

Regular Meeting
Monday, December 13, 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. CLOSED SESSION
Recess to Executive Session, pursuant to Texas Open Meetings Act, Texas Government Code Section:

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

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

The Board will vote on matters in Open Session considered in Closed Session or matters considered if the Board enters into a Closed meeting during the meeting, if applicable.
3. PUBLIC SESSION
 - 3.A. Pledge to Flags
 - 3.B. Prayer
4. COMMUNICATIONS/RECOGNITIONS
 - 4.A. Student Recognitions
5. CITIZENS FORUM: The Board will now hear those who wish to make comments and who have completed and returned the Public Forum Citizen Participation Form. This section will be conducted in accordance with the Texas Open Meetings Act and Board Policy. Speakers must limit comments to issues that can be presented in a public forum. Complaints about student discipline, specific student issues or personnel must be addressed through appropriate administrative channels.
6. LONE STAR GOVERNANCE
Founded on research, Lone Star Governance (LSG) is a continuous-improvement model for governing teams—boards in collaboration with their superintendents—who choose to focus intensely on only one primary objective: Improving student outcomes. Lone Star Governance accomplishes this intense focus through tailored coaching aligned to the five pillars of the Texas Framework for School Board Development: Vision, Accountability, Structure, Advocacy, and Unity.

6.A. Campus Spotlight

6.A.1. Collegiate Academy

**EDUCATE.
EMPOWER.
INSPIRE.**



**Collegiate Academy
Campus Spotlight
December 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?

Vision

To empower scholars with the knowledge, skills, character, and love of learning to be globally competitive and conscientious contributors.

Mission

To recognize, support, and promote success for highly motivated self-directed scholars.

