google calendar	August 2021 ongoing	Principal, AP, IF		2.4
Weekly leadership staff meetings to discuss look-fors and discuss data	Sign in sheets, weekly agenda	August 2021 ongoing	Principal, AP, IF, AI, and Counselor		2.2 2.4
Complete Weekly diagnostics -IXL, Achieve/Smarty Ants	Data reports	October 2021 ongoing	Teachers, AP, Principal		2.2
Leveled groupings for LHT along with tracking growth.	Completed goal tracker	September 2021 Ongoing	Principal, AP, Teachers, AI		2.2
Ensure that the CIP is available to parents in both English and Spanish	Upload video to the Campus Website and/or the learning platform as well as send out via Blackboard	November 2021	Principal		2.3
Monitor and review CIP for Quarter 2 with attention to increase student achievement of all students in reading	Agenda and Attendance Roster	January 2022	Principal		2.2 2.4
Model and show exemplars of Aggressive Monitoring Strategies in action during the instructional time	Walkthrough feedback data	October 2021 Ongoing	Principal, AP, IF		
Ensure that all teachers are meeting the weekly Achieve3000 assignments per week	Walkthrough feedback data Lesson Plans	October 2021 Ongoing	Principal and AP		

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
<ul style="list-style-type: none"> 75% of teachers will be implementing at least 2 out of the 4 aggressive monitoring strategies in the classroom in an effort to assess scholars throughout their learning to monitor and adjust instruction.
<ul style="list-style-type: none"> 50% of the time teachers will be following the Instructional Blocking
Lead Performance Measures
<ul style="list-style-type: none"> 35% of students will score at meets level on District Common Classroom Assessments 3 40% of students will score at meets level on District Common Classroom Assessments 4 45% of students will score at meets level on District Common Classroom Assessments 5

D 3rd Quarter Action Plan #3 Jan. 16 – Mar. 19	DO: Revise or continue with implementation based on analysis of Action Plan #2 progress Color code steps from the 2 nd quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?
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2nd Quarter Results for Leading Measures:

Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
Lead Performance Measures

Resources Needed to Deploy Plan: (Budget/Staff/Materials)

Title I \$ _____
 Comp Ed \$ _____
 Local 199 \$ _____
 Activity Funds \$ _____
 Other \$ _____
 Non-monetary resources _____

S	STUDY: Analyze data after implementing approach
To be completed by June 30	At the end of the school year, complete the questions below using data and your analysis

Summarize the key actions taken in accomplishment of the strategy (*Refer to list created in Plan phase & reflect on what was projected to be accomplished*):

What data gives evidence of progress made on goal?
Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with analysis

What data gives evidence to a lack of progress made on goal?
Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with analysis

A To be completed by June 30	ACT: Set Plan for upcoming year
<p>At the end of the year, please reflect on your answers in the above two boxes and check which option best describes what you will do in your next plan:</p> <p><input type="checkbox"/> Year-long target goal has been met and will be changed to a new target goal on a similar topic. Suggested goal:</p> <p><input type="checkbox"/> Year-long target goal not met but the current plan is effective so we will continue it.</p> <p><input type="checkbox"/> Year-long target goal not met so plan will continue with improvements to the plan.</p> <p><input type="checkbox"/> Year-long target goal is not met and we will move in a different direction.</p> <p><input type="checkbox"/> Other (Please explain)</p>	
<p>Discuss possible action plan steps that you recommend occur in the next year's PDSA:</p>	

Plan for Federal Funds 2021-2022

Title I, Part A:

Campus Allocation:

Goal/Intended Purpose –

Intended Beneficiaries –

Campus- level uses:

Plan for At-Risk/ Compensatory Education 2021-2022

The goal of state compensatory education (SCE) is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion between scholars at risk of dropping out of school and all other LEA scholars (TEC Section 29.081).

SCE:

Amount Allocated:

Intended Purpose –

Intended Beneficiaries –

Use of funds:



2021-22 Campus Improvement Plan Collegiate Preparatory Elementary School

Campus/Department Collegiate Preparatory Elementary School	Strategic Guiding Statement Goal #2 Increase the percentage of 3rd grade (all students) scholars reading at or above grade level	Type(s) of Plan: CIP/DIP ___X___ Additional Targeted (TEA) _____ Supporting _____	Board Approval Date:
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P	PLAN: Identify the need, the goal and the approach
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Problem Statement?

At Collegiate Preparatory Elementary 41% of scholars scored at the meets indicator during the 2021 academic year on the 3rd-5th Grade Math STAAR.

What do you hope to accomplish?

65% of 3rd-5th Grade Scholars overall RIT will be at or above their individualized goal range according to NWEA MAPS Growth Reports, and 65% of scholars will score at the Meets indicator for the 2022 3rd-5th Math STAAR.

Identify your “One Thing” (strategy):

Collegiate Preparatory Elementary teachers will ensure **ALL** scholars show growth through monitoring and adjusting instruction through aggressive monitoring.

Why did you choose this goal (strategy)? Include the process you used to establish root cause.

This goal (strategy) was determined based upon data from the 2021 STAAR test and NWEA MAPS EOY reports. The process used was the Campus Educational Impact Committee (CEIC) met to conduct the Comprehensive Needs Assessment (CNA) and used the 5 Whys protocol to determine the

root causes and determined possible solutions to address areas of opportunity. The CEIC determined the greatest need and looked at the best educational practices that helped facilitate the goal.

Baseline Data & Rationale: What data or evidence supports the need for this goal? Summary of CNA Findings

Additional Targeted schools must include Closing the Gaps report data.

Data Points: 2021 STAAR Results, On Data Suite, Edugence, NWEA Maps, TAPR Report, staff and parent qualitative feedback, and classroom observations.

Data Input: The data from the 2021 Math STAAR indicated that 33% of Scholars in 3rd were at the Meets indicator, and 40% of Scholars in 5th were at the Meets indicator. The average of Scholars at the Meets level for 3rd – 5th in math was 41%. 16% of scholars in 3rd grade met the grade level RIT norm and 41% met the expected growth in math. 24% of 2nd grade Scholars met the grade level RIT norm.

Qualitative data from teachers, and parents revealed that interventions were not in place for scholars and a COVID gap existed. Behavioral concerns in 3rd grade were mentioned by staff and parents, and a stronger PBIS system needs to be in place on campus. The behavior concerns are noted in the discipline report.

Attendance concerns due to COVID, and virtual learning.

Approach & Evidence Sources: How will you measure goal implementation with lead fidelity and lead performance measures? What will you use as a lag measure to know you've accomplished your "One Thing"?

Lead Fidelity Measures
Fidelity walks using the Action Coaching Cycle Walkthrough Forms.
Lead Performance Measures
NWEA MAPS Growth Report
Achieve 3000
District Benchmarks and Assessments
Equity Constraint
No more than a 10% gap in STAAR meets indicators between economically disadvantaged and all sub categories.
LAG Measures
3 rd -5 th Math STAAR Scores
RIT Norm in NWEA MAPS (EOY)

Plan: What are the key actions to be taken in the upcoming year toward accomplishment of the goal? (the one to five most important things to get done on this plan are... Include high yield strategies with the research based percentile gains

Key Actions	Effective School Framework Lever/ Essential Action
<p>1. Train and support teachers with writing the exemplar and setting the bar for excellence. Present a worked example and explain each step, leading to scholars using the worked example during independent practice, and to review and embed new knowledge. 0.57 related effect size.</p>	<p>Lever 1: Strong School Leadership and Planning 1.2 - Focused plan development and regular monitoring of implementation and outcomes</p>
<p>2. Develop fidelity walk observation form and implement Professional Development on Aggressive Monitoring. Staff will create and implement a monitoring pathway, monitor quality of student work, and use the pen in hand strategy. The strategies will be practiced and feedback received from peers to ensure implementation is aligned across the campus and implemented with fidelity. Hattie (2009) found an effect size of 0.73 for feedback and an effect size of 0.46 for questioning.</p>	<p>Lever 1: Strong School Leadership and Planning 1.2 - Focused plan development and regular monitoring of implementation and outcomes</p>
<p>3. Establish goals for staff and students involving academics, attendance, discipline, and parent involvement. Follow through with a rewards and recognition system such as PBIS Incentives, Prize Patrol, Student and Staff members of the month, Longhorn Market, and other campus initiated research based culture building strategies to recognize and encourage growth in targeted goal areas to promote high student achievement. Hattie found an effect size of 0.56 for setting goals (Hattie, 2009).</p>	<p>Lever 2: Effective well supported teachers 2.2 Build teacher capacity through observation and feedback cycles</p>
<p>4. Implement coaching cycle and observation. Feedback in PLCs, Planning, and coaching conversation sessions</p>	<p>Lever 2: Effective well supported teachers 2.2 Build teacher capacity through observation and feedback cycles</p>
<p>5. Establish Longhorn time protocol that addresses Academic Interventions and Response to Intervention to help with COVID gaps.</p>	<p>Lever 1: Strong School Leadership and Planning 1.2 - Focused plan development and regular monitoring of implementation and outcomes</p>

Professional Development: What professional development needs to occur to accomplish the key actions to be taken in the upcoming year toward accomplishment of the goal?

Professional Development	Provided For	Person(s) Responsible	End Date When will PD be completed?
PLCs	All Staff	Principal	Ongoing
Professional Development - Aggressive Monitoring	Admin Team and ALL Teachers	Principal	Back to School PD
Tuning Protocol - Lesson Planning Template	District Leaders and Campus Leaderships	Principal	End of 1st 6 weeks
Professional Development - Effective Lesson Planning	All Classroom Teachers	Principal; IF	End of 1st 6 weeks

Complete if Additional Targeted Plan

Areas Addressed: (Academic Achievement Reading or Math; Growth; Grad Rate; ELPs; Student Success; CCMR)

Student subgroup Target Area(s) missed:

Effective Schools Framework from 13 Essential Actions: (X all that apply)

	<p>Strong School Leadership and Planning</p> <ul style="list-style-type: none"> -Develop campus instructional leaders with clear roles and responsibilities -Focused plan development and regular monitoring of implementation and outcomes 	<p>Effective, Well-Supported Teachers</p> <ul style="list-style-type: none"> -Recruit, select, assign, induct, and retain a full staff of highly qualified educators -Build teacher capacity through observation and feedback cycles 	<p>Positive School Culture</p> <ul style="list-style-type: none"> -Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations -Explicit behavioral expectations and management systems for students and staff -Proactive and responsive student support services -Involving families and community 	<p>High-Quality Curricular Resources</p> <ul style="list-style-type: none"> -Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence
	<p>Effective Instruction</p> <ul style="list-style-type: none"> -Objective-driven daily lesson plans with formative assessments -Effective classroom routines and instructional strategies -Data-driven instruction -RTI for students with learning gaps 			

D
1st Quarter
Action Plan #1
July 1 – October
16

DO: Create action plan for Quarter #1 based on data analysis

Create the action plan for the 1st Quarter below. What steps do you need to take to reach the year-long strategy?

Step What steps will you and your team take?	Measure /Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes
Review Campus Needs Assessment	Sign in Sheets	July 2021	Campus Site Team (Sign-in sheet attached)		1.1
Develop a written parent and family engagement policy ;that's in English and Spanish	Completion of the policy document	September 2021	Campus Site Team (Sign-in sheet attached)		3.1
Develop School-parent compact	Sign in Sheets, Documents with suggested changes	September 2021	Campus Site Team (Sign-in sheet attached)		3.2
Monitor and review CIP for Quarter 1 with attention to increase student achievement of all students in reading	Agenda and Attendance Roster	October 2021	Principal		2.2 2.4
Create and share the aggressive monitoring walkthrough form with teachers.	Agenda and walkthrough from	September 2021	Principal		2.4 2.5 2.6
Implement with fidelity aggressive monitoring through utilizing the walkthrough form	Walkthrough form data	ongoing	Principal Assistant Principal IF		
Train teachers on aggressive monitoring	Agenda & Attendance Rosters	Ongoing (done during PLC)	Principal, AP, IF, AI		2.5 2.6

Redesign lesson planning template to focus on independent practice, interventions, and aggressive monitoring	Lesson Plans	Ongoing	Principal AP IF		2.4 2.5 2.6
Create Coaching Roster	Roster created and posted in leadership shared folder	Ongoing	Principal Ap IF		2.4

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
<ul style="list-style-type: none"> 30% of teachers will be proficient on Aggressive Monitoring walk throughs
Lead Performance Measures
<ul style="list-style-type: none"> 35% of scholars will be at the Meets of above indicator for NWEA Maps in Math for grades K - 5th 35% of scholars will be at the Meets of above indicator for DCCA in Math for grades 2nd - 5th

D 2 nd Quarter Action Plan #2 Oct. 17 - January 15	DO: Revise or continue with implementation based on analysis of Action Plan #1 progress Color code steps from the 1 st quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?
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1st Quarter Results for Leading Measures:

Fidelity

- 39% of teachers are proficient during Aggressive Monitoring Walk Throughs

Performance

- 71% of scholars in 3rd Grade performed at or above level for NWEA Maps for Math
- 78% of scholars in 4th Grade performed at or above level for NWEA Maps for Math
- 77% of scholars in 5th Grade performed at or above level for NWEA Maps for Math
- 11% of scholars scored at the meets level for 5th grade math DCCA #1 and 18% performed at the meets for DCCA #2
- 7% of scholars scored at the meets level for 5th grade math DCCA #1 and 1% performed at the meets for DCCA #2
- 3% of scholars scored at the meets level for 5th grade math DCCA #1 and 21% performed at the meets for DCCA #2

Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes
Monitor and review CIP for Quarter 1 with attention to increase student achievement of all students in reading	Agenda and Attendance Roster	October 2021	Principal		2.2 2.4
Train teachers on aggressive monitoring	Agenda & Attendance Rosters	Ongoing (done during PLC)	Principal, AP, IF, AI		2.5 2.6
Continue fidelity walks with the walkthrough form.	Walks throughs scheduled	Ongoing	Principal; AP; ID		2.4
Weekly A-Team meetings to discuss data, look-fors and next steps	Sign in Sheets	Ongoing	Principal, AI, IF, AP, Counselor, CIS, Secretary		2.2 2.4

Complete weekly diagnostics - IXL, Achieve/Smarty Ants	Diagnostic Report	Ongoing	Teachers		2.2
Train campus in reading difficulties	Sign in Sheets	November 2021	Principal		2.2
Monitor the fidelity of LHT and use data to develop and track scholar growth	AI Tracking Document	Ongoing	Principal, AI		2.2
Professional Development - Kagan	Sign in Sheets Survey	October 2021	Principal		2.4
Book Study - Five Dysfunctions of a Team	Survey				

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
<ul style="list-style-type: none"> 40% of teachers will be proficient on Aggressive Monitoring walk throughs
Lead Performance Measures
<ul style="list-style-type: none"> 45% of scholars will be at the Meets of above indicator for NWEA Maps in Math for grades K - 5th 45% of scholars will be at the Meets of above indicator for DCCA in Math for grades 2nd - 5th

D 3rd Quarter Action Plan #3 Jan. 16 – Mar. 19	DO: Revise or continue with implementation based on analysis of Action Plan #2 progress Color code steps from the 2 nd quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?
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2nd Quarter Results for Leading Measures:

Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
Lead Performance Measures

D
 4th Quarter
 Action Plan #4
 March 20 - June
 30

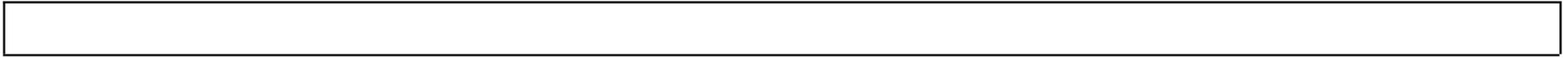
DO: Revise or continue with implementation based on analysis of Action Plan #3 progress
 Color code steps from the 3rd quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?

3rd Quarter Results for Leading Measures:

Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
Lead Performance Measures



S	STUDY: Analyze data after implementing approach
To be completed by June 30	At the end of the school year, complete the questions below using data and your analysis

Summarize the key actions taken in accomplishment of the strategy (*Refer to list created in Plan phase & reflect on what was projected to be accomplished*):

What data gives evidence of progress made on goal?
Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with analysis

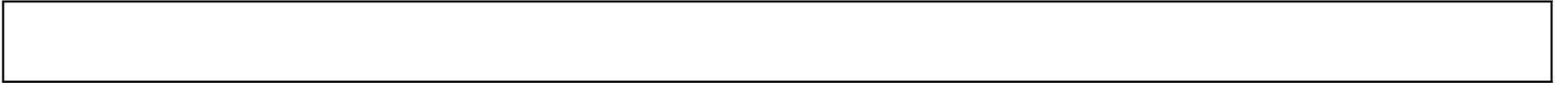
What data gives evidence to a lack of progress made on goal?
Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with analysis

A	ACT: Set Plan for upcoming year
To be completed by June 30	

At the end of the year, please reflect on your answers in the above two boxes and check which option best describes what you will do in your next plan:

- Year-long target goal has been met and will be changed to a new target goal on a similar topic. Suggested goal:
- Year-long target goal not met but the current plan is effective so we will continue it.
- Year-long target goal not met so plan will continue with improvements to the plan.
- Year-long target goal is not met and we will move in a different direction.
- Other (Please explain)

Discuss possible action plan steps that you recommend occur in the next year's PDSA:



Plan for Federal Funds 2021-2022

Title I, Part A:

Campus Allocation: \$1,581,680

Goal/Intended Purpose – to provide supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards.

Intended Beneficiaries – scholars who experience difficulties mastering the state academic achievement standards

Campus- level uses:

Plan for At-Risk/ Compensatory Education 2021-2022

The goal of state compensatory education (SCE) is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion between scholars at risk of dropping out of school and all other LEA scholars (TEC Section 29.081).

SCE:

Amount Allocated:

Intended Purpose – to increase academic achievement and reduce the dropout rate

Intended Beneficiaries – students identified as at risk for dropping out of school and economically disadvantaged scholars

Use of funds:



2021-22 Campus Improvement Plan

Waterford Oaks Elementary School

Campus/Department Waterford Oaks Elementary School	Strategic Guiding Statement Increase the percentage of Algebra 1 scholars scoring Meets of Above will increase from 52% to 75% by 2024.	Type(s) of Plan CIP/DIP <input checked="" type="checkbox"/> Additional Targeted (TEA) _____ Supporting _____	Board Approval
P PLAN: Identify the need, the goal and the approach			
<p>Problem Statement: At Waterford Oaks 14% of scholars scored at the meets level and 3% of scholars scored at the masters level on the 2021 Math STAAR test.</p> <p>What do you hope to accomplish? 90% of scholars achieve 1.5 years of math growth as measured by IXL.</p> <p>Identify your “One Thing” (strategy): At Waterford Oaks Elementary 2-5 math teachers will implement research-based instructional strategies (Scaffolding, Feedback, Direct Instruction, Small Group, and Technology) with fidelity within their daily lesson delivery.</p> <p>Why did you choose this goal (strategy)? Include the process you used to establish the root cause. Selected teachers were identified and provided statements on low student performance. Looking at STAAR data from the 2021 STAAR, Math showed a decrease in scholar performance, and the number of scholars performing on grade-level in MAP for Math was below the norm.</p>			

Baseline Data & Rationale: What data or evidence supports the need for this goal? Summary of CNA Findings

Additional Targeted schools must include Closing the Gaps report data.

Data Used: District Benchmarks, State Accountability: [Achievement 59 \(F\)](#), [School Progress - 70 \(C\)](#), [Closing the Gaps - 71\(C\)](#)
CNA Summary: Additional literacy support to aid in reading & writing on grade level for all grades and student populations.
 Mastery of foundational phonics and word study skills is needed on all grade levels and student populations

Approach & Evidence Sources: How will you measure goal implementation with lead fidelity and lead performance measures? What will you use as a lag measure to know you’ve accomplished your “One Thing”?

Lead Fidelity Measures
1. Administration will conduct fidelity walks using a guided math walkthrough form created and utilized by the administrative team.
Lead Performance Measures
1. MAP-BOY, MOY 2. IXL Skill Mastery
LAG Measures
1. MAP EOY 2. STAAR Math Data (3-5)
Equity Constraint
No more than a 25% gap in STAAR Math performance between SPED student group and all students

Plan: What are the key actions to be taken in the upcoming year toward accomplishment of the goal? *(the one to five most important things to get done on this plan are...):*

<i>Key Actions</i>	Effective School Framework Lever/ Essential Action
<i>Provide initial and ongoing professional development centered around Math Workshops</i>	<i>Effective Instruction</i>
<i>Develop collaborative Guided Math Implementation Rubric, Guided Math Look Fors,</i>	<i>Strong School Leadership</i>

<i>and corresponding walkthrough/coaching schedule.</i>	
<i>Data analysis PLC to review formative and summative assessments and develop action plans to address areas of concern.</i>	<i>Effective Instruction</i>
<i>Review and discuss math levels during PLCs.</i>	<i>Effective Instruction</i>
<i>Create a scholar data tracker for each scholar to track progress through MAP, IXL and DCCA.</i>	<i>Strong School Leadership</i>

Professional Development: What professional development needs to occur to accomplish the key actions to be taken in the upcoming year toward accomplishment of the goal?			
Professional Development	Provided For	Person(s) Responsible	End Date When will PD be completed?
Math Workshop	2-5 Math Teachers	Academics, Principal	August 2021
Understanding and Using the Scholar Data Tracker	PK-5 Teachers	Principal, AP, IF, AI	September 2021 (done during PLC)

Complete if Additional Targeted Plan

Areas Addressed: Academic Achievement ; School Progress with attention to relative performance of Eco Dis population					
Student subgroup Target Area(s) missed: All Students in relation to student achievement					
Effective Schools Framework from 13 Essential Actions: (X all that apply)					
X	Strong School Leadership and Planning -Develop campus instructional leaders with clear roles and responsibilities Focused plan development and regular monitoring of implementation and outcomes	X	Effective, Well-Supported Teachers -Recruit, select, assign, induct, and retain a full staff of highly qualified educators Build teacher capacity through observation and feedback cycles	Positive School Culture -Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations -Explicit behavioral expectations and management systems for students and staff -Proactive and responsive student support services -Involving families and community	High-Quality Curricular Resources Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence
X	Effective Instruction Objective-driven daily lesson plans with formative assessments Effective classroom routines and instructional strategies Data-driven instruction RTI for students with learning gaps				

D 1 st Quarter Action Plan #1 July 1 – October 16	DO: Create action plan for Quarter #1 based on data analysis Create the action plan for the 1 st Quarter below. What steps do you need to take to reach the year-long strategy?				
Step What steps will you and your team take?	Measure /Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes
Review Campus Needs Assessment	Sign in Sheets	June 2021	Campus Site Team (Sign-in sheet attached)		1.1
Develop a written parent and family engagement policy; that's in English and Spanish	Completion of the policy document	September 2021	Campus Site Team (Sign-in sheet attached)		3.1
Develop School-parent compact	Sign in Sheets, Documents with suggested changes	September 2021	Campus Site Team (Sign-in sheet attached)		3.2
Create and share the guided math walkthrough form with teachers	Agenda and walkthrough from	September 2021	Principal		2.4 2.5 2.6
Implement the guided math walkthrough form in all 2nd-5th grade Math classes	Walkthrough data	Ongoing	Principal, IF		
Create a scholar data tracker that will be used throughout the year by scholars	Finalized template(s)	August 2021	Principal		2.4

Monitor and review CIP for Quarter 1 with attention to student achievement for all students in Math	Agenda and Attendance Roster	October 2021	Principal		2.2
Train teachers on the Math Workshop model	Agenda & Attendance Rosters	Ongoing (done during PLC)	Principal, AP, IF, AI		2.5 2.6
Compete MAP BOY universal screener	Data Reports	September 2021	Teachers		2.5

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
1. Walkthrough form
Lead Performance Measures
<ul style="list-style-type: none"> • MAP • IXL

D 2 nd Quarter Action Plan #2 Oct. 18 - January 15	DO: Revise or continue with implementation based on analysis of Action Plan #1 progress Color code steps from the 1 st quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?				
1 st Quarter Results for Leading Measures: Walkthroughs Completed: 8 MAP: 2nd (25%), 3rd (21%), 4th (23%), 5th (26%), 2nd-5th (24%) IXL: 2nd (58%), 3rd (24%), 4th (17%), 5th (36%), 2nd-5th (34%)					
Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes
Develop a written parent and family engagement policy; that's in English and Spanish	Completion of the policy document	November 5, 2021	Campus Site Team (Sign-in sheet attached)		3.1
Develop School-parent compact	Sign in Sheets, Documents with suggested changes	November 5, 2021	Campus Site Team (Sign-in sheet attached)		3.2
Complete 36 Fidelity Walkthroughs (4 per week; one per teacher each week)	Walkthrough Form/Data	January 15, 2021	Principal, IF		
Walkthrough data will continue to drive PD	Walkthrough Form/Data Meeting Agenda	Ongoing	Principal, IF		2.2 2.4
Aggressive Monitoring refresher PD	Meeting Agenda	December 16, 2021	Principal, IF		2.2 2.4
Data PLC to review scholar data tracker and plan next steps	Meeting Agenda Action Plans	Ongoing	Principal, IF		2.2 2.4
Data PLC to review walkthrough data and plan next steps	Meeting Agenda Action Plans	Ongoing	Principal, IF		2.2 2.4

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
<ul style="list-style-type: none"> • Walkthrough form
Lead Performance Measures
<ul style="list-style-type: none"> • MAP
<ul style="list-style-type: none"> • IXL

<p>D 3rd Quarter Action Plan #3 Jan. 16 – Mar. 19</p>	<p>DO: Revise or continue with implementation based on analysis of Action Plan #2 progress Color code steps from the 2nd quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?</p>
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2nd Quarter Results for Leading Measures:

Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Sources	Title I Codes

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures

<ul style="list-style-type: none"> • Walkthrough form
Lead Performance Measures
<ul style="list-style-type: none"> • MAP
<ul style="list-style-type: none"> • IXL

D 4th Quarter Action Plan #4 March 20 - June 30	DO: Revise or continue with implementation based on analysis of Action Plan #3 progress Color code steps from the 3 rd quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?
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3rd Quarter Results for Leading Measures:

Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Sources	Title I Code s

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
<ul style="list-style-type: none"> • Walkthrough form
Lead Performance Measures
<ul style="list-style-type: none"> • MAP

- IXL

S To be completed by June 30	STUDY: Analyze data after implementing approach At the end of the school year, complete the questions below using data and your analysis	
Summarize the key actions taken in accomplishment of the strategy <i>(Refer to list created in Plan phase & reflect on what was projected to be accomplished):</i>		
What data gives evidence of progress made on goal? <i>Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with analysis</i>	What data gives evidence to a lack of progress made on goal? <i>Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with analysis</i>	

A To be completed by June 30	ACT: Set Plan for upcoming year	
At the end of the year, please reflect on your answers in the above two boxes and check which option best describes what you will do in your next plan:		
<input type="checkbox"/> Year-long target goal has been met and will be changed to a new target goal on a similar topic. Suggested goal: <input type="checkbox"/> Year-long target goal not met but the current plan is effective so we will continue it. <input type="checkbox"/> Year-long target goal not met so plan will continue with improvements to the plan. <input type="checkbox"/> Year-long target goal is not met and we will move in a different direction. <input type="checkbox"/> Other (Please explain)		

Discuss possible action plan steps that you recommend occur in the next year's PDSA:



2021-22 Campus Improvement Plan {Bessie Coleman Middle School}

Campus/Department {Bessie Coleman MS}	Strategic Guiding Statement Increase the percentage of Algebra I scholars scoring meets or above.	Type(s) of Plan: CIP/DIP <u> X </u> Additional Targeted (TEA) <u> </u> Supporting <u> </u>	Board Approval Date:
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P	PLAN: Identify the need, the goal and the approach
<p>Problem Statement? 8% of the scholars at Bessie Coleman scored Meets or higher on STAAR math in grades 6th -8th.</p> <p>What do you hope to accomplish? 40% of all scholars will score Meets of higher on the STAAR math test.</p> <p>Identify your “One Thing” (strategy): Bessie Coleman Middle School Math teachers will implement research-based strategies* with fidelity</p> <ol style="list-style-type: none"> 1. Backwards Design-DOL Exemplar (Effect Size .79) 2. Aggressive Monitoring (Effect Size .70) 	

3. Small group instruction (Effect Size 1.29 RTI)
4. Multiple Response Strategies MRS (.48)

Why did you choose this goal (strategy)? Include the process you used to establish the root cause.

The Site Based Decision Making Committee met and reviewed the data from the 2020-2021 school year. After reviewing the data the committee decided math needed to be our area of focus. Our SBDM committee utilized the Five Whys to establish the root cause. It was determined that feedback to misconceptions did not occur quickly on a consistent basis. Aggressive monitoring was selected as the anchor strategy to respond to misconceptions quickly, in conjunction with multiple response strategies, while utilizing exemplar DOLs to model and pulling students for small groups that continue to struggle.

Baseline Data & Rationale: What data or evidence supports the need for this goal? Summary of CNA Findings

Additional Targeted schools must include Closing the Gaps report data.

The percentage of students who scored a Meets or higher on the STAAR Math assessment was less than 10% for each grade level.

6th grade - 8.9%

7th grade - 8.2%

8th grade - 6.8%

Approach & Evidence Sources: How will you measure goal implementation with lead fidelity and lead performance measures? What will you use as a lag measure to know you've accomplished your "One Thing"?

Lead Fidelity Measures:
Administrators will conduct fidelity walks to ensure: Aggressive Monitoring, DOL Exemplars, Multiple Response Strategies, and small group instruction.
Lead Performance Measures
6th-8th MAP Norm Grade level 6th-8th MAP Growth 6th-8th MAP STAAR projected proficiency
Equity Constraint
no more than 30% GAP between sped students and general education students
LAG Measures
6th Grade STAAR Math 7th Grade STAAR Math 8th Grade STAAR Math

Plan: What are the key actions to be taken in the upcoming year toward accomplishment of the goal? *(the one to five most important things to get done on this plan are... Include high yield strategies with the research based percentile gains*

Key Actions	Effective School Framework Lever/ Essential Action
<i>Professional Development for teachers in the area of designing DOL Exemplars.</i>	5.1

<i>Professional Development for teachers in the area of aggressive monitoring.</i>	5.1
<i>Professional Development for teachers in the area of multiple response strategies..</i>	5.1
<i>Professional Development for teachers in the area of small group instruction..</i>	5.4

Professional Development: What professional development needs to occur to accomplish the key actions to be taken in the upcoming year toward accomplishment of the goal?

Professional Development	Provided For	Person(s) Responsible	End Date When will PD be completed?
<i>DOL Exemplars - teachers will receive training on creating DOL exemplars that are aligned to the curriculum and future assessments. Students will use the DOL exemplars to guide their lessons and aggressively monitor.</i>	6th, 7th, 8th grade math teachers	Academic Interventionist	10.29.21
<i>aggressive monitoring - teachers will be trained to aggressively monitor as students work thru guided practice. Students will receive quick feedback. The teacher will be trained to use MRS to determine the students who may need individualized help thru small group.</i>	6th, 7th, 8th grade math teachers	Academic Interventionist	10.29.21
<i>multiple response strategies - teachers will receive training on utilizing MRS as a from of aggressive monitoring.</i>	6th, 7th, 8th grade math teachers	Academic Interventionist	10.29.21
<i>small group instruction - teachers will be training on the use of small group instruction to target struggling learners.</i>	6th, 7th, 8th grade math teachers	Academic Interventionist	10.29.21

Complete if Additional Targeted Plan

Areas Addressed: (Academic Achievement Reading or Math; Growth; Grad Rate; ELPs; Student Success; CCMR)

Student subgroup Target Area(s) missed:

Effective Schools Framework from 13 Essential Actions: (X all that apply)

	<p>Strong School Leadership and Planning</p> <ul style="list-style-type: none"> -Develop campus instructional leaders with clear roles and responsibilities -Focused plan development and regular monitoring of implementation and outcomes 	<p>Effective, Well-Supported Teachers</p> <ul style="list-style-type: none"> -Recruit, select, assign, induct, and retain a full staff of highly qualified educators -Build teacher capacity through observation and feedback cycles 	<p>Positive School Culture</p> <ul style="list-style-type: none"> -Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations -Explicit behavioral expectations and management systems for students and staff -Proactive and responsive student support services -Involving families and community 	<p>High-Quality Curricular Resources</p> <ul style="list-style-type: none"> -Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence
	<p>Effective Instruction</p> <ul style="list-style-type: none"> -Objective-driven daily lesson plans with formative assessments -Effective classroom routines and instructional strategies -Data-driven instruction -RTI for students with learning gaps 			

D
1st Quarter
Action Plan #1
July 1 – October
16

DO: Create action plan for Quarter #1 based on data analysis

Create the action plan for the 1st Quarter below. What steps do you need to take to reach the year-long strategy?

Step What steps will you and your team take?	Measure /Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes
Review Campus Needs Assessment	Sign in Sheets	June 2021	Campus Site Team (Sign-in sheet attached)	N/A	1.1
Develop a written parent and family engagement policy that's in English and Spanish	Completion of the policy document	September 2021	Campus Site Team (Sign-in sheet attached)	N/A	3.1
Develop School-parent compact	Sign in Sheets, Documents with suggested changes	September 2021	Campus Site Team (Sign-in sheet attached)	N/A	3.2
Train teachers on creating DOL exemplars.	PLC Sign in sheet	November 2021	Jared Peters, Tabitha Clarke and Sequincy Randall	N/A	2.2

Train teachers to aggressively monitor.	PLC Sign in sheet	November 2021	Jared Peters, Tabitha Clarke and Sequincy Randall	N/A	2.2
Train teachers on the use of multiple response strategies.	PLC Sign in sheet	November 2021	Jared Peters, Tabitha Clarke and Sequincy Randall	N/A	2.2
Train teachers on the effective use of small group	PLC Sign in sheet	November 2021	Jared Peters, Tabitha Clarke and Sequincy Randall	N/A	2.2
Monitor and review CIP for Quarter 1 with attention to increase student achievement of all students in reading	Agenda and Attendance Roster	October 2021	Principal	N/A	2.2 2.4

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures:
Administrator fidelity walks to ensure: Aggressive Monitoring, Exemplar DOL, MRS, and Small Group
Lead Performance Measures
<ul style="list-style-type: none"> • BOY 6th-8th MAP Norm Grade level • BOY 6th-8th MAP STAAR projected proficiency

D 2 nd Quarter	DO: Revise or continue with implementation based on analysis of Action Plan #1 progress
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Action Plan #2
Oct. 17 -
January 15

Color code steps from the 1st quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?

1st Quarter Results for Leading Measures:

6th grade: 25% at or above Norm Grade Level on Map Math Growth Assessment

7th grade: 32% at or above Norm Grade Level on Map Math Growth Assessment

8th grade: 31% at or above Norm Grade Level on Map Math Growth Assessment

MAP Growth: None recorded for BOY assessment

6th grade: 13.2% at MAP STAAR projected proficiency

7th grade: 13.7% at MAP STAAR projected proficiency

8th grade: 16.2% at MAP STAAR projected proficiency

Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes
Weekly PLC	Monitored by assigned administrator	May 13, 2022	Peters/Clarke	NA	2.4
Implement Aggressive Monitoring	Administrator Walk Thru	May 13, 2022	Peters/Clarke	NA	2.2 2.4
Implement DOL Exemplars	Administrator Walk Thru	May 13, 2022	Peters/Clarke	NA	2.2 2.4
Implement Small Group	Administrator Walk Thru	May 13, 2022	Peters/Clarke	NA	2.2 2.4
Train teachers on Multiple Response Strategies	PLC Sign-in sheet	January 15, 2022	Randall	NA	2.2 2.4

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
Lead Performance Measures

D 4th Quarter Action Plan #4 March 20 - June 30	<p>DO: Revise or continue with implementation based on analysis of Action Plan #3 progress</p> <p>Color code steps from the 3rd quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?</p>
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3rd Quarter Results for Leading Measures:

Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes

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Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
Lead Performance Measures

S To be completed by June 30	STUDY: Analyze data after implementing approach At the end of the school year, complete the questions below using data and your analysis	
<p>Summarize the key actions taken in accomplishment of the strategy <i>(Refer to list created in Plan phase & reflect on what was projected to be accomplished):</i></p>		
<p>What data gives evidence of <u>progress</u> made on goal? <i>Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with analysis</i></p>	<p>What data gives evidence to a <u>lack of progress</u> made on goal? <i>Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with analysis</i></p>	

A To be completed by June 30	ACT: Set Plan for upcoming year
<p>At the end of the year, please reflect on your answers in the above two boxes and check which option best describes what you will do in your next plan:</p> <p><input type="checkbox"/> Year-long target goal has been met and will be changed to a new target goal on a similar topic. Suggested goal:</p> <p><input type="checkbox"/> Year-long target goal not met but the current plan is effective so we will continue it.</p> <p><input type="checkbox"/> Year-long target goal not met so plan will continue with improvements to the plan.</p> <p><input type="checkbox"/> Year-long target goal is not met and we will move in a different direction.</p> <p><input type="checkbox"/> Other (Please explain)</p>	
<p>Discuss possible action plan steps that you recommend occur in the next year's PDSA:</p>	

Plan for Federal Funds 2021-2022

Title I, Part A:

Campus Allocation: \$1,581,680

Goal/Intended Purpose – to provide supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards.