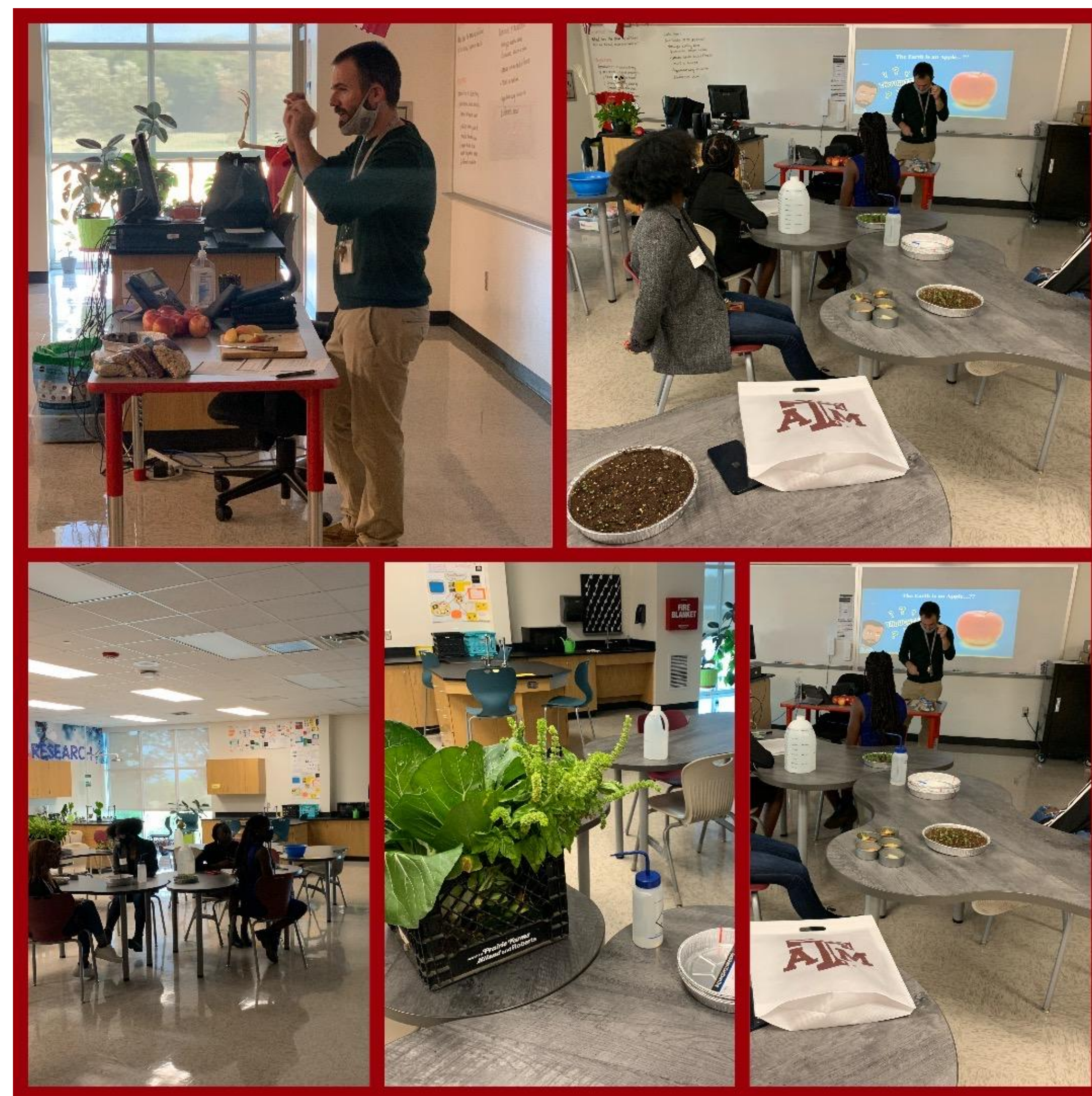
Motto

Pride. Purpose. Perseverance.

Who are we?

Pride. Purpose. Perseverance.