Intended Beneficiaries – scholars who experience difficulties mastering the state academic achievement standards

Campus- level uses:

Plan for At-Risk/ Compensatory Education 2021-2022

The goal of state compensatory education (SCE) is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion between scholars at risk of dropping out of school and all other LEA scholars (TEC Section 29.081).

SCE:

Amount Allocated:

Intended Purpose – to increase academic achievement and reduce the dropout rate

Intended Beneficiaries – students identified as at risk for dropping out of school and economically disadvantaged scholars

Use of funds:



2021-22 Campus Improvement Plan Collegiate Academy Middle School

Campus/Department	Strategic Guiding Statement	Type(s) of Plan	Board Approval
Collegiate Academy Middle School	Increase the percentage of Algebra 1 scholars scoring Meets or Above.	CIP/DIP <u> X </u> Additional Targeted (TEA) _____ Supporting _____	

P	PLAN: Identify the need, the goal and the approach
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Problem Statement:

Cedar Hill Collegiate Academy School students are at 3% Masters level on Math 8 STAAR, 34% Masters level on Algebra I EOC STAAR for the 2021 assessment year.

What do you hope to accomplish? Ensure teachers are engaging scholars in the learning process using instructional strategies to ensure a minimum of 40% Masters level performance for all STAAR Math testing in 8th grade.

Identify your “One Thing” (strategy): Collegiate Academy will focus on math teachers’ instructional delivery of researched-based strategies* within their daily lessons to increase grade math scores.

Why did you choose this goal (strategy)? Providing feedback and targeted instruction will address academic concerns through the use of two researched-based strategies and increase college readiness and the scholar dept of content.

Include the process you used to establish root cause. Relational diagram and Five Whys

Baseline Data & Rationale: What data or evidence supports the need for this goal? Summary of CNA Findings

Additional Targeted schools must include Closing the Gaps report data.

Data from 2021 TEA Report, Demographics for the 2021 school year, NWEA Map Data for 2021, observations from 2021

STAAR EOC	8th Grade Math	Algebra I
2018-19	Meets- 80% Masters- 37%	Meets- 90% Masters- 22%
2020-21	Meets- 18% Masters- 3%	Meets- 54% Masters- 34%

Approach & Evidence Sources: How will you measure goal implementation with lead fidelity and lead performance measures? What will you use as a lag measure to know you've accomplished your "One Thing"?

Lead Fidelity Measures

- Walkthrough data on the implementation of the three strategies

Lead Performance Measures

- IXL
- NWEA MAP Math - BOY/MOY

LAG Measures

- NWEA MAP Math - EOY
- STAAR 6/8 Math & Algebra I EOC Data

Equity Measure (Constraint)

- No more than a 15% gap in STAAR Math Masters level performance between ELL student group and all students

Plan: What are the key actions to be taken in the upcoming year toward accomplishment of the goal? *(the one to five most important things to get done on this plan are...):*

Key Actions	Effective School Framework Lever/ Essential Action
Develop Campus Needs Assessment	
Summer Bridge for scholars	
Facilitate quarterly meetings with all stakeholders to review the campus improvement plan, Comprehensive Needs Assessment, and report progress.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implement and monitor instructional strategies with fidelity to meet the needs of all learners, with specific attention to English Learners and Special Education	1.2 Focused plan development and regular monitoring of implementation and outcomes.

Professional Development: What professional development needs to occur to accomplish the key actions to be taken in the upcoming year toward accomplishment of the goal?

Professional Development	Provided For	Person(s) Responsible	End Date When will PD be completed?
Implementation of Campus Strategies	Teachers	Principal	September 2021
Coaching of Strategies	Teachers	Principal, Site Team	October 2021

Complete if Additional Targeted Plan

Areas Addressed: (Academic Achievement Reading Growth; ELPs; Student Success; CCMR)
Academic Achievement Math; Growth; ELPs

Student subgroup Target Area(s) missed: (All scholars) AA, Hispanic, Econ Dis, ELs, SPED

Effective Schools Framework from 13 Essential Actions: (X all that apply)

X	<p>Strong School Leadership and Planning</p> <ul style="list-style-type: none"> -Develop campus instructional leaders with clear roles and responsibilities -Focused plan development and regular monitoring of implementation and outcomes 	X	<p>Effective, Well-Supported Teachers</p> <ul style="list-style-type: none"> -Recruit, select, assign, induct, and retain a full staff of highly qualified educators -Build teacher capacity through observation and feedback cycles 	X	<p>Positive School Culture</p> <ul style="list-style-type: none"> -Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations -Explicit behavioral expectations and management systems for students and staff -Proactive and responsive student support services -Involving families and community 	X	<p>High-Quality Curricular Resources</p> <ul style="list-style-type: none"> -Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence
X	<p>Effective Instruction</p> <ul style="list-style-type: none"> -Objective-driven daily lesson plans with formative assessments -Effective classroom routines and instructional strategies -Data-driven instruction -RTI for students with learning gaps 						

<p>D 1st Quarter Action Plan #1 July 1 – October 16</p>	<p>DO: Create action plan for Quarter #1 based on data analysis</p> <p>Create the action plan for the 1st Quarter below. What steps do you need to take to reach the year-long strategy?</p>
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Step What steps will you and your team take?	Measure /Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes
Review Campus Needs Assessment	Plan completed	September 2021	CNA committee		1.2
Site team will discuss and coach strategies. (AVID Binder, Focused notes, and Collaborative Structures)	Sign-in sheets, walkthrough form, evidence folder	September/October 2021	Site Team		2.4
Focused strategies modeled and coached	Walkthroughs, PLCs	October/November 2021	Site Team		2.4
Use teacher, district, and campus assessment to identify gaps in instruction.	Lesson Plans Observations/walk-throughs Assessment Data	Ongoing	Collegiate Academy Administrators and Teachers		2.5 2.6
Monitor and Review CIP for Quarter 2	Sign-in Sheets	November 9, 2021	Site Team		2.2

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
<ul style="list-style-type: none"> Walk-through data on the implementation of the two strategies
Lead Performance Measures
<ul style="list-style-type: none"> IXL NWEA MAP Math - BOY

D 2 nd Quarter Action Plan #2 Oct. 17 - January 15	DO: Revise or continue with implementation based on analysis of Action Plan #1 progress Color code steps from the 1 st quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?
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1st Quarter Results for Leading Measures:

Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes
Fidelity walks with coaching	Walkthrough Forms	Ongoing	Admin	N/A	2.4
Ensure that the CIP is available to parents in both English and Spanish	Upload posting to the Collegiate Corner Google Site, website, hardcopy available in the front office	November 2021	Admin	N/A	2.3
Parent information focused strategies	Agenda of Parent University	November 2021	Admin	N/A	3.3
Monitor and review CIP for Quarter 2	Sign-in Sheets	January 2022	Site Team	N/A	2.2

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
<ul style="list-style-type: none"> ● Walk-through data on the implementation of the two strategies
Lead Performance Measures
<ul style="list-style-type: none"> ● IXL ● NWEA MAP Math - MOY

D 3rd Quarter Action Plan #3 Jan. 16 – Mar. 19	DO: Revise or continue with implementation based on analysis of Action Plan #2 progress Color code steps from the 2 nd quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?
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2nd Quarter Results for Leading Measures:

Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
<ul style="list-style-type: none"> Walk-through data on the implementation of the two strategies
Lead Performance Measures
<ul style="list-style-type: none"> IXL

D 4th Quarter Action Plan #4 March 20 - June 30	DO: Revise or continue with implementation based on analysis of Action Plan #3 progress Color code steps from the 3 rd quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?
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3rd Quarter Results for Leading Measures:

Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
<ul style="list-style-type: none"> ● Walkthrough data on the implementation of the three strategies
Lead Performance Measures
<ul style="list-style-type: none"> ● IXL
LAG Measures

- NWEA MAP Math - EOY
- STAAR 6/8 Math & Algebra I EOC Data

S	STUDY: Analyze data after implementing approach	
To be completed by June 30	At the end of the school year, complete the questions below using data and your analysis	
<p>Summarize the key actions taken in accomplishment of the strategy <i>(Refer to list created in Plan phase & reflect on what was projected to be accomplished):</i></p>		
<p>What data gives evidence of <u>progress</u> made on goal? <i>Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with analysis</i></p>	<p>What data gives evidence to a <u>lack of progress</u> made on goal? <i>Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with analysis</i></p>	

A	ACT: Set Plan for upcoming year	
To be completed by June 30		
<p>At the end of the year, please reflect on your answers in the above two boxes and check which option best describes what you will do in your next plan:</p> <p><input type="checkbox"/> Year-long target goal has been met and will be changed to a new target goal on a similar topic. Suggested goal:</p> <p><input type="checkbox"/> Year-long target goal not met but the current plan is effective so we will continue it.</p> <p><input type="checkbox"/> Year-long target goal not met so plan will continue with improvements to the plan.</p> <p><input type="checkbox"/> Year-long target goal is not met and we will move in a different direction.</p> <p><input type="checkbox"/> Other (Please explain)</p>		

Discuss possible action plan steps that you recommend occur in the next year's PDSA:

Plan for Federal Funds 2021-2022

Title I, Part A:

Campus Allocation: \$1,581,680

Goal/Intended Purpose – to provide supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards.

Intended Beneficiaries – scholars who experience difficulties mastering the state academic achievement standards

Campus- level uses:

Plan for At-Risk/ Compensatory Education 2021-2022

The goal of state compensatory education (SCE) is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion between scholars at risk of dropping out of school and all other LEA scholars (TEC Section 29.081).

SCE:

Amount Allocated:

Intended Purpose – to increase academic achievement and reduce the dropout rate

Intended Beneficiaries – students identified as at risk for dropping out of school and economically disadvantaged scholars

Use of funds:

2021-22 Campus Improvement Plan

W.S. Permenter Middle School

Campus/Department W.S. Permenter Middle School	Strategic Guiding Statement Increase the percentage of Algebra 1 scholars scoring Meets or Above	Type(s) of Plan: CIP/DIP <input checked="" type="checkbox"/> _____ Additional Targeted (TEA) _____ Supporting _____	Board Approval Date:
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P	PLAN: Identify the need, the goal, and the approach
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Problem Statement?

10% of W.S. Permenter Middle School students met standards on the STAAR Math assessments.

What do you hope to accomplish?

64% of W.S. Permenter Middle School students will meet standards on the STAAR Math assessments.

Identify your “One Thing” (strategy):

Math teachers will implement research-based strategies with fidelity. Teachers will ensure students annotate all work using the campus-aligned method as well as use Multiple Response Strategies (MRS) in all math classes.

Why did you choose this goal (strategy)? Include the process you used to establish the root cause.

The committee discussed many reasons/needs for the campus academically. We discussed the greatest issue with student performance and what will help students reach Algebra readiness by the 8th grade. We selected concepts that everyone agreed on and found the common theme amongst all responses. We then constructed a single statement that expressed what the root problem is. Later, we used that statement as a guide in constructing a relational diagram. By creating the relational diagram we were able to identify the driver of our problem statement. After finding out the driver we asked ourselves why 5 times. This process allowed us to drill

down to a specific one thing that will make the change we need to increase the number of scholars who are Algebra I ready by 8th grade. We then examined the effect size of the solution we selected to ensure it will allow our students to grow.

Baseline Data & Rationale: What data or evidence supports the need for this goal? Summary of CNA Findings

Additional Targeted schools must include Closing the Gaps report data.

Math STAAR assessment results show that 10% of students meet grade level. Through observation, we see that we have not consistently implemented campus-aligned annotation strategies in Math with fidelity.

Approach & Evidence Sources: How will you measure goal implementation with lead fidelity and lead performance measures? What will you use as a lag measure to know you've accomplished your "One Thing"?

Lead Fidelity Measures
Fidelity walks to observe the use of stop and jot in all math classes.
Lead Performance Measures
IXL
District Common Assessments
NWEA MAP Data
Equity Constraint
There is no more than a 15% gap in STAAR Math Meets level performance between the SPED student group and all students.
LAG Measures
6-8 Grade Math STAAR 2022

Plan: What are the key actions to be taken in the upcoming year toward the accomplishment of the goal? *(the one to five most important things to get done on this plan are... Include high yield strategies with the research-based percentile gains*

Key Actions	Effective School Framework Lever/ Essential Action
Implement and monitor the PLC Protocol with fidelity to meet the needs of all learners.	1.1, 4.1, 5.1, 5.2, 5.3
Provide ongoing professional development over campus annotation strategies and multiple response questioning strategies.	2.1, 4.1, 5.1, 5.2
Conduct goal setting sessions with all math teachers	2.1, 4.1, 5.1, 5.2, 5.3

Professional Development: What professional development needs to occur to accomplish the key actions to be taken in the upcoming year toward the accomplishment of the goal?

Professional Development	Provided For	Person(s) Responsible	End Date When will PD be completed?
Multiple response questioning training.	All math teachers	Nicole Rose and Keshun Irving	Ongoing
Annotation training	All PMS teachers	Ebony Lewis	Ongoing

Complete if Additional Targeted Plan

Areas Addressed: (Academic Achievement Reading or Math; Growth; Grad Rate; ELPs; Student Success; CCMR)

Student subgroup Target Area(s) missed:

Effective Schools Framework from 13 Essential Actions: (X all that apply)

	<p>Strong School Leadership and Planning</p> <ul style="list-style-type: none"> -Develop campus instructional leaders with clear roles and responsibilities -Focused plan development and regular monitoring of implementation and outcomes 		<p>Effective, Well-Supported Teachers</p> <ul style="list-style-type: none"> -Recruit, select, assign, induct, and retain a full staff of highly qualified educators -Build teacher capacity through observation and feedback cycles 		<p>Positive School Culture</p> <ul style="list-style-type: none"> -Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations -Explicit behavioral expectations and management systems for students and staff -Proactive and responsive student support services -Involving families and community 		<p>High-Quality Curricular Resources</p> <ul style="list-style-type: none"> -Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence
	<p>Effective Instruction</p> <ul style="list-style-type: none"> -Objective-driven daily lesson plans with formative assessments -Effective classroom routines and instructional strategies -Data-driven instruction 						

-RTI for students with learning gaps

D 1 st Quarter Action Plan #1 July 1 – October 16	DO: Create an action plan for Quarter #1 based on data analysis Create the action plan for the 1 st Quarter below. What steps do you need to take to reach the year-long strategy?				
Step What steps will you and your team take?	Measure /Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes
Review Campus Needs Assessment	Sign-in Sheets	June 2021	Campus Site Team (Sign-in sheet attached)	N /A	1.1
Develop a written parent and family engagement policy; that's in English and Spanish	Completion of the policy document	September 2021	Campus Site Team (Sign-in sheet attached)	N /A	3.1
Develop school-parent compact	Sign-in Sheets, Documents with suggested changes	September 2021	Campus Site Team (Sign-in sheet attached)	N /A	3.2
Train teachers on MRS and Annotation	Sign-in sheets	August 2021	Math Curriculum Coordinator	N /A	2.2
Monitor and review CIP for Quarter 1 with attention to increasing student achievement of all students in math	Agenda and Attendance Roster	October 2021	Principal	N /A	2.2 2.4

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

<u>Lead Fidelity Measures</u>
Fidelity walks
<u>Lead Performance Measures</u>
IXL
DCA

<p>D 2nd Quarter Action Plan #2 Oct. 17 - January 15</p>	<p>DO: Revise or continue with an implementation based on analysis of Action Plan #1 progress Color code steps from the 1st quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?</p>
<p>1st Quarter Results for Leading Measures:</p> <p>Fidelity Walks:</p> <ul style="list-style-type: none"> ● Annotation used by 80% of the class was shown at 50% ● Aggressive Monitoring was shown 100% of the time ● Multiple response strategies used by the teacher 80% of the time was seen at 40% ● Teachers met all 3 RTI measures at 100% <p>IXL</p> <ul style="list-style-type: none"> ● 31 Questions per student were answered weekly on average <p>DCCA #2</p> <ul style="list-style-type: none"> ● 6th Grade 13% at Meets ● 7th Grade 9% at Meets ● 8th Grade 48% at Meets ● Algebra I 61% at Meets 	

MAP <ul style="list-style-type: none"> ● 6th Grade 10% at Meets ● 7th Grade 12% at Meets ● 8th Grade 28% at Meets 					
Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes
Monitor and Review CIP for this quarter	Sign-in Sheet and Agenda	October 2021	Site Based Committee	N/A	2.2
Bi-Weekly math problem solving strategies during Staff Meetings	Agenda	November, and December 2021 January 2022	Principal	N/A	2.4 2.5 2.6
Perform weekly fidelity walks	Fidelity/Observation Forms	November, and December 2021 January 2022	Principal and AP's,	N/A	2.4 2.5 2.6
Collaborative weekly planning for math by grade level	Agenda	November, and December 2021 January 2022	Principal	N/A	2.4 2.5 2.6

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
Fidelity walks using the observation form to observe various structures in use.
Lead Performance Measures
NWEA MAP IXL District Benchmarks

D 3rd Quarter Action Plan #3 Jan. 16 – Mar. 19	DO: Revise or continue with an implementation based on analysis of Action Plan #2 progress Color code steps from the 2 nd quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?
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2nd Quarter Results for Leading Measures:

Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
Lead Performance Measures

S To be completed by June 30	STUDY: Analyze data after implementing the approach At the end of the school year, complete the questions below using data and your analysis	
Summarize the key actions taken in the accomplishment of the strategy <i>(Refer to list created in Plan phase & reflect on what was projected to be accomplished):</i>		
What data gives evidence of progress made on goal? <i>Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with an analysis</i>	What data gives evidence of a lack of progress made on the goal? <i>Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with an analysis</i>	

A To be completed by June 30	ACT: Set Plan for the upcoming year	
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At the end of the year, please reflect on your answers in the above two boxes and check which option best describes what you will do in your next plan:

- The year-long target goal has been met and will be changed to a new target goal on a similar topic. Suggested goal:
- The year-long target goal has not been met but the current plan is effective so we will continue it.
- The year-long target goal is not met so the plan will continue with improvements to the plan.
- The year-long target goal is not met and we will move in a different direction.
- Other (Please explain)

Discuss possible action plan steps that you recommend occur in the next year's PDSA:

Plan for Federal Funds 2021-2022

Title I, Part A:

Campus Allocation:

Goal/Intended Purpose – to provide supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards.

Intended Beneficiaries – scholars who experience difficulties mastering the state academic achievement standards

Campus-level uses:

Plan for At-Risk/ Compensatory Education 2021-2022

The goal of state compensatory education (SCE) is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion between scholars at risk of dropping out of school and all other LEA scholars (TEC Section 29.081).

State Compensatory Education:

Campus Allocated:

Intended Purpose – to increase academic achievement and reduce the dropout rate

Intended Beneficiaries – students identified as at risk for dropping out of school and economically disadvantaged scholars

Use of funds:



2021-22 Campus Improvement Plan {CEDAR HILL HIGH SCHOOL}

Campus/Department {Cedar Hill High School}	Strategic Guiding Statement <i>Increase the percentage of Algebra I scholars scoring Meets or above</i>	Type(s) of Plan: CIP/DIP ___X___ Additional Targeted (TEA) _____ Supporting _____	Board Approval Date:
P PLAN: Identify the need, the goal and the approach			
<p>Problem Statement? 2% of scholars scored at the Meets and Masters level on the Algebra I EOC.</p> <p>What do you hope to accomplish? 64% of scholars will score at the Meets level or higher on the Algebra I EOC assessment.</p> <p>Identify your “One Thing” (strategy): Cedar Hill HS math teachers will follow Aggressive Monitoring Protocols with fidelity during daily math instruction.</p> <p>Why did you choose this goal (strategy)? Include the process you used to establish root cause.</p>			

Because Algebra is a content area connected by units and skills that build on each other, the majority of our scholars have developed severe learning gaps due to absences perpetuated by the COVID-19 vaccine. In order for scholars to be successful on the SAT, ACT and TSIA assessment, they must be proficient in Algebra I.

1. Scholars lack prerequisite skills needed for Algebra
2. Scholars don't understand basic steps when solving problems
3. Scholars do not put forth effort on their work
4. Scholars are not always successful on DOLs & Assessments
5. (Root Cause) Teachers don't consistently check individual scholar progress throughout the lesson before they get the DOL.

Baseline Data & Rationale: What data or evidence supports the need for this goal? Summary of CNA Findings

Additional Targeted schools must include Closing the Gaps report data.

2% of scholars scored at the Meets level and 0% at the Masters level on the 2021 Algebra I EOC assessment. 36% of scholars scored at the Meets level and 13% at the Masters level on the 2019 Algebra I EOC assessment. There was no test data for the 2020 school year.

25% of scholars scored at the Meets level and 12% at the Masters level on the NWEA MAP assessment. Due to COVID-19, scholars experienced an abrupt interruption to instruction in the spring of 2020. During the 2020-2021 school year, the majority of CHHS scholars did not attend face to face instruction and were not very actively engaged in virtual instruction. Because of these circumstances, severe learning gaps will provide barriers to scholar understanding. Scholars will need teachers to consistently and systematically assess their progress throughout their lessons, monitor their understanding and address misconceptions.

Approach & Evidence Sources: How will you measure goal implementation with lead fidelity and lead performance measures? What will you use as a lag measure to know you've accomplished your "One Thing"?

Lead Fidelity Measures
<ul style="list-style-type: none"> Percentage of Fidelity Walks w/ Teachers at Level 3 or Higher Implementation
Lead Performance Measures
<ul style="list-style-type: none"> BOY, MOY NWEA Math K-12 MAP Assessment for 9th graders BOY, MOY NWEA Math K-12 MAP Assessment for Alg I retesters Percentage of scholars with a Smartscore of 80 on assigned IXL skills Percentage of retesters with a Smartscore of 80 on assigned IXL skills
Equity Constraint
<ul style="list-style-type: none"> No more than a 25% gap in EOC Algebra I Meets Level performance between SpEd Student group and all students
LAG Measures
<ul style="list-style-type: none"> Percentage of scholars scoring at the Meets level on the Algebra I EOC Exam Percentage of Retesters scoring at the Meets level on the Algebra I EOC Exam Percentage of scholars scoring at the Meets level on the EOY MAP Math Assessment Percentage of Retesters scoring at the Meets level on the EOY MAP Math Assessment

Plan: What are the key actions to be taken in the upcoming year toward accomplishment of the goal? *(the one to five most important things to get done on this plan are... Include high yield strategies with the research based percentile gains*

Key Actions	Effective School Framework Lever/ Essential Action
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<i>Train teachers on Aggressive Monitoring Protocols (AMPs) & Embed identifying the Checks for Understanding (CFUs) to be used for Aggressive Monitoring laps in the PLC protocol.</i>	5.3
<i>Collaborate with teachers to develop AMP Walk Through (WT) Document to include the Exemplar, CFUs, Monitoring Pathway, and Data Tracker w/ Coding System along with Develop the AMP Implementation Rubric</i>	1.2
<i>Conduct 3 video walks/feedback sessions per month per Algebra I teacher</i>	5.2
<i>Use Walk Through data to inform coaching conversations and determine areas of strength & growth in PLCs</i>	5.2
<i>Develop professional development & support based on Walk Through (WT) data.</i>	2.1

Professional Development: What professional development needs to occur to accomplish the key actions to be taken in the upcoming year toward accomplishment of the goal?			
Professional Development	Provided For	Person(s) Responsible	End Date When will PD be completed?
Aggressive Monitoring Protocols	Math Teachers	Principal Sec. Math Coordinator, Instructional Facilitator (IF)	9/17/21
Identifying CFUs for Aggressive Monitoring Laps	Algebra I Teachers	AP - T. Kennedy Sec. Math Coordinator, Instructional Facilitator (IF)	10/29/21
Understanding the Aggressive Monitoring Implementation Rubric	Algebra I Teachers	Principal AP - T. Kennedy	11/19/21
Using the Aggressive Monitoring tracker and pathways during instruction	Algebra I Teachers	AP - T. Kennedy Sec. Math Coordinator, Instructional Facilitator (IF)	12/17/21

Complete if Additional Targeted Plan

Areas Addressed: (Academic Achievement Reading or Math; Growth; Grad Rate; ELPs; Student Success; CCMR)

Student subgroup Target Area(s) missed:

Effective Schools Framework from 13 Essential Actions: (X all that apply)

	<p>Strong School Leadership and Planning</p> <ul style="list-style-type: none"> -Develop campus instructional leaders with clear roles and responsibilities -Focused plan development and regular monitoring of implementation and outcomes 		<p>Effective, Well-Supported Teachers</p> <ul style="list-style-type: none"> -Recruit, select, assign, induct, and retain a full staff of highly qualified educators -Build teacher capacity through observation and feedback cycles 		<p>Positive School Culture</p> <ul style="list-style-type: none"> -Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations -Explicit behavioral expectations and management systems for students and staff -Proactive and responsive student support services -Involving families and community 		<p>High-Quality Curricular Resources</p> <ul style="list-style-type: none"> -Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence
	<p>Effective Instruction</p> <ul style="list-style-type: none"> -Objective-driven daily lesson plans with formative assessments -Effective classroom routines and instructional strategies -Data-driven instruction -RTI for students with learning gaps 						

<p>D 1st Quarter Action Plan #1 July 1 – October 16</p>	<p>DO: Create action plan for Quarter #1 based on data analysis</p> <p>Create the action plan for the 1st Quarter below. What steps do you need to take to reach the year-long strategy?</p>
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Step	Measure /Indicator	End Date	Person(s) Responsible	Funding Source	Title I Codes
What steps will you and your team take?	What data will be collected? OR How will you know the step is completed?	When will work be completed?			

Review Campus Needs Assessment	Sign in Sheets	June 2021	Campus Site Team (Sign-in sheet attached)	N/A	1.1
Develop a written parent and family engagement policy ;that's in English and Spanish	Completion of the policy document	September 2021	Campus Site Team (Sign-in sheet attached)	N/A	3.1
Develop School-parent compact	Sign in Sheets, Documents with suggested changes	September 2021	Campus Site Team (Sign-in sheet attached)	N/A	3.2
Monitor and review CIP for Quarter 1 with attention to increase student achievement of all students in math	Agenda and Attendance Roster	October 2021	Principal	N/A	3.1
Fill Algebra I Vacancies	Teachers of Record 9/17 & 9/28 start dates	October 2021	Principal	N/A	2.1
Train new Algebra I teachers on Aggressive Monitoring	Agendas & Sign In Sheets	October 2021	Principal Sec. Math Coordinator, Instructional Facilitator (IF)	N/A	5.3
Embed identifying Checking for Understanding (CFUs) into PLC Protocols	Agendas & Lesson Exemplars	October 2021 & ongoing	AP - T. Kennedy Sec. Math Coordinator, Instructional Facilitator (IF)		5.3

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
<ul style="list-style-type: none"> Percentage of Fidelity Walks w/ Teachers at Level 3 or Higher Implementation
Lead Performance Measures
<ul style="list-style-type: none"> BOY NWEA Math K-12 MAP Assessment for 9th graders- BOY NWEA Math K-12 MAP Assessment for Alg I retesters- Percentage of scholars with a Smartscore of 80 on assigned IXL skills- Percentage of retesters with a Smartscore of 80 on assigned IXL skills-
Equity Constraint

- No more than a 25% gap in EOC Algebra I Meets Level performance between SpEd Student group and all students

D 2 nd Quarter Action Plan #2 Oct. 17 - January 15	DO: Revise or continue with implementation based on analysis of Action Plan #1 progress Color code steps from the 1 st quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy? Principal				
1st Quarter Results for Leading Measures: <ul style="list-style-type: none"> • Percentage of Fidelity Walks w/ Teachers at Level 3 or Higher Implementation- 0% 1st Quarter Results for Leading Measures: <ul style="list-style-type: none"> • BOY NWEA Math K-12 MAP Assessment for 9th graders- 11% • BOY NWEA Math K-12 MAP Assessment for Alg I EOC retesters- 18% • Percentage of scholars with a Smartscore of 80 on assigned IXL skills- 58% • Percentage of retesters with a Smartscore of 80 on assigned IXL skills- 64% 					
Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes
Embed identifying Checking for Understanding (CFUs) into PLC Protocols	Agendas & Lesson Exemplars	October 2021 & ongoing	AP - T. Kennedy Sec. Math Coordinator, Instructional Facilitator (IF)		2.3

Develop a written parent and family engagement policy ;that's in English and Spanish	Completion of the policy document	November 2021	Campus Site Team (Sign-in sheet attached)	3.1
Develop School-parent compact	Sign in Sheets, Documents with suggested changes	November 2021	Campus Site Team (Sign-in sheet attached)	3.2
Collaborate with teachers to develop AMP Walk Through (WT) Document to include the Exemplar, CFUs, Monitoring Pathway, and Data Tracker w/ Coding System	WT Document, Monitoring pathways, Data Tracker w, Coding System,	November 2021	Principal AP - T. Kennedy Sec. Math Coord. Instructional Facilitator (IF)	1.2
Collaborate with teachers to develop AMP Develop the AMP Implementation Rubric	Aggressive Monitoring Protocol (AMP) Rubric	November 2021	Principal AP - T. Kennedy Sec. Math Coord. Instructional Facilitator (IF)	1.2
Conduct 3 video walks/feedback sessions per month per Algebra I teacher	Sibme Videos w/ Annotation & WT Docs	November 2021 (Ongoing monthly)	Principal AP - T. Kennedy Instructional Facilitator (IF)	2.2

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures <ul style="list-style-type: none"> Percentage of Fidelity Walks w/ Teachers at Level 3 or Higher Implementation
Lead Performance Measures <ul style="list-style-type: none"> BOY NWEA Math K-12 MAP Assessment for 9th graders - BOY NWEA Math K-12 MAP Assessment for Alg I retesters - Percentage of scholars with a Smartscore of 80 on assigned IXL skills - Percentage of retesters with a Smartscore of 80 on assigned IXL skill -

D 3rd Quarter Action Plan #3 Jan. 16 – Mar. 19	DO: Revise or continue with implementation based on analysis of Action Plan #2 progress Color code steps from the 2 nd quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?
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2nd Quarter Results for Leading Measures:

Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes

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Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
Lead Performance Measures

D 4th Quarter Action Plan #4 March 20 - June 30	DO: Revise or continue with implementation based on analysis of Action Plan #3 progress Color code steps from the 3 rd quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?				
3 rd Quarter Results for Leading Measures:					
Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes

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Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
Lead Performance Measures

S To be completed by June 30	STUDY: Analyze data after implementing approach At the end of the school year, complete the questions below using data and your analysis	
<p>Summarize the key actions taken in accomplishment of the strategy <i>(Refer to list created in Plan phase & reflect on what was projected to be accomplished):</i></p>		
<p>What data gives evidence of progress made on goal? <i>Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with analysis</i></p>	<p>What data gives evidence to a lack of progress made on goal? <i>Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with analysis</i></p>	

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A To be completed by June 30	ACT: Set Plan for upcoming year
<p>At the end of the year, please reflect on your answers in the above two boxes and check which option best describes what you will do in your next plan:</p> <ul style="list-style-type: none"><input type="checkbox"/> Year-long target goal has been met and will be changed to a new target goal on a similar topic. Suggested goal:<input type="checkbox"/> Year-long target goal not met but the current plan is effective so we will continue it.<input type="checkbox"/> Year-long target goal not met so plan will continue with improvements to the plan.<input type="checkbox"/> Year-long target goal is not met and we will move in a different direction.<input type="checkbox"/> Other (Please explain)	
<p>Discuss possible action plan steps that you recommend occur in the next year's PDSA:</p>	

Plan for Federal Funds 2021-2022

Title I, Part A:

Campus Allocation: \$1,581,680

Goal/Intended Purpose – to provide supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards.

Intended Beneficiaries – scholars who experience difficulties mastering the state academic achievement standards

Campus- level uses:

Plan for At-Risk/ Compensatory Education 2021-2022

The goal of state compensatory education (SCE) is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion between scholars at risk of dropping out of school and all other LEA scholars (TEC Section 29.081).

SCE:

Amount Allocated:

Intended Purpose – to increase academic achievement and reduce the dropout rate

Intended Beneficiaries – students identified as at risk for dropping out of school and economically disadvantaged scholars

Use of funds:



2021-22 Campus Improvement Plan Cedar Hill Collegiate High School

Campus/Department	Strategic Guiding Statement	Type of Plan(s)	Board Approval Date
Cedar Hill Collegiate High School	Increase the percentage of scholars graduating College, Career & Military Ready	CIP/DIP <u> X </u> Additional Targeted (TEA) _____ Supporting _____	

P PLAN: Identify the need, the goal and the approach

Problem Statement:

Cedar Hill Collegiate High School students are at a 26% Master’s level on English I EOC and 27% Master’s level on English II EOC for the 2021 assessment year.

What do you hope to accomplish? (Annual Goal)

Ensure teachers are engaging scholars in the learning process using researched-based strategies to ensure a minimum of 40% masters level performance for all English I and II STAAR EOC.

Identify your “One Thing” (strategy): Collegiate High School will focus on English I and English II teachers’ instructional delivery of researched-based strategies* with fidelity.

Why did you choose this goal (strategy)? Improving English I and II STAAR EOC scores will increase the success rate of scholars in the college courses.

Include the process you used to establish the root cause. Relational diagram and Five Whys

Baseline Data & Rationale: What data or evidence supports the need for this goal? Summary of CNA Findings

Additional Targeted schools must include Closing the Gaps report data.

STAAR EOC	English I	English II
2018-19	Meets-91% Masters-32%	Meets-93% Masters-29%
2020-21	Meets- 79% Masters-26%	Meets-94% Masters-27%

We had 16% (8/51) of scholars who passed the English AP exam with a 3 or higher. We reviewed data from the 2021 TEA Report, Demographics for the 2021 school year, NWEA Map Data for 2021, and observations from 2021. We know through observations that we do not have consistent implementation of collaborative learning, literacy, and organizational strategies.

Approach & Evidence Sources:

Lead Fidelity Measures
<ul style="list-style-type: none"> ● Walkthrough data on the implementation of the three strategies
Lead Performance Measures
<ul style="list-style-type: none"> ● NWEA MAP Reading - BOY/MOY ● Achieve 3000
LAG Measures
<ul style="list-style-type: none"> ● NWEA MAP Reading - EOY ● STAAR EOC Data (English I and English II)
Equity Measure (Constraint)

- No more than a 10% gap in STAAR English EOC level performance between ELL student group and all students

Plan: What are the key actions to be taken in the upcoming year toward accomplishment of the goal? *(the one to five most important things to get done on this plan are...):*

Key Actions	Effective School Framework Level/ Essential Action
Develop Campus Needs Assessment	
Continue student dual enrollment with Dallas Community College	
Increase our 3, 4, 5 scores on AP tests, using data in PLCs	
Annual Dallas College Information Night (Virtual)	3.4 Involving families and community.
Facilitate quarterly meetings with all stakeholders to review the campus improvement plan, Comprehensive Needs Assessment, and report progress.	3.4 Involving families and community.
Implement and monitor instructional strategies with fidelity to meet the needs of all learners, with specific attention to English Learners and Special Education	1.2 Focused plan development and regular monitoring of implementation and outcomes.
Implement and monitor the PLC Protocol with fidelity to meet the needs of all learners, with specific attention to English Learners <ul style="list-style-type: none"> ○ Analyzing Data ○ Lesson Planning ○ Common Assessments ○ Professional Development ○ Analyzing Student Work ○ Response To Intervention (remediation and enrichment/acceleration) 	5.2 Build teacher capacity through observation and feedback cycles 5.3 Data-driven instruction

Professional Development: What professional development needs to occur to accomplish the key actions to be taken in the upcoming year toward accomplishment of the goal?