#STEMSpired



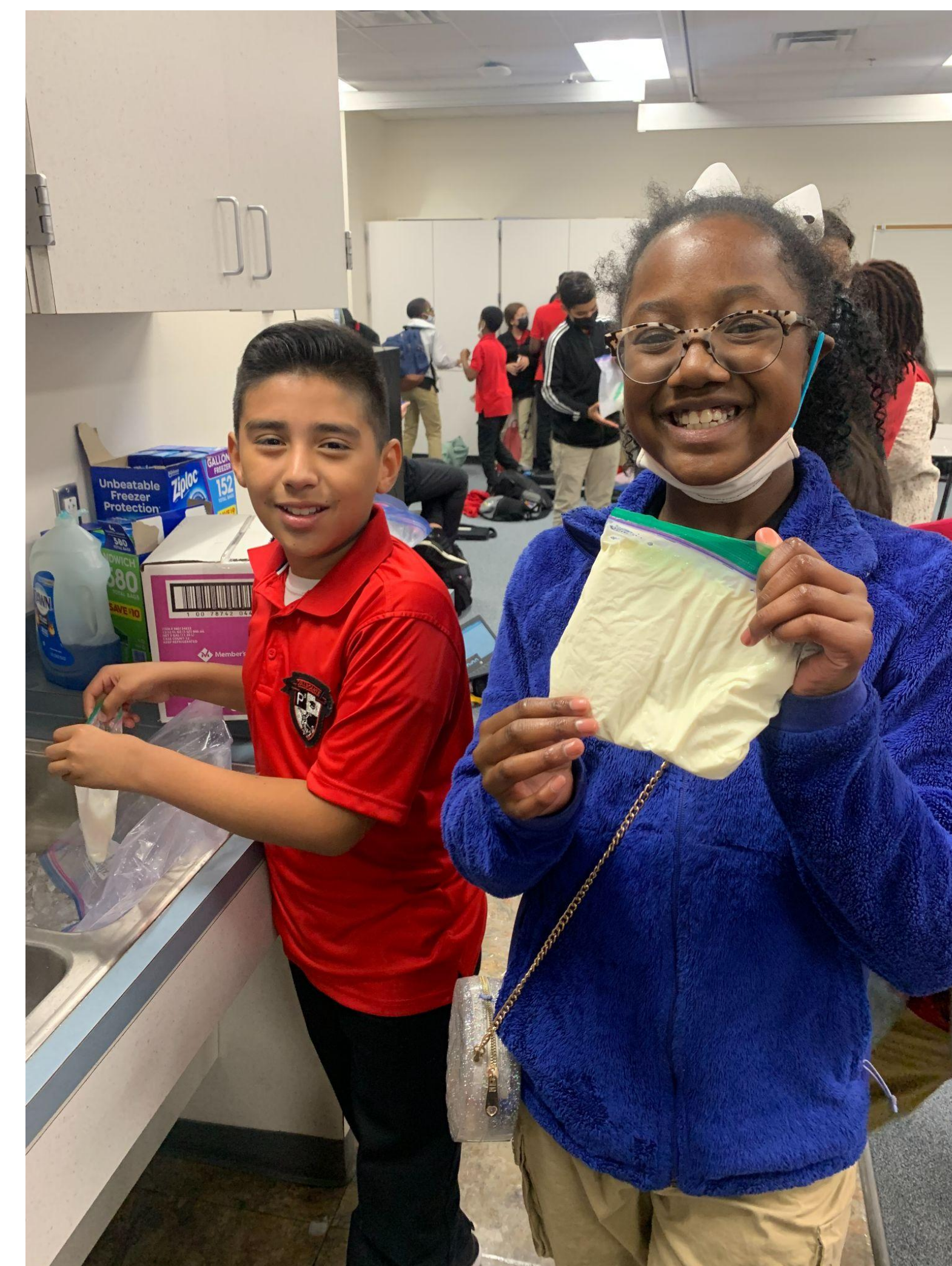
#Clubs



#Arts



#ScholarRecognition



Tenacious. Productive. Relentless.

Our Focus

Root Cause Analysis

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.

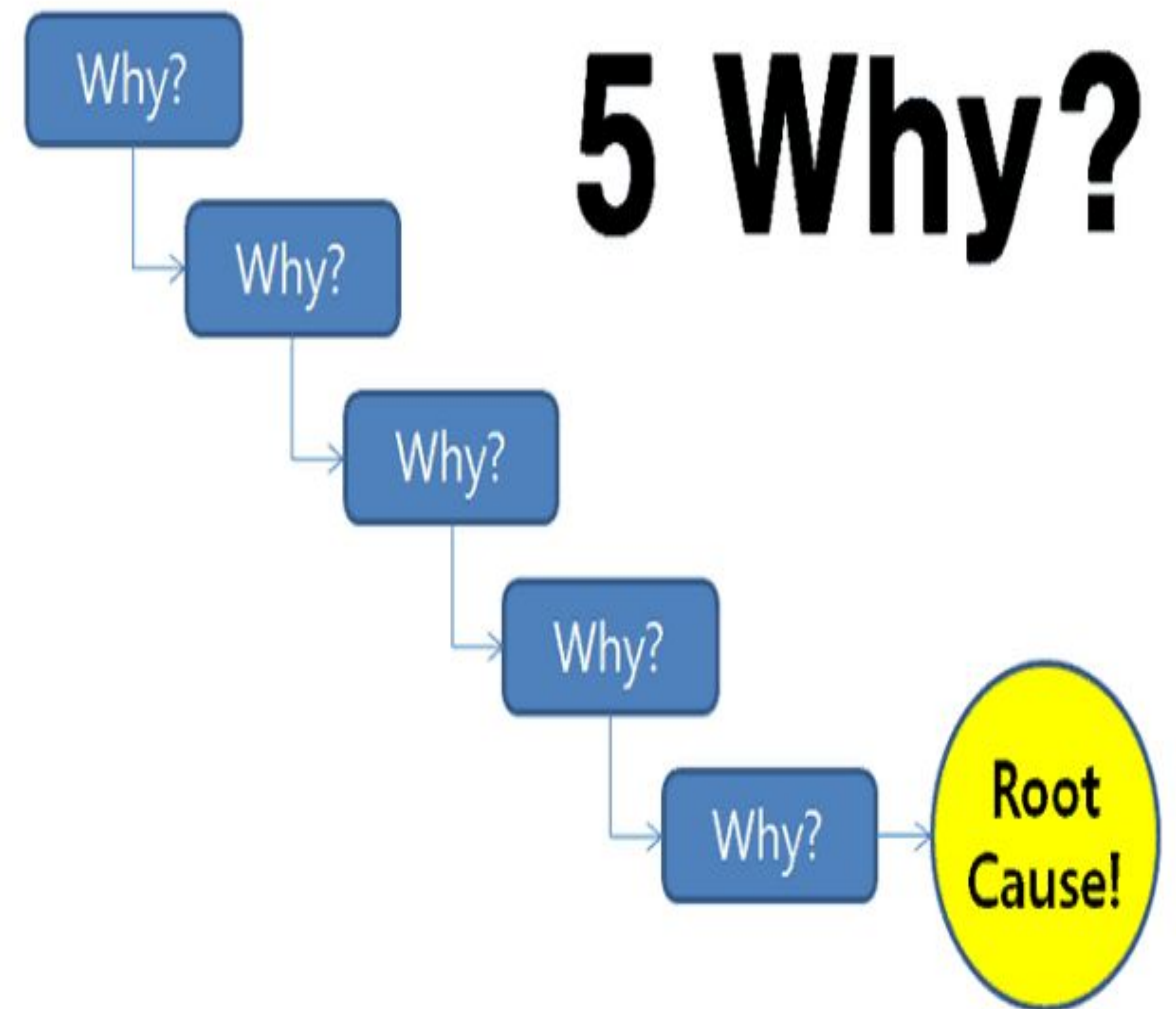
Why – Scholars did not show their work.