Professional Development	Provided For	Person(s) Responsible	End Date When will PD be completed?
Coaching of Strategies	Teachers	Principal, Site Team	October 2021
Implementation of Strategies	Teachers	Principal	September 2021
AP Review	Admin	Associate Principal	September 2021

Complete if Additional Targeted Plan

Areas Addressed: (Academic Achievement Reading or Math; Growth; Grad Rate; ELPs; Student Success; CCMR)
Academic Achievement ELA; Growth; ELPs

Student subgroup Target Area(s) missed: ELLs

Effective Schools Framework from 13 Essential Actions: (X all that apply)

X	<p>Strong School Leadership and Planning</p> <ul style="list-style-type: none"> -Develop campus instructional leaders with clear roles and responsibilities -Focused plan development and regular monitoring of implementation and outcomes 	X	<p>Effective, Well-Supported Teachers</p> <ul style="list-style-type: none"> -Recruit, select, assign, induct, and retain a full staff of highly qualified educators -Build teacher capacity through observation and feedback cycles 	X	<p>Positive School Culture</p> <ul style="list-style-type: none"> -Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations -Explicit behavioral expectations and management systems for students and staff -Proactive and responsive student support services -Involving families and community 	X	<p>High-Quality Curricular Resources</p> <ul style="list-style-type: none"> -Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence
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X	<p>Effective Instruction</p> <ul style="list-style-type: none"> -Objective-driven daily lesson plans with formative assessments -Effective classroom routines and instructional strategies -Data-driven instruction -RTI for students with learning gaps
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D 1 st Quarter Action Plan #1 July 1 – October 16	<p>DO: Create action plan for Quarter #1 based on data analysis</p> <p>Create the action plan for the 1st Quarter below. What steps do you need to take to reach the year-long strategy?</p>				
Step What steps will you and your team take?	Measure /Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes
Review Campus Needs Assessment	Plan completed	September 2021	CNA committee	N/A	1.1
Site team will teach review strategies. (AVID Binder, Focused notes, and Collaborative Structures)	Sign-in sheets, walkthroughs, evidence folder	October 2021	Site Team	N/A	2.4 2.6
New strategies will be modeled and discussed during the monthly faculty meetings/PLCs.	Walkthroughs, PLCs	October 2021	Admin	N/A	2.4 2.6
Use teacher, district, and campus assessment to identify gaps in instruction.	Lesson Plans Observations/walk-throughs Assessment Data	Ongoing	Collegiate HS Administrators Collegiate HS teachers	N/A	2.5 2.6

Monitor and Review CIP for Quarter 1	Sign-in Sheets	November 9, 2021	Campus Site Team	N/A	2.2
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Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
<ul style="list-style-type: none"> Walkthrough data on the implementation of the three strategies
Lead Performance Measures
<ul style="list-style-type: none"> NWEA MAP Reading - BOY/MOY Achieve 3000
LAG Measures
<ul style="list-style-type: none"> NWEA MAP Reading - EOY STAAR EOC Data (English I and English II)

D 2 nd Quarter Action Plan #2 Oct. 17 - January 15	DO: Revise or continue with implementation based on analysis of Action Plan #1 progress Color code steps from the 1 st quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?				
1 st Quarter Results for Leading Measures:					
Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes
Fidelity walks with coaching	Walkthrough Forms	Ongoing	Admin	N/A	2.4

Ensure that the CIP is available to parents in both English and Spanish	Upload posting to the Collegiate Corner Google Site, website, hardcopy available in the front office	November 2021	Admin	N/A	2.3
Parent meeting focused on classroom strategies	Sign-in Sheets	November 2021	Admin	N/A	3.3
Monitor and review CIP for Quarter 2	Sign-in Sheets	January 2022	Campus Site Team	N/A	2.2

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
<ul style="list-style-type: none"> Walkthrough data on the implementation of the three strategies
Lead Performance Measures
<ul style="list-style-type: none"> NWEA MAP Reading - BOY/MOY Achieve 3000

D 3rd Quarter Action Plan #3 Jan. 16 – Mar. 19	DO: Revise or continue with implementation based on analysis of Action Plan #2 progress Color code steps from the 2 nd quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?				
2 nd Quarter Results for Leading Measures:					
Step	Measure/Indicator What data will be collected? OR	End Date	Person(s) Responsible	Funding Source	Title I Codes

What steps will you and your team take?	How will you know step is completed?	When will work be completed?			

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

<ul style="list-style-type: none"> Walkthrough data on the implementation of the three strategies
<p>Lead Performance Measures</p>
<ul style="list-style-type: none"> Achieve 3000

D 4th Quarter Action Plan #4 March 20 - June 30	DO: Revise or continue with implementation based on analysis of Action Plan #3 progress Color code steps from the 3 rd quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?
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3rd Quarter Results for Leading Measures:

Step What steps will you and your team take?	Measure/Indicator What data will be collected? OR How will you know the step is completed?	End Date When will work be completed?	Person(s) Responsible	Funding Source	Title I Codes

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Lead Fidelity Measures
<ul style="list-style-type: none"> ● Walkthrough data on the implementation of the three strategies
Lead Performance Measures
<ul style="list-style-type: none"> ● Achieve 3000
LAG Measures

- NWEA MAP Reading - EOY
- STAAR EOC Data (English I and English II)

<p>S To be completed by June 30</p>	<p>STUDY: Analyze data after implementing approach At the end of the school year, complete the questions below using data and your analysis</p>	
<p>Summarize the key actions taken in accomplishment of the strategy <i>(Refer to list created in Plan phase & reflect on what was projected to be accomplished):</i></p>		
<p>What data gives evidence of <u>progress</u> made on goal? <i>Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with analysis</i></p>	<p>What data gives evidence to a <u>lack of progress</u> made on goal? <i>Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with analysis</i></p>	
<p>A</p>		

To be completed by June 30	
<p>At the end of the year, please reflect on your answers in the above two boxes and check which option best describes what you will do in your next plan:</p> <p><input type="checkbox"/> Year-long target goal has been met and will be changed to a new target goal on a similar topic. Suggested goal:</p> <p><input type="checkbox"/> Year-long target goal not met but the current plan is effective so we will continue it.</p> <p><input type="checkbox"/> Year-long target goal not met so plan will continue with improvements to the plan.</p> <p><input type="checkbox"/> Year-long target goal is not met and we will move in a different direction.</p> <p><input type="checkbox"/> Other (Please explain)</p>	
<p>Discuss possible action plan steps that you recommend occur in the next year's PDSA:</p>	

Plan for Federal Funds 2021-2022

Title I, Part A:

Campus Allocation: \$1,581,680

Goal/Intended Purpose – to provide supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards.

Intended Beneficiaries – scholars who experience difficulties mastering the state academic achievement standards

Campus-level uses:

Plan for At-Risk/ Compensatory Education 2021-2022

The goal of state compensatory education (SCE) is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion between scholars at risk of dropping out of school and all other LEA scholars (TEC Section 29.081).

SCE:

Amount Allocated:

Intended Purpose – to increase academic achievement and reduce the dropout rate

Intended Beneficiaries – students identified as at risk for dropping out of school and economically disadvantaged scholars

Use of funds:

G. District Improvement Plan

Cedar Hill Independent School District BOARD OF TRUSTEES

Meeting Date: November 15, 2021

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: District Improvement Plan

Consent

BOARD GOAL:

- Increase the percentage of scholars graduating college career and military ready
- Increase the percentage of 3rd grade (all students) scholars reading at/or above grade level
- Increase the percentage of Algebra I scholars scoring Meets or above
- Increase the percentage of scholars participating in extra-curricular or co-curricular activities

BACKGROUND INFORMATION:

Each year the district creates an improvement plan based on a comprehensive needs assessment. For 2021 – 2022 school year, the district educational improvement committee has identified areas of opportunity in college, career, and military readiness, English Language Arts and Reading, and math. These focus areas are in alignment with the Board goals.

CHISD has begun the use of the continuous improvement process where all department goals are in alignment with Board goals. Those focus areas of each department are outlined in the district scorecard which is a part of the district improvement plan. The department goals will be evaluated each quarter through the continuous improvement process.

RECOMMENDATION:

Administration recommends the board approve the 2021-2022 District Improvement Plan.

BOARD ACTION REQUIRED:

Approve the 2021-2022 District Improvement Plan, as presented.

POLICY AUTHORIZATION:

BQ Legal
BQ Local

CONTACT PERSON:

Ms. Shemeka Millner-Williams, Assistant Superintendent of Curriculum and Instruction
Ms. Janine Fields, Chief of Staff

FUNDING SOURCE:

N/A

ENCLOSURES:

CHISD 2021-2022 District Improvement Plan

Cedar Hill Independent School District

District Improvement Plan

2021-2022

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of Cedar Hill Independent School District is to develop resilient scholars who excel academically and are empowered to serve.

Vision

Unlocking every Longhorn's potential.

Board Goals and Priority

At CHISD, we will ensure:

Goal #1- Increase the percentage of scholars graduating College, Career & Military Ready

Goal #2- Increase the percentage of 3rd grade (all students) scholars reading at or above grade level

Goal #3- Increase the percentage of Algebra 1 scholars scoring Meets or Above

Goal #4- Increase the percentage of scholars participating in extra-curricular or co-curricular activities

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Achievement 4
- Comprehensive Needs Assessment Data Documentation 5
- Goals 8
 - Goal 1: Increase the percentage of scholars graduating CCMR from 53% to 75% by August 2024 (2021-2022 target is 64%). 9
 - Goal 2: Increase the percentage of 3rd grade (All students) scholars Reading at/or above grade level from 32% to 70% by 2024 (2021-2022 target is 48%). 12
 - Goal 3: Increase the percentage of Algebra 1 scholars scoring Meets or Above will increase from 52% to 75% by 2024 (2021-2022 target is 64%). 17
 - Goal 4: Increase the percentage of scholars participating in extra-curricular or co-curricular from 50% to 90% by August 2025 (2021-2022 target is 60%). 20
- Addendums 21

Comprehensive Needs Assessment

Revised/Approved: August 1, 2021

Demographics

Demographics Summary

2020-2021 Cedar Hill ISD student data shows a total enrollment of 7,250 scholars. The student population is made up of 52% male students and 48% female students. Cedar Hill ISD serves an ethnically diverse community, with 66% of our student being African American, 25% Hispanic, 4% identifying as Two or More Races, approximately 3% White and 1% Asian. 62% of scholars in Cedar Hill are Economically Disadvantaged, 8% English Language Learners and 8% of our scholars receive Special Education Services. Cedar Hill ISD employs 880 full-time staff members, with 458 of those staff members being teachers. We have experienced relative stability in ethnic diversity for the five years, but have experienced a slight decline in enrollment in the past 3 years, losing approximately 400 students during that time. The percentages of students being served in English Language Learner and Special Education programs has remained stable over the past 3 years. Cedar Hill currently serves 5% of its scholars in the Gifted and Talented Program and 41% of high school students in Career and Technical Education Programs. Our most recent Texas Academic Performance report indicates a 14% mobility rate among Cedar Hill ISD scholars.

Demographics Strengths

- Elementary class sizes remain at or below the state average in CHISD.
- Our students are served by a diverse staff that is trending to reflect our student population.
- 31% of CHISD teachers hold a Master's Degree or higher and 59% have 6 or more years classroom experience.

Demographic Needs

- Increased instructional awareness of best practice for providing high quality instruction to English Language Learners
- Increased opportunity to identify students who are gifted and talented.
- Increased recruitment and employment of Bilingual and English as a Second Language Teachers to support growing student population
- Increased offerings of choice programs to impact downward trend in overall student enrollment

Student Achievement

Student Achievement Summary

Preliminary STAAR/EOC data from Spring 2021 was reviewed and analyzed during the needs assessment process. This process has as its primary focus attendance, achievement at the approaches, meets and mastery levels of STAAR/EOC, and other academic assessment data. Careful consideration is also given to student demographic groups and at-risk data to ensure equitable supports are provided to ensure success for all scholars. In Spring 2021 in-person CHISD scholars were required to complete the STAAR/EOC Assessment, however scholars who were engaged in online virtual instruction were encouraged, but not required, to come to campuses to participate in assessment. The district made significant efforts to bring in as many scholars for testing as possible. STAAR/EOC Participation declined from 100% in 2019 (the last year of state testing prior to COVID-19) to 87% in Spring 2021. Overall data is as follows:

	Approaches	Meets	Masters
Reading	66%	39%	13%
Math	48%	19%	7%
Science	62%	30%	9%
Social Studies	63%	35%	15%
Writing	53%	23%	4%

This data will establish a new baseline of performance for improvement efforts in Cedar Hill ISD, as state standards for each content area and test have been adjusted due to the pandemic's impact on student achievement throughout the state and nation.

All Goals of the Cedar Hill District Improvement Plan align directly to Lone Star Governance Student Outcome Goals established by the CHISD Board of Trustees in collaboration with district leadership.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Federal Report Card Data
- RDA data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data

- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Increase the percentage of scholars graduating CCMR from 53% to 75% by August 2024 (2021-2022 target is 64%).

Performance Objective 1: Increase student participation in CCMR programs and courses.

HB3 Goal

Evaluation Data Sources: Student participation rate in CCMR programs and courses

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify and inform students and parents of recommended Advanced Placement coursework using the AP Potential Report, with priority attention to underrepresented student populations.</p> <p>Strategy's Expected Result/Impact: Increase student participation in Advanced Placement courses.</p> <p>Staff Responsible for Monitoring: Lead: Executive Director of Guidance and Counseling Guidance and Counseling, Academics, Assessment & Accountability</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Align Early College Academy enrollment to the ECHS blueprint through counseling and recruitment of identified students.</p> <p>Strategy's Expected Result/Impact: Participation in ECHS will align to the program blueprint.</p> <p>Staff Responsible for Monitoring: Lead: Executive Director of Guidance and Counseling Guidance and Counseling Department</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Host military recruiters on a monthly basis and offer the Armed Services Vocational Aptitude Battery (ASVAB) to interested students.</p> <p>Strategy's Expected Result/Impact: Increase the number of students enlisting in the military.</p> <p>Staff Responsible for Monitoring: Lead: Executive Director of Guidance and Counseling Guidance and Counseling Department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Increase the number of externships, business partnerships, business mentors, CTE courses, and career/tech organizations available to students.</p> <p>Strategy's Expected Result/Impact: Increase student participation in CTE programming and courses.</p> <p>Staff Responsible for Monitoring: Lead: Executive Director of Innovation Innovation Department</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Develop a system to monitor elementary student progress toward CCMR readiness.</p> <p>Strategy's Expected Result/Impact: Increase student engagement in elementary grades for long term increase in CCMR programs and courses.</p> <p>Staff Responsible for Monitoring: Lead: Executive Director of Guidance and Counseling Guidance and Counseling, Assessment & Accountability</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Increase the percentage of scholars graduating CCMR from 53% to 75% by August 2024 (2021-2022 target is 64%).

Performance Objective 2: Increase student performance on CCMR assessments.

HB3 Goal

Evaluation Data Sources: TSIA scores, AP scores, DC scores.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a dual credit facilitator handbook and provide ongoing training to ensure they have the skills and support to draft action plans targeting improved scores.</p> <p>Strategy's Expected Result/Impact: Increase dual credit scores.</p> <p>Staff Responsible for Monitoring: Lead: Executive Director of Guidance and Counseling Guidance and Counseling, Academics, Assessment & Accountability</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide CCMR training for teachers aimed at tips and strategies to align instruction to Texas Success Initiative Assessment (TSIA).</p> <p>Strategy's Expected Result/Impact: Increase TSIA scores</p> <p>Staff Responsible for Monitoring: Lead: Executive Director of Guidance and Counseling Guidance and Counseling, Academics</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Administer Texas Success Initiative Assessment (TSIA) as an end of course ELAR exam for 8th and an end of course math exam for 9th graders.</p> <p>Strategy's Expected Result/Impact: Increase TSIA scores</p> <p>Staff Responsible for Monitoring: Lead: Assistant Superintendent of Curriculum and Instruction Guidance and Counseling, Academics, Assessment & Accountability</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Increase student and teacher participation in National Math and Science Initiative (NMSI) study sessions.</p> <p>Strategy's Expected Result/Impact: Increase AP scores</p> <p>Staff Responsible for Monitoring: Lead: Executive Director of Innovation Innovation Department</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Increase SAT preparation opportunities for middle and high school students. Strategy's Expected Result/Impact: Increase SAT scores Staff Responsible for Monitoring: Lead: Executive Director of Guidance and Counseling Guidance and Counseling, Academics Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Conduct semester degree audits with Dallas College to monitor student progress and provide individual support toward earning their Associate Degree. Strategy's Expected Result/Impact: Increase number of students graduating with an Associate Degree Staff Responsible for Monitoring: Lead: Executive Director of Guidance and Counseling Guidance and Counseling Department Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Scholars graduate with completed IEP and Workforce Readiness. Strategy's Expected Result/Impact: Increase number of students completing IEP and graduating Workforce Ready Staff Responsible for Monitoring: Lead: Executive Director of Special Education Special Education, Guidance and Counseling Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Increase the percentage of 3rd grade (All students) scholars Reading at/or above grade level from 32% to 70% by 2024 (2021-2022 target is 48%).

Performance Objective 1: Scholars in grades K-3 will participate in in person research based-based diagnostic screening assessments at the beginning, middle and end of year during the 2021-2022 school year.

HB3 Goal

Evaluation Data Sources: BOY,MOY & EOY MAPS Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: All campuses will administer NWEA MAPS assessments in Reading and Language at beginning, middle, and end of year.</p> <p>Strategy's Expected Result/Impact: Teachers and Administrators will gather data on scholar strengths and areas of opportunity to enhance instructional planning and intervention support alignment to needs.</p> <p>Staff Responsible for Monitoring: Campus Principals Executive Directors Director of Accountability and Assessment</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will participate in Professional Learning Community meetings weekly to review student data trends, work samples and learn and share instructional strategies across classrooms and content areas.</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity through job-embedded professional learning .</p> <p>Staff Responsible for Monitoring: Campus Principals Executive Directors Asst. Superintendent of C & I</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus Administrators and teachers in grades Kindergarten- 2nd grade will participate in Texas Education Agency Reading Academies to master the art and science of teaching reading through application based training.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity in implementing best practices for literacy instruction, identifying reading difficulties and intervening at the appropriate level to promote learning.</p> <p>Staff Responsible for Monitoring: Campus Principals Executive Directors Elementary ELAR & BL Curriculum Coordinators Asst. Superintendent of C & I</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 2: Increase the percentage of 3rd grade (All students) scholars Reading at/or above grade level from 32% to 70% by 2024 (2021-2022 target is 48%).

Performance Objective 2: The district will establish and implement common literacy expectations associated with all content areas that support the development of reading, writing and critical thinking skills.

Evaluation Data Sources: EOY Maps Assessment
EOY STARR/EOC 2021-22

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will provide horizontally and vertically aligned professional learning opportunities to establish and support the development of common instructional practices where applicable in district ELAR classrooms.</p> <p>Strategy's Expected Result/Impact: Reduction in instructional variability across ELAR classrooms which will allow for increase scholar capacity to make academic connections to previous learning.</p> <p>Staff Responsible for Monitoring: District ELAR Coordinators Executive Directors Asst. Superintendent of C & I</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement Collin's Writing Instructional Practice across all grade levels and contents to support scholar development in written language .</p> <p>Strategy's Expected Result/Impact: Scholars will increase ability to effectively communicate understanding in various forms of written text.</p> <p>Staff Responsible for Monitoring: Campus Principals Executive Directors Asst. Superintendent of C & I</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Increase the percentage of 3rd grade (All students) scholars Reading at/or above grade level from 32% to 70% by 2024 (2021-2022 target is 48%).

Performance Objective 3: The district will implement a comprehensive tiered system of instruction, intervention, and enrichment for reading in all grade levels.

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: All campuses will provide ongoing extended day reading learning opportunities for identified scholars . Strategy's Expected Result/Impact: Scholars will receive strategic reteach of identified reading skills to promote increased mastery of content . Staff Responsible for Monitoring: Campus Principals Executive Directors Asst. Superintendent of C & I</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All CHISD campuses will implement "Longhorn Time" reading intervention /enrichment periods within the school day. Strategy's Expected Result/Impact: Students will receive strategic reteach of identified reading skills to promote mastery of content. Staff Responsible for Monitoring: Campus Principals Executive Directors Asst. Superintendent of C & I Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The district will provide Academic Interventionists at each campus to support identified students at greatest need of learning acceleration as measured by STAAR 2021/ NWEA MAPS. Strategy's Expected Result/Impact: Identified scholars will receive additional instruction in skills deficit identified by NWEA MAPS Assessments to close instructional gaps and return to grade level instruction. Staff Responsible for Monitoring: Campus Principals Executive Directors Asst. Superintendent of C & I Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: The district will implement Amplify Reading Instructional Program during Tier I instruction in grades Kinder-5th grade with fidelity.</p> <p>Strategy's Expected Result/Impact: Scholars will develop foundational reading and comprehension skills that meet or exceed grade level standard.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Principals Executive Directors Curriculum Team Asst. Superintendent of C & I</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: District leaders will collaborate with campus leaders to conduct periodic Instructional Walks in ELAR classrooms focused on identified instructional priorities.</p> <p>Strategy's Expected Result/Impact: Inform level of consistency of implementation across district campuses and inform next steps for Principals and Academics Team.</p> <p>Staff Responsible for Monitoring: Asst. Superintendent of C & I Chief of Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Increase the percentage of 3rd grade (All students) scholars Reading at/or above grade level from 32% to 70% by 2024 (2021-2022 target is 48%).

Performance Objective 4: The district will establish a family literacy program in all elementary schools by EOY.

Evaluation Data Sources: Parent surveys
Agendas and sign-in sheets for Family Literacy Events

Strategy 1 Details	Reviews			
<p>Strategy 1: All CHISD Campuses will host a Family Literacy Event to provide families with the opportunity to acquire strategies to promote literacy at home and establish ongoing home/school partnerships.</p> <p>Strategy's Expected Result/Impact: CHISD parents will gain access to best practices to support literacy development in partnership with the school.</p> <p>Staff Responsible for Monitoring: Campus Principal Executive Directors Asst. Superintendent of C & I</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Increase the percentage of Algebra 1 scholars scoring Meets or Above will increase from 52% to 75% by 2024 (2021-2022 target is 64%).

Performance Objective 1: All campus administrators and teachers will set and monitor measurable student achievement in mathematics in grades K- 12.

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus leaders will lead classroom teachers to establish classroom achievement goals aligned to campus mathematics goals in Professional Learning Communities.</p> <p>Strategy's Expected Result/Impact: Strategic planning to ensure that classroom goal attainment will meet or exceed campus goal attainment.</p> <p>Staff Responsible for Monitoring: Campus Principals Executive Directors</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus leaders will conduct periodic data analysis with mathematics teacher in Professional Learning Communities to plan for effective reteach through collaboration and leveraging instructor strengths.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity to provide high quality instruction aligned to TEKS standards.</p> <p>Staff Responsible for Monitoring: Executive Directors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: CHISD scholars will participate in data analysis ,goal setting, and individual progress monitoring following each assessment.</p> <p>Strategy's Expected Result/Impact: CHISD will know and understand individual learning targets and take guided ownership of their learning.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Principals</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: Increase the percentage of Algebra 1 scholars scoring Meets or Above will increase from 52% to 75% by 2024 (2021-2022 target is 64%).

Performance Objective 2: Instructional planning and adjustments in all mathematics classrooms will be driven by extensive review and use of student assessment data.

HB3 Goal

Evaluation Data Sources: District Common Assessments
 NWEA MAPS BOY, EOY, MOY
 IXL BOY, MOY, EOY
 STAAR/EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will monitor and adjust instruction based on data analysis and strategic plans for intervention/enrichment.</p> <p>Strategy's Expected Result/Impact: CHISD scholars will have multiple opportunities to master or exceed mastery of learning objectives</p> <p>Staff Responsible for Monitoring: Campus Principal Curriculum Team</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize IXL instructional software to provide differentiated learning opportunities for scholars based on individual need.</p> <p>Strategy's Expected Result/Impact: Scholars will close identified skills gaps to improve on- grade level performance.</p> <p>Staff Responsible for Monitoring: Campus Principals Executive Directors Asst. Superintendent of C & I</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Increase the percentage of Algebra 1 scholars scoring Meets or Above will increase from 52% to 75% by 2024 (2021-2022 target is 64%).

Performance Objective 3: The district will implement a comprehensive tiered system of instruction, intervention, and enrichment for mathematics at all grade levels.

Strategy 1 Details	Reviews			
<p>Strategy 1: All campuses will provide ongoing extended day learning opportunities in mathematics for identified scholars .</p> <p>Strategy's Expected Result/Impact: Scholars will receive strategic reteach of identified mathematics skills to promote increased mastery of content .</p> <p>Staff Responsible for Monitoring: Campus Principals Executive Directors Asst. Superintendent of C & I</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All CHISD campuses will implement "Longhorn Time" intervention /enrichment periods within the school day to focus on mathematics skills deficits.</p> <p>Strategy's Expected Result/Impact: Students will receive strategic reteach of identified mathematics skills to promote mastery of content.</p> <p>Staff Responsible for Monitoring: Campus Principals Executive Directors Asst. Superintendent of C & I</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: District leaders will collaborate with campus leaders to conduct periodic Instructional Walks in Mathematics classrooms focused on identified instructional priorities.</p> <p>Strategy's Expected Result/Impact: Inform level of consistency of implementation across district campuses and inform next steps for Principals and Academics Team.</p> <p>Staff Responsible for Monitoring: Asst. Superintendent of C & I Chief of Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 4: Increase the percentage of scholars participating in extra-curricular or co-curricular from 50% to 90% by August 2025 (2021-2022 target is 60%).

Performance Objective 1: Increase the student and teacher interest in extra-curricular and co-curricular activities.

Evaluation Data Sources: Number of clubs and organizations, participation rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase teacher ownership by providing opportunities for teachers to identify and create clubs and organizations.</p> <p>Strategy's Expected Result/Impact: Increase club and organization offerings and increase teacher ownership</p> <p>Staff Responsible for Monitoring: Lead: Executive Director of Innovation Innovation Department</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize data from student culture survey to provide student interventions aimed at increasing student efficacy and engagement.</p> <p>Strategy's Expected Result/Impact: Increase student interest in extra-curricular and co-curricular activities</p> <p>Staff Responsible for Monitoring: Lead: Executive Director of Guidance and Counseling Guidance and Counseling Department</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize data from student culture survey to identify student interests and increase the range of club and organization offerings.</p> <p>Strategy's Expected Result/Impact: Increase student interest and participation in clubs and organizations</p> <p>Staff Responsible for Monitoring: Lead: Executive Director of Innovation Innovation Department</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement STEM clubs at elementary (during the school day) and at middle school (outside the school day).</p> <p>Strategy's Expected Result/Impact: Increase student interest and participation in clubs and organizations</p> <p>Staff Responsible for Monitoring: Lead: Executive Director of Innovation Innovation Department</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Addendums

H. Request approval to join Region 16 Education Service Center TexBuy Purchasing Cooperative

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

Meeting Date: November 15, 2021

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Request approval to join Region 16 Education Service Center
TexBuy Purchasing Cooperative (Region 16 ESC Statewide
Cooperative Purchasing Program)

Consent

BACKGROUND INFORMATION:

Texas Government Code, Chapter 791, states that an Interlocal Agreement must be authorized by the governing body of each party to the agreement. The Interlocal Agreement with Region 16 ESC will allow CHISD to purchase items directly from the ESC without going through any additional competitive bidding process as well as use the hundreds of vendors that have been competitively awarded through their cooperative. TexBuy currently has 125 awarded vendors that have been competitively bid and meet state procurement requirements. There is no charge to the participating entity for membership in Region 16 ESC Purchasing Cooperative.

RECOMMENDATION:

Administration requests approval to join Region 16 Education Service Center Purchasing Cooperative.

BOARD ACTION REQUIRED:

Motion to approve administration's request to join Region 16 Education Service Center Purchasing Cooperative.

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:

None

ENCLOSURES:

Interlocal Agreement
Resolution of Board

INTERLOCAL AGREEMENT
for Participation in the
Region 16 ESC Statewide Cooperative Purchasing Program

Contracting Parties:

Cedar Hill ISD

School District/Governmental Entity

AND

Region 16 Education Service Center

Texas Education Code §8.002 charges regional education service centers to provide services to enable school districts to operate more efficiently and economically. In order to increase the efficiency and effectiveness of purchasing operations, the Region 16 Education Service Center (“ESC 16”) and Cedar Hill Independent School District/Governmental Entity (the “Entity”), collectively referred to as “the Parties,” enter into this Interlocal Agreement.

I. Creation of the Cooperative Purchasing Program

ESC 16, by this Agreement, agrees to serve as the sponsoring entity of a cooperative purchasing program (the “Program”) in conjunction with the above-named Entity and any other entity legally entitled to enter into the Program, which executes a similar agreement. The purpose of the Program shall be to obtain substantial savings for participating school districts and other governmental entities through executions of economies of scale and through seeking vendors on a regional, state, and nationwide basis.

II. Authority

Authority for the services provided under this Interlocal Agreement is granted under Government Code, Chapter 791, Subchapters A, B, and C; and Local Government Code, Chapter 271, Subchapter F, §§ 271.101 and 271.102.

III. Termination

This Interlocal Agreement (hereinafter the “Agreement”) is effective upon final execution by ESC 16 and shall automatically renew annually unless either party gives sixty (60) days prior written notice of non-renewal. This Agreement may be terminated without cause by either party upon (60) days prior written notice, or may also be terminated for cause at anytime upon written notice stating the reason for the termination and the effective date of such termination; however, the terminating party agrees to give the affected party a thirty (30) day period to cure any identified breach. The terminating party further agrees to make

any required payment to a vendor incurred during the time the party was a member of the Program.

IV. Duties and Roles

A. Role of the ESC 16 as Program Sponsor:

- (1) Provide for the organizational and administrative structure of the Program as Program Sponsor, by either using internal assets or through contracting with a third party to provide such matters.
- (2) Provide staff time necessary for efficient operation of the Program.
- (3) Provide for the initiation and implementation of activities related to the bidding and vendors selection process.
- (4) Provide members with procedures for ordering, delivery, and billing of goods and services available through the Program.

B. Role of the Entity:

- (1) Commit to participate in the Program by taking all action necessary to authorize the execution of this agreement in the appropriate space below.
- (2) Designate a contact person for the Program who will act under the direction of and on behalf of the Entity.
- (3) Commit to purchase products and services that become part of the official products and services list when it is in the best interest of the member Entity.
- (4) Prepare purchase orders issued to the appropriate vendor from the official award list provided by the Program.
- (5) Accept shipments of products ordered from vendors in accordance with standard purchasing procedures.
- (6) Pay vendors in a timely manner for all goods and services received.
- (7) Pursue any disputes regarding the quality or quantity of a vendor's goods and/or services directly with that vendor.

V. General Provisions

- A. The Parties agree to comply fully with all applicable federal, state, and local statutes, ordinances, rules, and regulations in connection with the Program contemplated under this Agreement. This Agreement is subject to all applicable present and future valid laws governing such Program.
- B. This Agreement shall be governed by the law of the State of Texas and the Parties agree that venue shall be in the county in which the central administrative offices of ESC 16 are located.
- C. This Agreement contains the entire agreement of the Parties hereto with respect to

the matters covered by its terms, and it may not be modified in any manner without the express written consent of the Parties.

- D. If any term(s) or provision(s) of this Agreement are held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the provisions of this Agreement shall remain in full force and effect.
- E. The Parties to this Agreement expressly acknowledge and agree that all monies paid pursuant to this Agreement shall be paid from budgeted available funds for the current fiscal year of each such Entity.
- F. The Parties agree that payments made through this Agreement fairly compensate the performing party for any services or functions performed.
- G. Before any party may resort to litigation, any claims, disputes or other matters in question between the Parties to this Agreement shall be submitted to nonbinding mediation.
- H. Nothing contained in this agreement prohibits a Party from either creating other purchasing cooperatives or participating as a member of other purchasing cooperatives.
- I. No Party to this Agreement waives or relinquishes any immunity or defense on behalf of themselves, their directors, officers, employees, and agents as a result of its execution of this Agreement and performance of the functions and obligations described herein.
- J. This Agreement may be negotiated and transmitted between the Parties by means of a facsimile machine or e-mail and the terms and conditions agreed to by such means are binding upon the Parties.

VI. Authorization

ESC 16 and the Entity have entered into this Agreement to provide cooperative purchasing opportunities to public schools and other governmental entities and the governing boards of such entities delegate to the superintendent or chief executive officer of the Entity the discretion to determine that making purchases through the program provides the best value to the Entity.

This Agreement was approved by the governing boards of the respective Parties at meetings that were posted and held in accordance with state law, including Chapter 551 of the Texas Government Code, commonly known as the Texas Open Meetings Act.

VII. Non-Discrimination Clause

It is the policy of ESC 16 and the Entity not to discriminate on the basis of age, race, religion, color, national origin, sex, or handicap in its programs, services, or activities as

required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

The individuals signing below are authorized to do so by the respective parties to this Agreement.

Entity	ESC 16
By: _____ Authorized Signature	By: _____ Authorized Signature
SCHOOL BOARD PRESIDENT _____ Title	CHIEF FINANCIAL OFFICER _____ Title
_____ Date	_____ Date
CALEB PAPE _____ Entity Contact Person	ANDREW PICKENS _____ ESC 16 Contact Person
DIRECTOR OF PURCHASING _____ Title of Contact	DIRECTOR OF PURCHASING _____ Title of Contact
285 UPTOWN BLVD. #300 _____ Street Address	5800 BELL STREET _____ Street Address
CEDAR HILL, TX 75104 _____ City, State Zip	AMARILLO, TX 79109 _____ City, State Zip
972-291-1581 _____ Contact's Telephone Number	806-677-5040 _____ Contact's Telephone Number
Caleb.pape@chisd.net _____ E-mail Address	andrew.pickens@esc16.net _____ E-mail Address

Please send two signed original Interlocal Agreements to Region 16 ESC, Attn: Andrew Pickens, Director of Purchasing, 5800 Bell Street, Amarillo, TX 79109-6230. Upon execution, a signed original will be returned to the Entity Contact Person listed above.

RESOLUTION OF THE BOARD OF TRUSTEES

OF

CEDAR HILL INDEPENDENT SCHOOL DISTRICT

In accordance with Chapters 791 of the Texas Government Code and 271 of the Texas Local Government Code, Board of Trustees of the **Cedar Hill ISD** (“the School District”) does hereby make the following Resolution approving the Terms and Conditions of an Interlocal Agreement between the School District and the Region 16 Service Center, which serves as the sponsor of TexBuy, a cooperative purchasing program for goods and services (“the Agreement”) designating the School District Superintendent or the Superintendent’s designee, as official representative of the School District relating to the Program.

WHEREAS, the Board of Trustees of the School District finds it in the best interests of the School District to pool with other school districts and the Region 16 Service Center to increase its purchasing economy of scale;

WHEREAS, the Board of Trustees of the School District further finds it in the best interests of the School District to access low-cost goods and services advertized to potential vendors on a nationwide basis;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE SCHOOL DISTRICT:

Section I. The Terms and conditions of the agreement having been reviewed by the Board of Trustees of the School District is found to be acceptable and in the best interests of the School District and its citizens and is hereby for all things approved.

Section II. The Superintendent of the School District or the Superintendent’s designee is hereby designated and authorized to act for the School District in all matters relating to the Agreement, including executing the Agreement on behalf of the Board of Trustees of the School District.

Section III. The Board delegates to the School District Superintendent or the Superintendent’s designee, to the fullest extent allowed under Texas Education Code §44.0312, any and all authority to take any action to provide the School District with low-cost goods and services under the Agreement.

Section IV. There is not a management fee or any other fee to be paid to TexBuy or Region 16 Education Service Center by the School district; therefore, the provisions of Texas Education Code §44.0331 do not apply.

Section V. It is the policy of Region 16 ESC, TexBuy and the School District not to discriminate on the basis of age, race, religion, color, national origin, sex, or handicap in its programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Section VI. This resolution shall become effective from and after its passage.

DULY PASSED AND APPROVED THIS THE 15 DAY OF NOVEMBER 2021.

(Authorized Signature)

Mr. Robert Riggs
Board President

In witness thereof, I have hereunto set my hand and affixed my official seal this
15 day of NOVEMBER, 2021.

ATTEST:

Dr. Keisha Lankford
Board Secretary

I. Acceptance of Donation

Cedar Hill Independent School District
BOARD OF TRUSTEES

Meeting Date: November 15, 2021
Presented by: Dr. Gerald Hudson, Superintendent of Schools
Subject: Acceptance of Donation – Waterford Oaks PTA

Consent Agenda

BOARD GOAL:

Align the budget process to achieve district goals.