Why - Scholars did not understand how to set up algebraically.

Why – Teachers did not focus on direct alignment to algebra.

Why – Teachers struggled with checking for understanding and rigor.

Why – Teachers need training and support with scholars showing knowledge of content.



Our Focus

★ Collegiate Academy Middle School math teachers will focus on instructional delivery of researched based strategies* within their daily lessons.

*Aggressive Monitoring (effect size .70)

RTI - Small Group Instruction (effect size 1.29)

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

How do we get there?

Key Actions

- 1. Train teachers on the two math strategies**
- 2. Coaching teachers on instructional strategy implementation**
- 3. Review walk-through form**
- 4. Identify which strategy to focus on during monthly walks**
- 5. Goal setting with staff**
- 6. Admin lead data analysis with teachers in PLCs**
- 7. Conduct fidelity walks (3 walks per week)**

Measures

Lead Fidelity

- Walkthrough data on the implementation of the two instructional strategies, meeting one strategy in three weekly walkthroughs

Lead Performance

- 6, 8, Algebra I IXL - Growth on assigned skills
- 6, 8, Algebra I NWEA MAP Math BOY/MOY Norm - Masters
- 6, 8, Algebra I NWEA MAP Math BOY/MOY Projected - Masters

Lag Measure

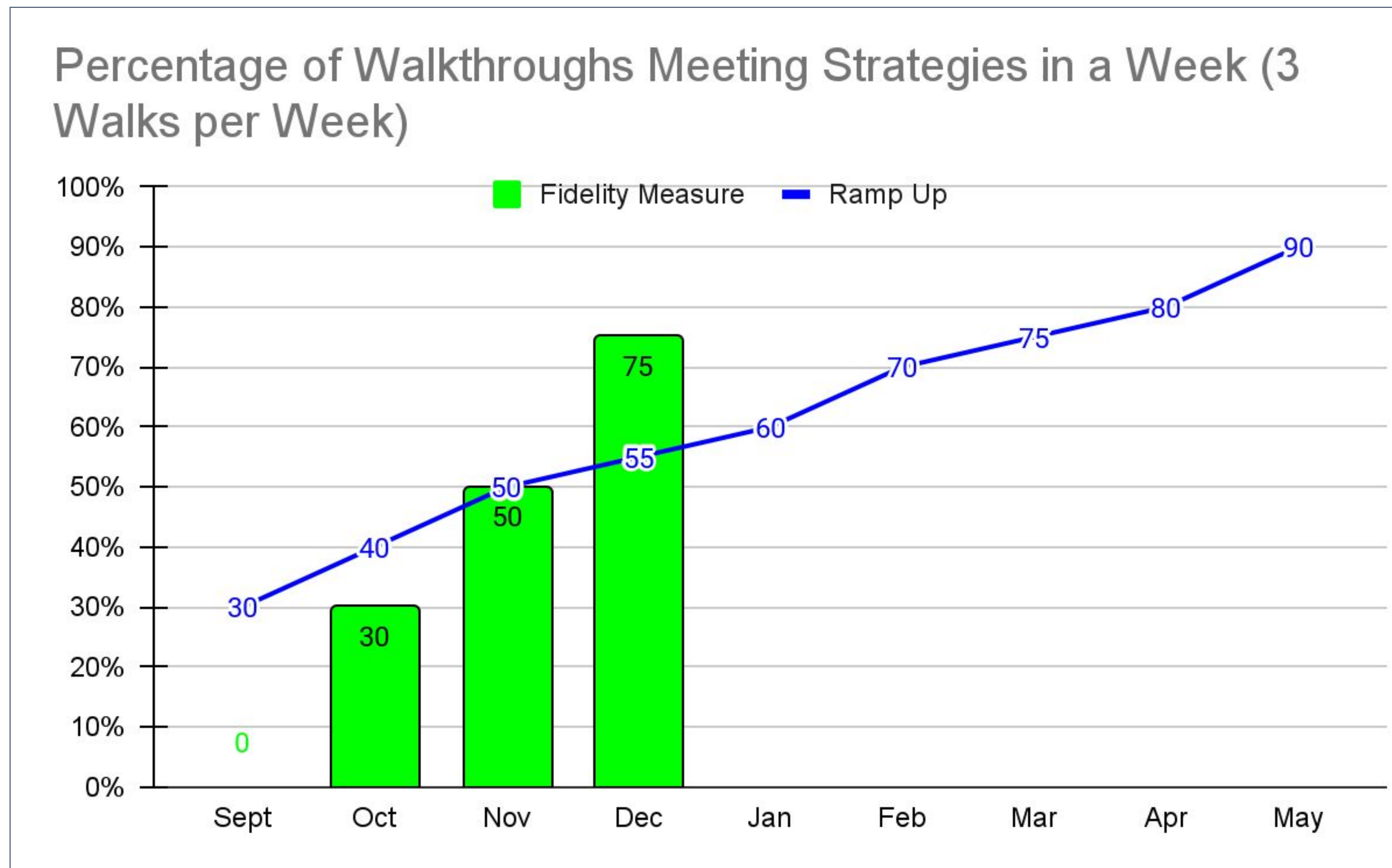
- STAAR 6 & 8 Math & STAAR Algebra I EOC - Masters
- NWEA MAP Math EOY - Masters