This is a legal requirement that will allow the district to remain in compliance with TEA regulations.

BACKGROUND INFORMATION:

The Board delegates to the Superintendent the authority to accept unsolicited gifts on behalf of the District. However, any gift with a cost or market value of \$5,000 or more, any gift that the potential donor has expressly made conditional upon the District's use for a specified purpose, or any gift of real property, shall require Board approval.

Based upon a charitable contribution from Waterford Oaks Elementary PTA, Cedar Hill Independent School District is gifted funds designated to fund the pre-kindergarten/kindergarten playground equipment at Waterford Oaks.

RECOMMENDATION:

Approve attached intent to accept.

BOARD ACTION REQUIRED:

Motion to approve administration recommendation to accept the charitable contribution from Waterford Oaks Elementary PTA for \$5,439.75.

POLICY AUTHORIZATION:

CHISD POLICY CDC (LOCAL) and Texas Education Code, Section 33.158

CONTACT PERSON(S):

Dr. Gerald Hudson, Superintendent of Schools
Gilberto Prado, Chief Financial Officer

Funding Source:

Charitable Contribution

ENCLOSURES:

Attached

10. BOARD DISCUSSION
 - A. Upcoming Events
 - B. Training and Event Recaps
11. SUPERINTENDENT'S REPORT
 - A. Monthly Financials

**Cedar Hill Independent School District
Financial Report Month Ending September 30, 2021**



2021-2022 Fiscal Year

Table of Contents

Cedar Hill Independent School District Budgets 2021-2022 All Funds	3
General Operating Funds Statement of Revenues & Expenditures.....	4
Child Nutrition Funds Statement of Revenues & Expenditures	5
Debt Service Funds Statement of Revenues & Expenditures	6

**CEDAR HILL INDEPENDENT SCHOOL DISTRICT
2021-2022 FISCAL YEAR BOARD-APPROVED BUDGETS
FOR THE THREE MONTHS ENDING SEPTEMBER 30, 2021**



	General Fund		Food Service		Debt Service		District Total	
	Original Budget	Amended Budget	Original Budget	Amended Budget	Original Budget	Amended Budget	Original Budget	Amended Budget
REVENUES:								
Local and Intermediate Sources	\$ 41,583,284	\$ 41,583,284	\$ 800,268	\$ 800,268	\$ 14,555,516	\$ 14,555,516	\$ 56,939,068	\$ 56,939,068
State Program Revenues	25,125,337	25,125,337	24,000	24,000	289,207	289,207	25,438,544	25,438,544
Federal Program Revenues	700,000	700,000	3,551,653	3,551,653	-	-	4,251,653	4,251,653
Other Financing Sources	-	-	-	-	-	-	-	-
Total Revenues	\$ 67,408,621	\$ 67,408,621	\$ 4,375,921	\$ 4,375,921	\$ 14,844,723	\$ 14,844,723	\$ 86,629,265	\$ 86,629,265
EXPENDITURE SUMMARY BY FUNCTION:								
11 - Instructional	\$ 35,303,427	\$ 35,303,427	\$ -	\$ -	\$ -	\$ -	\$ 35,303,427	\$ 35,303,427
12 - Instructional Resources and Media Services	760,393	760,393	-	-	-	-	760,393	760,393
13 - Curriculum and Instructional Staff Development	1,194,908	1,194,908	-	-	-	-	1,194,908	1,194,908
21 - Instructional Leadership	892,491	892,491	-	-	-	-	892,491	892,491
23 - School Leadership	4,589,404	4,589,404	-	-	-	-	4,589,404	4,589,404
31 - Guidance, Counseling and Evaluation	2,576,912	2,576,912	-	-	-	-	2,576,912	2,576,912
33 - Health Services	793,022	793,022	-	-	-	-	793,022	793,022
34 - Student Transportation	3,866,030	4,419,365	-	-	-	-	3,866,030	4,419,365
35 - Child Nutrition/Food Service	12,150	12,150	4,304,789	4,304,789	-	-	4,316,939	4,316,939
36 - Cocurricular/Extra Curricular Activities	1,923,034	1,923,034	-	-	-	-	1,923,034	1,923,034
41 - General Administration	3,679,125	3,679,125	-	-	-	-	3,679,125	3,679,125
51 - Plant Maintenance and Facility Services	8,169,693	8,309,693	-	-	-	-	8,169,693	8,309,693
52 - Security and Monitoring Services	1,574,911	1,574,911	-	-	-	-	1,574,911	1,574,911
53 - Data Processing Services	1,680,725	1,680,725	-	-	-	-	1,680,725	1,680,725
61 - Community Services	195,861	195,861	-	-	-	-	195,861	195,861
71 - Debt Service Cost	203,000	203,000	-	-	11,221,056	11,221,056	11,424,056	11,424,056
93 - Shared Service Agreement	153,518	153,518	-	-	-	-	153,518	153,518
95 - Payments to Juvenile Justice Alternative Program	20,000	20,000	-	-	-	-	20,000	20,000
99 - Other Intergovernmental Charges	165,000	165,000	-	-	-	-	165,000	165,000
Other Financing Uses	-	-	-	-	-	-	-	-
Total Expenditures	\$ 67,753,604	\$ 68,446,939	\$ 4,304,789	\$ 4,304,789	\$ 11,221,056	\$ 11,221,056	\$ 83,279,449	\$ 83,972,784
EXPENDITURE SUMMARY BY OBJECT:								
61XX - Payroll Cost	\$ 55,484,529	\$ 54,906,105	\$ 477,000	\$ 477,000	\$ -	\$ -	\$ 55,961,529	\$ 55,383,105
62XX - Professional and Contracted Services	6,764,308	7,063,699	3,265,861	3,266,861	-	-	10,030,169	10,330,560
63XX - Supplies and Materials	2,921,612	2,996,512	439,928	438,928	-	-	3,361,540	3,435,440
64XX - Other Operating Expenses	1,892,155	2,123,406	22,000	22,000	-	-	1,914,155	2,145,406
65XX - Bond Principal	-	-	-	-	658,458	658,458	658,458	658,458
65XX - Bond Interest	-	-	-	-	10,537,598	10,537,598	10,537,598	10,537,598
65XX - Other Debt Serv Fees	203,000	203,000	-	-	25,000	25,000	228,000	228,000
66XX - Capital Outlay Expenses	488,000	1,154,217	100,000	100,000	-	-	588,000	1,254,217
89XX - Other Uses	-	-	-	-	-	-	-	-
Total Expenditures	\$ 67,753,604	\$ 68,446,939	\$ 4,304,789	\$ 4,304,789	\$ 11,221,056	\$ 11,221,056	\$ 83,279,449	\$ 83,972,784
Excess (Deficiency) of Revenues Over Expenditures	\$ (344,983)	\$ (1,038,318)	\$ 71,132	\$ 71,132	\$ 3,623,667	\$ 3,623,667	\$ 3,349,816	\$ 2,656,481

**CEDAR HILL INDEPENDENT SCHOOL DISTRICT
(UNAUDITED) STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
GENERAL OPERATING FUND (199)
FOR THE THREE MONTHS ENDING SEPTEMBER 30, 2021**



	CURRENT YEAR 2021-2022					PRIOR YEAR 2020-2021				
	Original Budget	Amended Budget	September 2021	Actual Year to Date	Actual to Budget	Original Budget	Amended Budget	September 2020	Actual Year to Date	Actual to Budget
REVENUES:										
Local and Intermediate Sources	41,583,284	41,583,284	118,671	325,404	0.78%	38,860,349	38,860,349	112,462	415,152	1.07%
State Program Revenues	25,125,337	25,125,337	4,193,440	4,805,064	19.12%	26,614,671	26,614,671	5,215,963	9,589,544	36.03%
Federal Program Revenues	700,000	700,000	5,786	48,875	6.98%	600,000	600,000	9,957	15,227	2.54%
Other Financing Sources	-	-	-	-	0.00%	-	-	-	-	0.00%
Total revenues	\$ 67,408,621	\$ 67,408,621	\$ 4,317,897	\$ 5,179,343	7.68%	\$ 66,075,020	\$ 66,075,020	\$ 5,338,382	\$ 10,019,923	15.16%
EXPENDITURE SUMMARY BY FUNCTION:										
11 - Instruction	35,303,427	35,303,427	2,890,094	9,056,932	25.65%	35,917,795	36,408,766	2,890,204	8,697,350	23.89%
12 - Instructional Resources and Media Services	760,393	760,393	55,970	175,686	23.10%	707,799	707,799	56,399	175,543	24.80%
13 - Curriculum and Instructional Staff Development	1,194,908	1,194,908	70,597	229,652	19.22%	1,167,536	1,209,567	77,331	311,830	25.78%
21 - Instructional Leadership	892,491	892,491	77,892	228,781	25.63%	958,669	958,669	85,534	231,307	24.13%
23 - School Leadership	4,589,404	4,589,404	359,772	1,080,188	23.54%	4,365,932	4,365,932	348,926	1,043,318	23.90%
31 - Guidance, Counseling and Evaluation	2,576,912	2,576,912	221,756	633,615	24.59%	2,505,006	2,505,006	182,796	611,567	24.41%
33 - Health Services	793,022	793,022	57,548	169,006	21.31%	744,683	744,683	66,569	200,390	26.91%
34 - Student Transportation	3,866,030	4,419,365	984,641	1,671,883	37.83%	3,399,872	3,399,872	11,214	157,885	4.64%
35- Food Service	12,150	12,150	0	2,108	17.35%	30,000	30,000	198	2,394	7.98%
36 - Curricular/Extra Curricular Activities	1,923,034	1,923,034	184,653	457,534	23.79%	2,036,873	2,054,833	144,550	351,845	17.12%
41 - General Administration	3,679,125	3,679,125	295,182	851,764	23.15%	3,384,172	3,384,172	253,625	746,449	22.06%
51 - Plant Maintenance and Facility Services	8,169,693	8,309,693	1,468,646	2,388,868	28.75%	8,025,167	8,025,167	775,784	2,176,028	27.12%
52 - Security and Monitoring Services	1,574,911	1,574,911	170,088	386,448	24.54%	1,626,351	1,626,351	121,776	316,575	19.47%
53 - Data Processing Services	1,680,725	1,680,725	179,840	620,880	36.94%	1,283,616	1,344,096	66,617	507,017	37.72%
61 - Community Services	195,861	195,861	14,664	46,484	23.73%	182,741	182,741	13,482	40,494	22.16%
71 - Debt Service	203,000	203,000	-	50,493	24.87%	203,000	203,000	-	50,493	24.87%
93 - Shared Service Agreement	153,518	153,518	-	-	0.00%	153,518	153,518	-	-	0.00%
95 - Payments to Juvenile Justice Alternative Program	20,000	20,000	-	-	0.00%	20,000	20,000	16,566	16,566	82.83%
99 - Other Intergovernmental Charges	165,000	165,000	41,901	41,901	25.39%	165,000	165,000	41,228	41,228	24.99%
Other Financing Uses	-	-	-	-	-	-	-	-	-	-
Total expenditures	\$ 67,753,604	\$ 68,446,939	\$ 7,073,243	\$ 18,092,225	26.43%	\$ 66,877,730	\$ 67,489,172	\$ 5,152,799	\$ 15,678,279	23.23%
EXPENDITURE SUMMARY BY OBJECT:										
61XX - Payroll Cost	55,484,529	54,906,105	4,634,340	13,693,335	24.94%	54,323,283	54,128,118	4,362,265	13,025,147	24.06%
62XX - Professional and Contracted Services	6,764,308	7,063,699	669,717	1,698,530	24.05%	7,630,778	8,261,512	510,540	1,411,701	17.09%
63XX - Supplies and Materials	2,921,612	2,996,512	286,054	542,137	18.09%	2,922,286	3,184,847	205,180	442,270	13.89%
64XX - Other Operating Expenses	1,892,155	2,123,406	945,087	1,024,449	48.25%	1,786,383	1,654,795	74,814	748,668	45.24%
65XX - Debt Service Payment	203,000	203,000	-	50,493	24.87%	203,000	203,000	-	50,493	0.00%
66XX - Capital Outlay Expenses	488,000	1,154,217	538,045	1,083,280	93.85%	12,000	56,900	-	-	0.00%
89XX - Other Uses	-	-	-	-	0.00%	-	-	-	-	0.00%
Total expenditures	\$ 67,753,604	\$ 68,446,939	\$ 7,073,243	\$ 18,092,225	26.43%	\$ 66,877,730	\$ 67,489,172	\$ 5,152,799	\$ 15,678,279	23.23%
Excess (Deficiency) of Revenues Over Expenditures	\$ (344,983)	\$ (1,038,318)	\$ (2,755,346)	\$ (12,912,882)		\$ (802,710)	\$ (1,414,152)	\$ 185,583	\$ (5,658,356)	

**CEDAR HILL INDEPENDENT SCHOOL DISTRICT
(UNAUDITED) STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
CHILD NUTRITION FUND (240)
FOR THE THREE MONTHS ENDING SEPTEMBER 30, 2021**



	CURRENT YEAR 2021-2022					PRIOR YEAR 2020-2021				
	Original Budget	Amended Budget	September 2021	Actual Year to Date	Actual to Budget	Original Budget	Amended Budget	September 2020	Actual Year to Date	Actual to Budget
REVENUES:										
Local and Intermediate Sources	800,268	800,268	28,439	56,255	7.03%	867,024	867,024	1,926	25,654	2.96%
State Program Revenues	24,000	24,000	-	-	0.00%	24,000	24,000	-	-	0.00%
Federal Program Revenues	3,551,653	3,551,653	373,641	471,079	13.26%	3,598,399	3,598,399	142,039	168,888	4.69%
Other Financing Sources	-	-	-	-	0.00%	-	-	-	-	0.00%
Total revenues	\$ 4,375,921	\$ 4,375,921	\$ 402,080	\$ 527,334	12.05%	\$ 4,489,423	\$ 4,489,423	\$ 143,965	\$ 194,542	4.33%
EXPENDITURE SUMMARY BY FUNCTION:										
35 - Child Nutrition/Food Service	4,304,789	4,304,789	577,577	1,122,383	26.07%	4,489,423	4,489,423	282,556	354,145	7.89%
51 - Plant Maintenance and Facility Services	-	-	-	-	0.00%	250,000	250,000	-	-	0.00%
Total expenditures	\$ 4,304,789	\$ 4,304,789	\$ 577,577	\$ 1,122,383	26.07%	\$ 4,739,423	\$ 4,739,423	\$ 282,556	\$ 354,145	7.47%
EXPENDITURE SUMMARY BY OBJECT:										
61XX - Payroll Cost	477,000	477,000	49,552	98,387	20.63%	477,000	477,000	27,749	79,460	16.66%
62XX - Professional and Contracted Services	3,265,861	3,266,861	444,475	863,057	26.42%	3,607,423	3,607,423	162,328	165,192	4.58%
63XX - Supplies and Materials	439,928	438,928	83,550	160,939	36.67%	355,000	355,000	92,479	92,579	26.08%
64XX - Other Operating Expenses	22,000	22,000	-	-	0.00%	-	-	-	-	0.00%
66XX - Capital Outlay Expenses	100,000	100,000	-	-	0.00%	300,000	300,000	-	16,914	5.64%
89XX - Other Uses	-	-	-	-	-	-	-	-	-	0.00%
Total expenditures	\$ 4,304,789	\$ 4,304,789	\$ 577,577	\$ 1,122,383	26.07%	\$ 4,739,423	\$ 4,739,423	\$ 282,556	\$ 354,145	7.47%
Excess (Deficiency) of Revenues Over Expenditures	\$ 71,132	\$ 71,132	\$ (175,498)	\$ (595,049)		\$ (250,000)	\$ (250,000)	\$ (138,591)	\$ (159,603)	

**CEDAR HILL INDEPENDENT SCHOOL DISTRICT
(UNAUDITED) STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
DEBT SERVICE FUND (599)
FOR THE THREE MONTHS ENDING SEPTEMBER 30, 2021**



	CURRENT YEAR 2021-2022					PRIOR YEAR 2020-2021				
	Original Budget	Amended Budget	September 2021	Actual Year to Date	Actual to Budget	Original Budget	Amended Budget	September 2020	Actual Year to Date	Actual to Budget
REVENUES:										
Local and Intermediate Sources	14,555,516	14,555,516	14,346	79,234	0.54%	13,621,566	13,621,566	28,195	121,051	0.89%
State Program Revenues	289,207	289,207	-	-	0.00%	314,215	314,215	-	-	0.00%
Federal Program Revenues	-	-	-	176,617	-	-	-	-	-	-
Other Financing Sources	-	-	-	-	0.00%	-	-	-	-	0.00%
Total revenues	\$ 14,844,723	\$ 14,844,723	\$ 14,346	\$ 255,851	1.72%	\$ 13,935,781	\$ 13,935,781	\$ 28,195	\$ 121,051	0.87%
EXPENDITURE SUMMARY BY FUNCTION:										
71 - Debt Service Cost	11,221,056	11,221,056	-	6,628,876	59.08%	12,644,238	12,644,238	-	6,619,426	52.35%
Other Financing Uses	-	-	-	-	0.00%	-	-	-	-	0.00%
Total expenditures	\$ 11,221,056	\$ 11,221,056	\$ -	\$ 6,628,876	59.08%	\$ 12,644,238	\$ 12,644,238	\$ -	\$ 6,619,426	52.35%
EXPENDITURE SUMMARY BY OBJECT:										
6511 - Bond Principal	658,458	658,458	-	223,111	33.88%	1,448,787	1,448,787	-	306,707	21.17%
6521 - Bond Interest	10,537,598	10,537,598	-	6,404,915	60.78%	11,170,451	11,170,451	-	6,312,719	56.51%
6599 - Other Debt Serv Fees	25,000	25,000	-	850	3.40%	25,000	25,000	-	-	0.00%
	-	-	-	-	0.00%	-	-	-	-	0.00%
Total expenditures	\$ 11,221,056	\$ 11,221,056	\$ -	\$ 6,628,876	59.08%	\$ 12,644,238	\$ 12,644,238	\$ -	\$ 6,619,426	52.35%
Excess (Deficiency) of Revenues Over Expenditures	\$ 3,623,667	\$ 3,623,667	\$ 14,346	\$ (6,373,025)		\$ 1,291,543	\$ 1,291,543	\$ 28,195	\$ (6,498,375)	

B. Quarter 1 Investment Report

CEDAR HILL INDEPENDENT SCHOOL DISTRICT
2021-2022 FISCAL YEAR INVESTMENT REPORT
FOR THE THREE MONTHS ENDING SEPTEMBER 30, 2021



	Beginning Balance 7/1/2021	Deposits	Withdrawals	Interest for 1st Quarter	Ending Balance 9/30/2021	Interest Fiscal Year to Date	Percentage of Portfolio	Average Yield to Maturity
Local Government Investment								
Cooperative (LOGIC)								
M&O Fund including Federal (200-299)	\$ 16,947,290.73	\$ 12,415,286.76	\$ (17,805,574.09)	\$ 1,519.55	\$ 11,558,522.95	\$ 1,519.55	67.51%	0.0424%
Debt Service Fund	9,612,113.52	87,202.42	(6,628,026.49)	687.57	3,071,977.02	687.57	17.94%	
Capital Project Fund	158,525.64	-	-	16.98	158,542.62	16.98	0.93%	
Food Service Fund	-	-	-	-	-	-	0.00%	
Mike Norton Scholarship Fund	14,614.32	-	-	1.54	14,615.86	1.54	0.09%	
WW Wilson Legacy Scholarship Fund	27,896.60	-	-	2.98	27,899.58	2.98	0.16%	
	<u>\$ 26,760,440.97</u>	<u>\$ 12,502,489.18</u>	<u>\$ (24,433,600.58)</u>	<u>\$ 2,228.62</u>	<u>\$ 14,831,558.03</u>	<u>\$ 2,228.62</u>		
Local Government Investment								
Corporate Overnight Fund (First Public)								
General Operating Fund	\$ 2,117,360.29	\$ -	\$ -	\$ 356.06	2,117,716.35	\$ 3,194.87	12.37%	0.0633%
	<u>\$ 2,117,360.29</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 356.06</u>	<u>\$ 2,117,716.35</u>	<u>\$ 3,194.87</u>		
Texas Local Government								
Investment Pool (Texpool)								
Debt Service Fund	171,105.85	-	-	9.83	171,115.68	\$ 156.23	1.00%	0.0235%
	<u>\$ 171,105.85</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 9.83</u>	<u>\$ 171,115.68</u>	<u>\$ 156.23</u>		
TOTAL	<u>\$ 29,048,907.11</u>	<u>\$ 12,502,489.18</u>	<u>\$ (24,433,600.58)</u>	<u>\$ 2,594.51</u>	<u>\$ 17,120,390.06</u>	<u>\$ 5,579.72</u>	<u>100.00%</u>	<u>0.0431%</u>

I certify that the above investments comply with Cedar Hill ISD Policy CDA(LEGAL)-P and Cedar Hill ISD Policy CDA(LOCAL)-X., and the Texas Public Funds Investment Act (PFIA).