Equity Constraint

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

Where are we?

Lead Fidelity Measure



N = 29 of walks



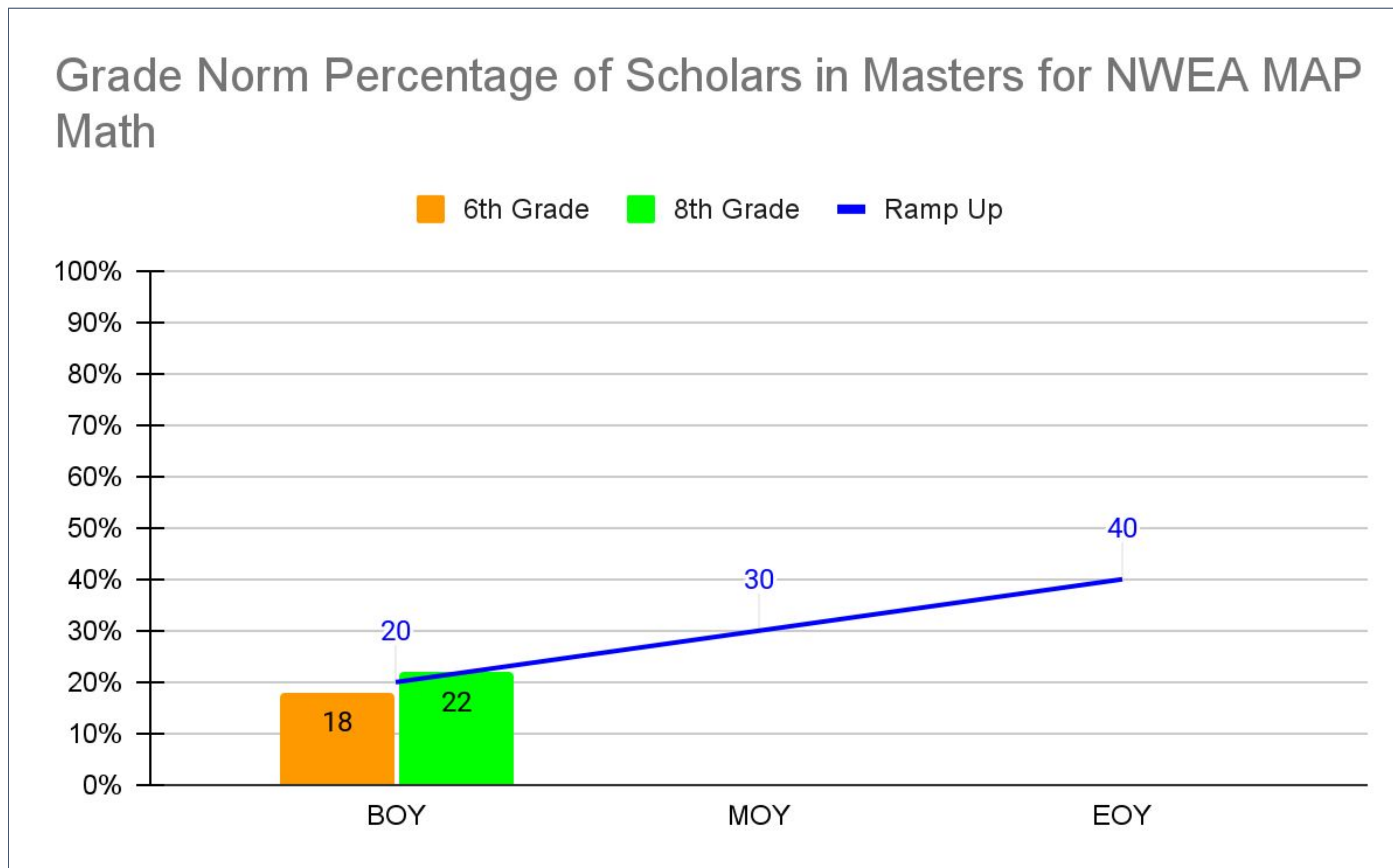
Ramp Up Target	
Blue	3% or more above ramp up Target
Green	at or above ramp up target by 2%
Yellow	within 10% of ramp up target
Red	below 10% of ramp up target

Final Status for this Measure	
Blue	$\geq 93\%$
Green	92% - 88%
Yellow	87% - 81%
Red	$\leq 50\%$

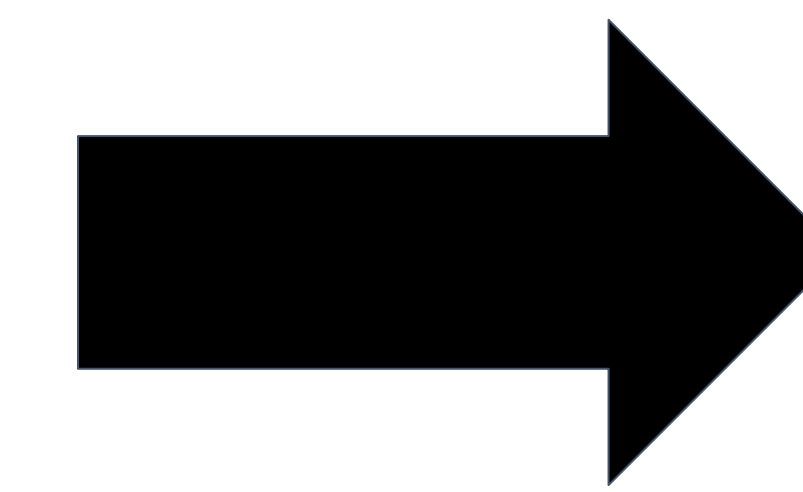
Final Target 90%

Where are we?