Gilberto Prado

Carla Settle



C. Child Nutrition - Department Efficiency Report

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

Meeting Date: November 15, 2021

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Child Nutrition Department - 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 Efficiency Report (DER).

RECOMMENDATION:

None

BOARD ACTION REQUIRED:

None

POLICY AUTHORIZATION:

None

CONTACT PERSON:

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

FUNDING SOURCE:

None

ENCLOSURES:

Child Nutrition Department Efficiency Report



Cedar Hill ISD Child Nutrition Department Efficiency Report



chartwells
serving up happy & healthy

- Child Nutrition Team
- Safety, First and Foremost
- Serving Up Happy and Healthy
 - Innovative Programs
 - Catering Highlights
 - Associates Engagement
 - Nudge Program
- Results
- What's Next?





We  Our Longhorns!



Child Nutrition Team



Caleb Pape
Director of Purchasing & Contracts Management



Rodney McGhee
Director of Dining Services



Ashala Brown
Executive Chef

Beth Gressett
Child Nutrition
Coordinator

Kimberly Sargent
Administrative
Assistant

Manny Bhogal
Marketing
Specialist



Child Nutrition Team

Our Manager



Rita Bell
Luz Herrera
Daruis Turner
Felicia Rauls
Olga Jordan
Ora Cooper
Matilda Gutierrez
Willitra Lynch
Mariah Pierson
Jannya Lozano
Ruth Hernandez

High School
Collegiate Academy
Bessie Coleman M.S.
Permenter M.S.
Collegiate Prep
Bray
Highlands
High Pointe
Lake Ridge
Plummer
Waterford Oaks



● Safety is our #1 priority

Safety has been our number one focus this year, we have implemented numerous preventative measures to ensure that safety is at the forefront of our staffs minds.

- ✓ Pre-shift meetings
- ✓ Safety folder
- ✓ Monthly training
- ✓ CHAT

chat
● ● ● THEN ACT



Innovative Programs

Coming Soon!



STUDENT CHOICE

FOOD YOUR WAY



Coming 2022!

chaat
HOUSE
INDIAN KITCHEN

FLAME



made to
melt
EVERYTHING cheese

BIG CITY
BARBEQUE

BOK
CHON

BUILD
pizza by design

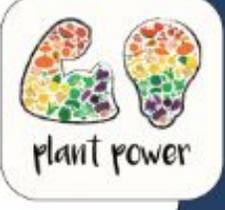
THE
ROOST
DOWN RIGHT
TASTY CHICKEN!



Discovery KITCHEN

Coming Soon!
2022!

Each month, Discovery Kitchen lessons, events and culinary demonstrations feature a different theme. These themes align with our promotional calendar and are designed to inspire curiosity and discovery in Cedar Hill students and the school community.

August	Bring on Breakfast Bring excitement to the beginning of the school day		September	Performance Nutrition Learn how food can fuel us to perform our best	
October	Seeds to the Table Celebrate the season of harvest and the variety of seasonal foods		November	Let's Get Cooking Empower kids to cook at home with homemade classics	
December	Spice it Up Learn how global flavors season foods without salt		January	Roadtrip Take a culinary adventure through the USA	
February	Smart Snacking Create mini, balanced meals with "snack" foods		March	Plant Power Learn about tasty plant-based proteins	
April	Be a Waste Warrior Learn how we all play a part in reducing waste		May	Summer Fun Get ready for summer with seasonal favorites	

MOOD BOOST

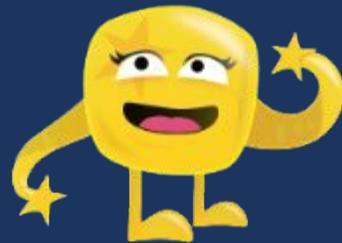
Starting November
2021!



STRONG



ALERT



HAPPY



CALM



SMART



CONFIDENT

...a fun and engaging new program to help students connect the foods they eat with how they feel!



Helping kids connect what they eat with how they feel as part of developing healthy eating patterns

Mood-boosting foods and recipes, along with fun promotional materials that educate elementary and middle school students about the relationship of food to mood are featured.



MOOD BOOST TRADING CARDS!



COLLECT THEM ALL!



Trading cards featuring the moodies, with key ingredients and recipes, stickers, wristbands and key chains drive participation and help to extend messaging beyond the cafeteria.



Catering Highlights



Associate Engagement



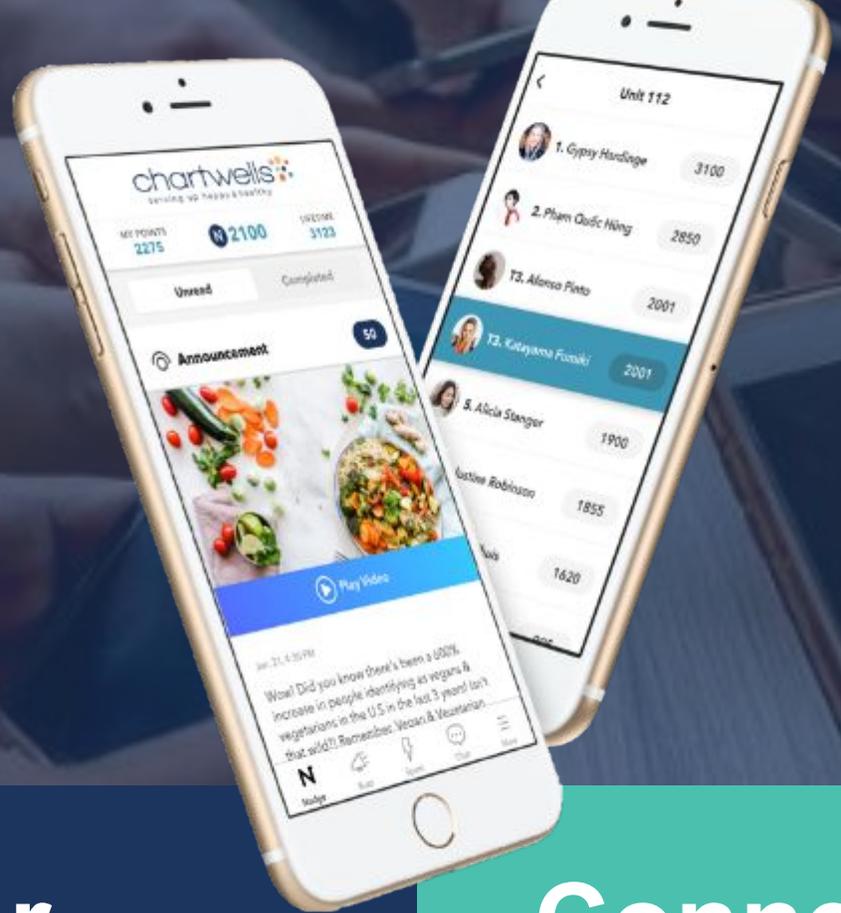
Cheers Program

Monthly Cheers Awards

Each month, we select an individual who has best demonstrated a Chartwells value

1. Fill out certificate for that individual
2. Present certificate and pin to the winner at a team meeting and share on Nudge!
3. Complete the online form by the end of the month to let your DM/RDO/RVP know about the winner





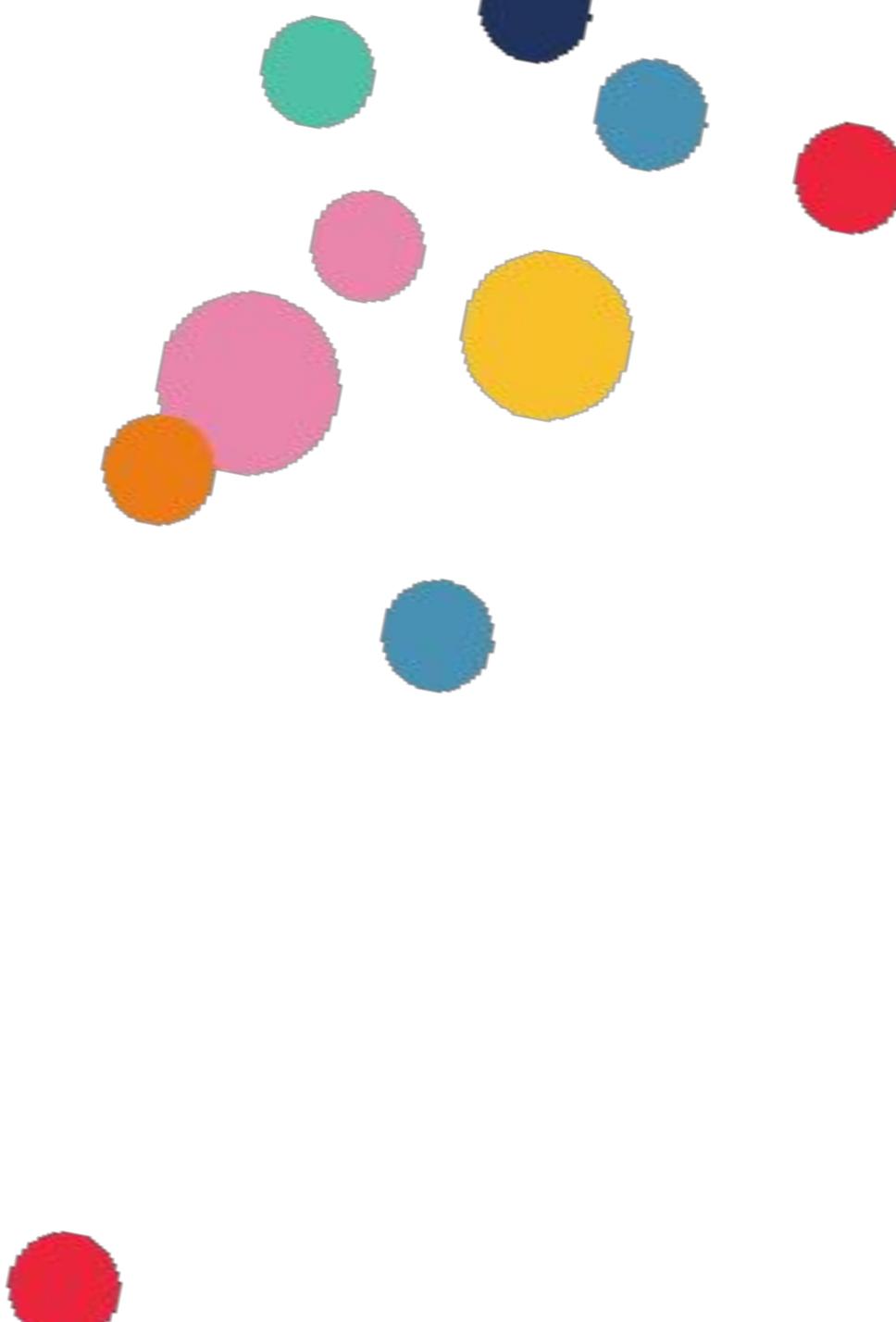
Nudge Rewards

App for
Frontline
Associates

Connect &
Engage

Educate &
Reward





Results

July 2021

Breakfasts



2,270

Lunches



3,334



August 2021

Breakfasts



24,856

Lunches



51,4354

A la Carte



2,238

Supper



2,551

September 2021

Breakfasts



42,995

Lunches



81,141

A la Carte



5,415

Supper

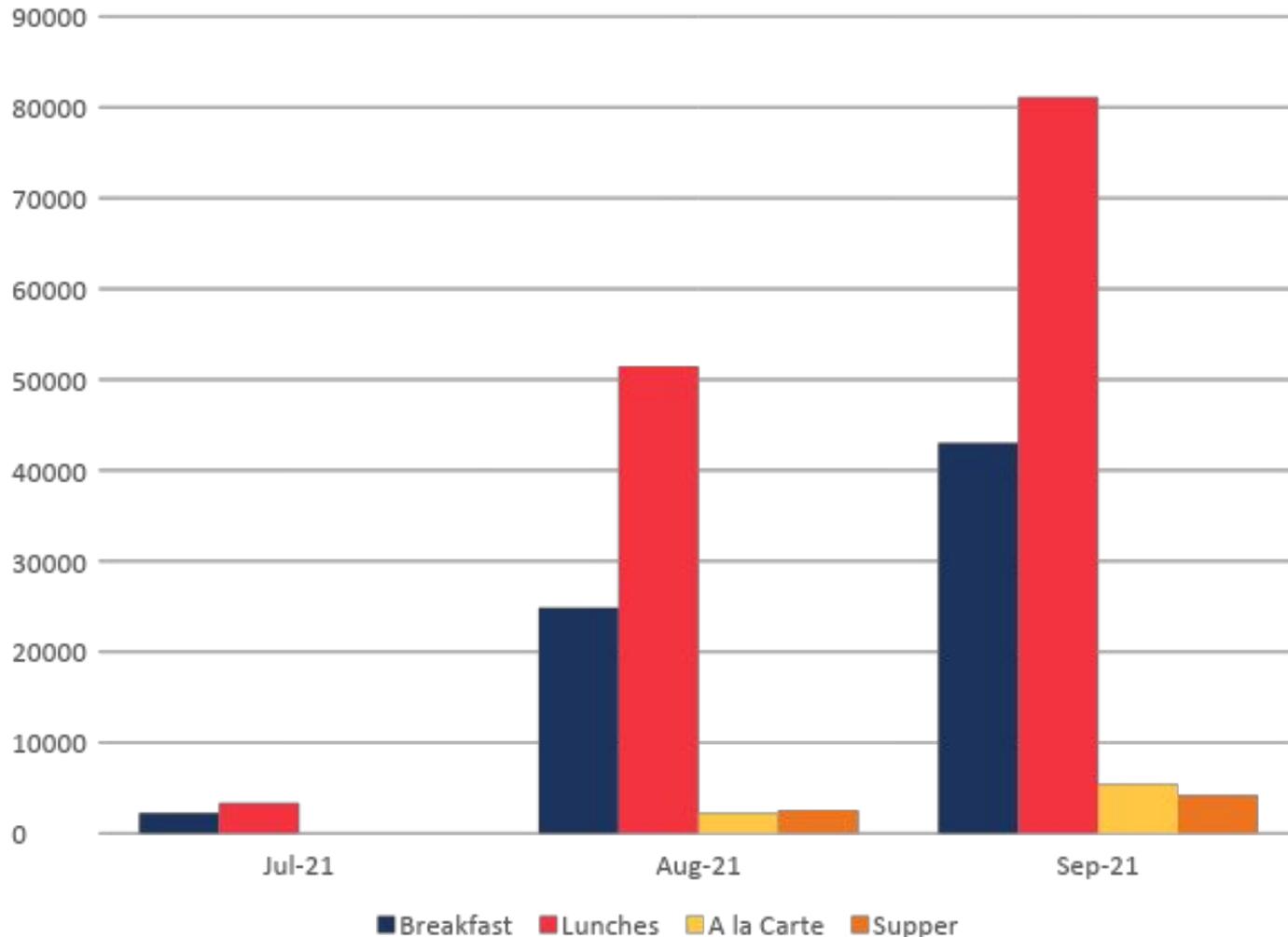


4,184

Overview

- Major influences on overall program success:
 - ✓ Investment in people
 - ✓ Extremely dedicated front-line associates & district personnel
 - ✓ Managing between the lines by DDS and team
 - ✓ Strong district administration support and passion to influence the program
 - ✓ Increased regional support
 - ✓ Creating variety and diversifying meal options

Meals Served



Goals for Growth

- Execution of Student Choice and Discovery Kitchen
- Continuing to drive communication with the community
- Partner with Cedar Hill high school culinary department
- Expand sales opportunities by utilizing build outs



What's Next?

1

- Mood Boost Monthly

2

- Discovery Kitchen Monthly

3

- Student Choice @ Middle School

Continuing to serve up happy & healthy!





LET'S TACO
'BOUT IT



Thank you!

12. ADJOURN