Lead Performance Measure



N = 77 scholars tested - 6th Grade
N = 82 scholars tested - 8th Grade



Ramp Up Target

3% or more above ramp up Target

at or above ramp up target by 2%

within 10% of ramp up target

below 10% of ramp up target

Final Status for this Measure

≥ 43%

42%- 38%

37% - 21%

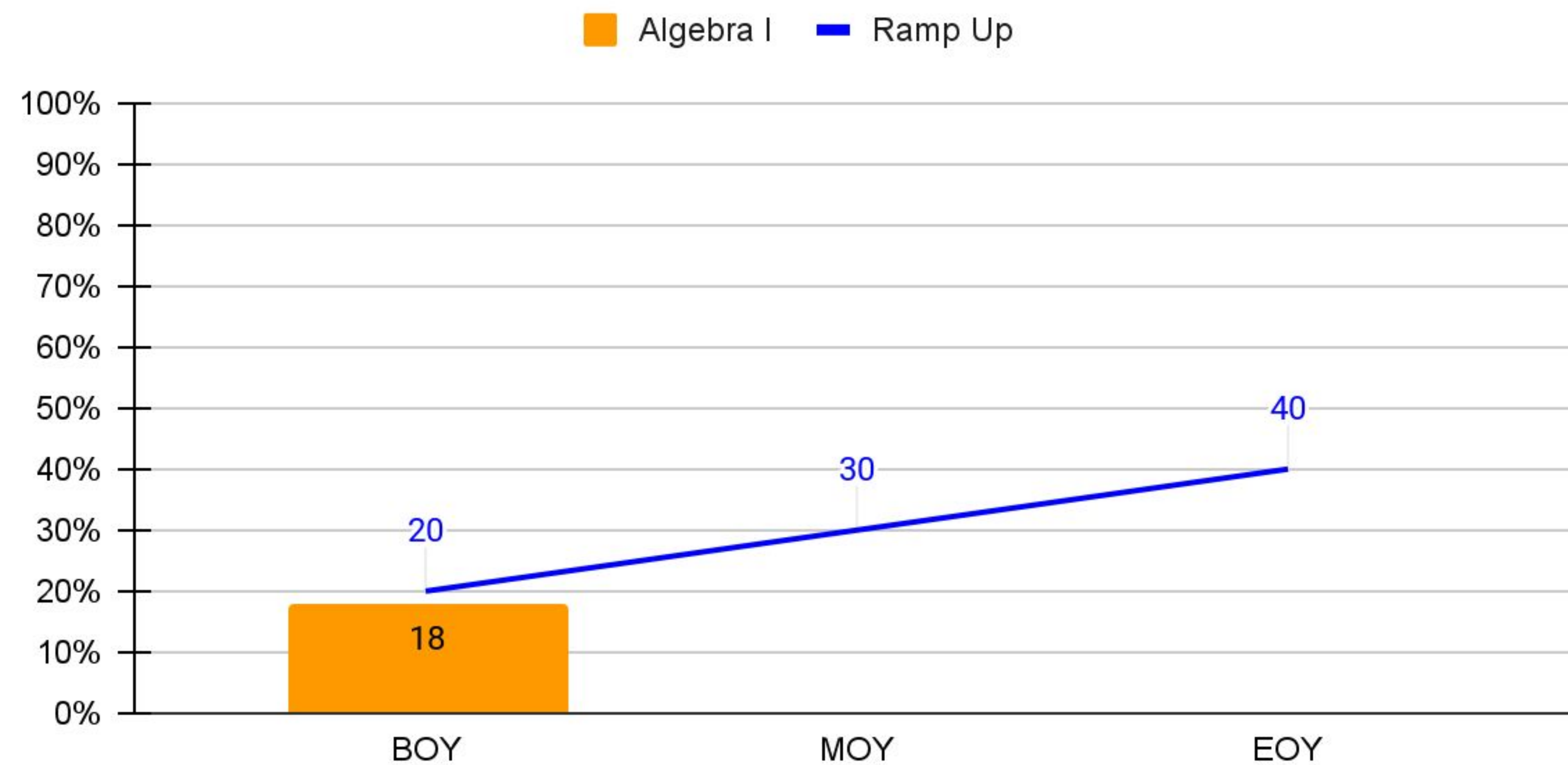
≤ 20%

Final Target 40%

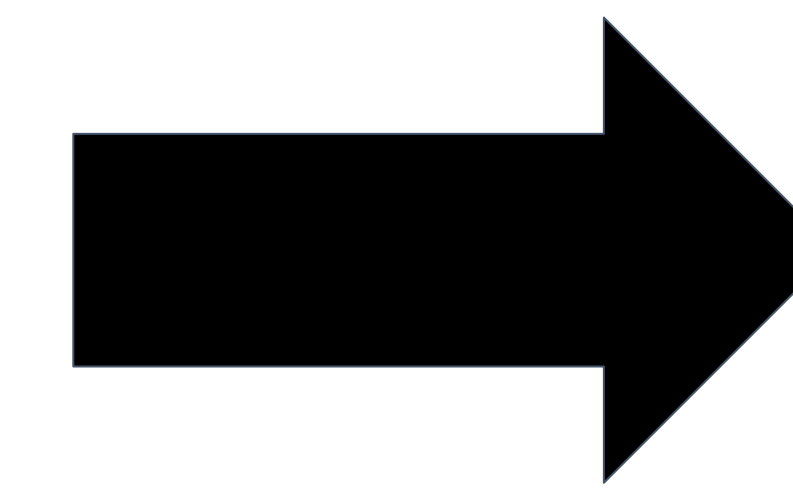
Where are we?

Lead Performance Measure

Grade Norm Percentage of Scholars in Masters for NWEA MAP Math



N = 80 scholars tested



Ramp Up Target

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

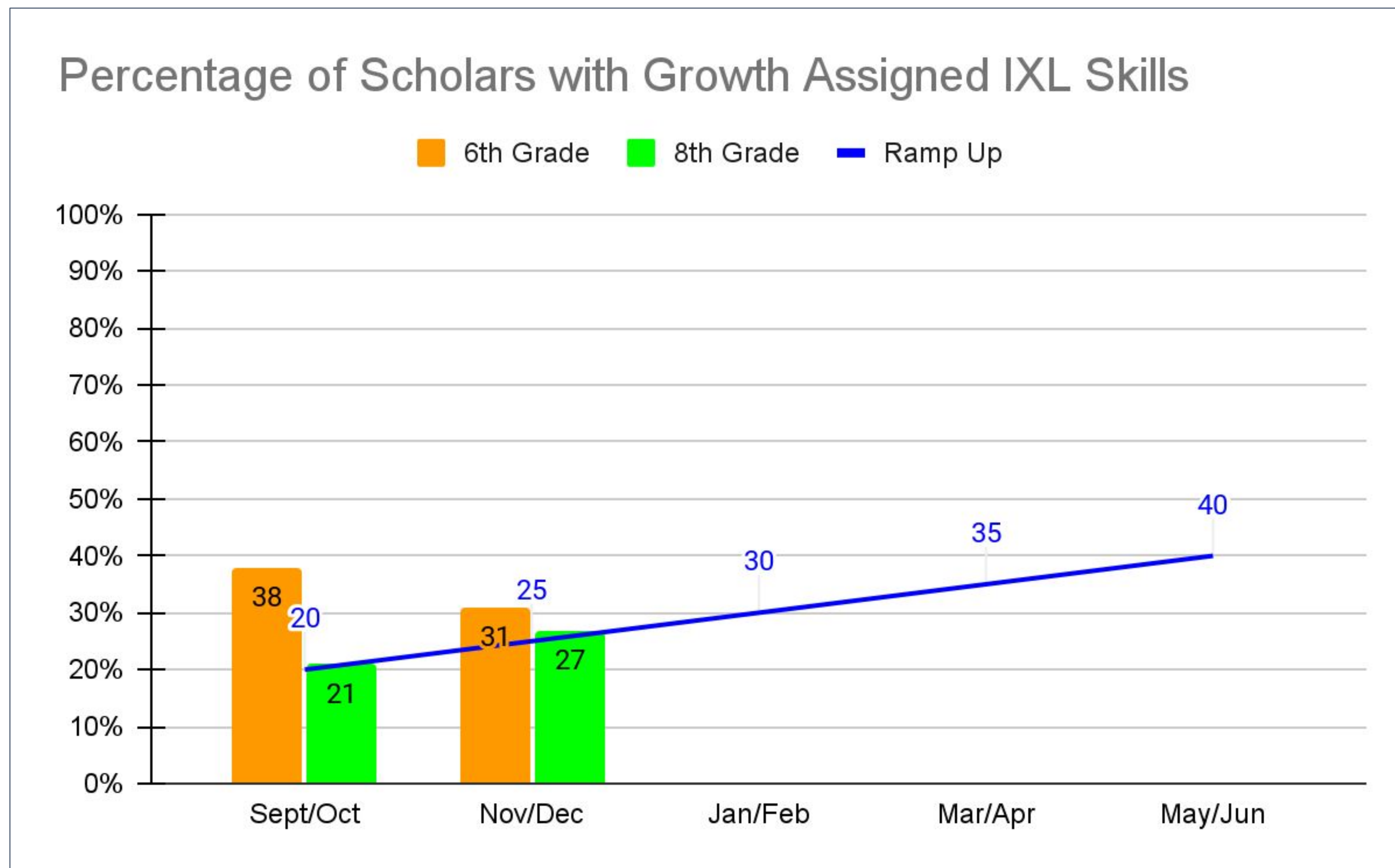
Final Status for this Measure

Blue	$\geq 43\%$
Green	42% - 38%
Yellow	37% - 21%
Red	$\leq 20\%$

Final Target 40%

Where are we?

Lead Performance Measure



N = 77 scholars tested - 6th Grade
N = 80 scholars tested - 8th Grade



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

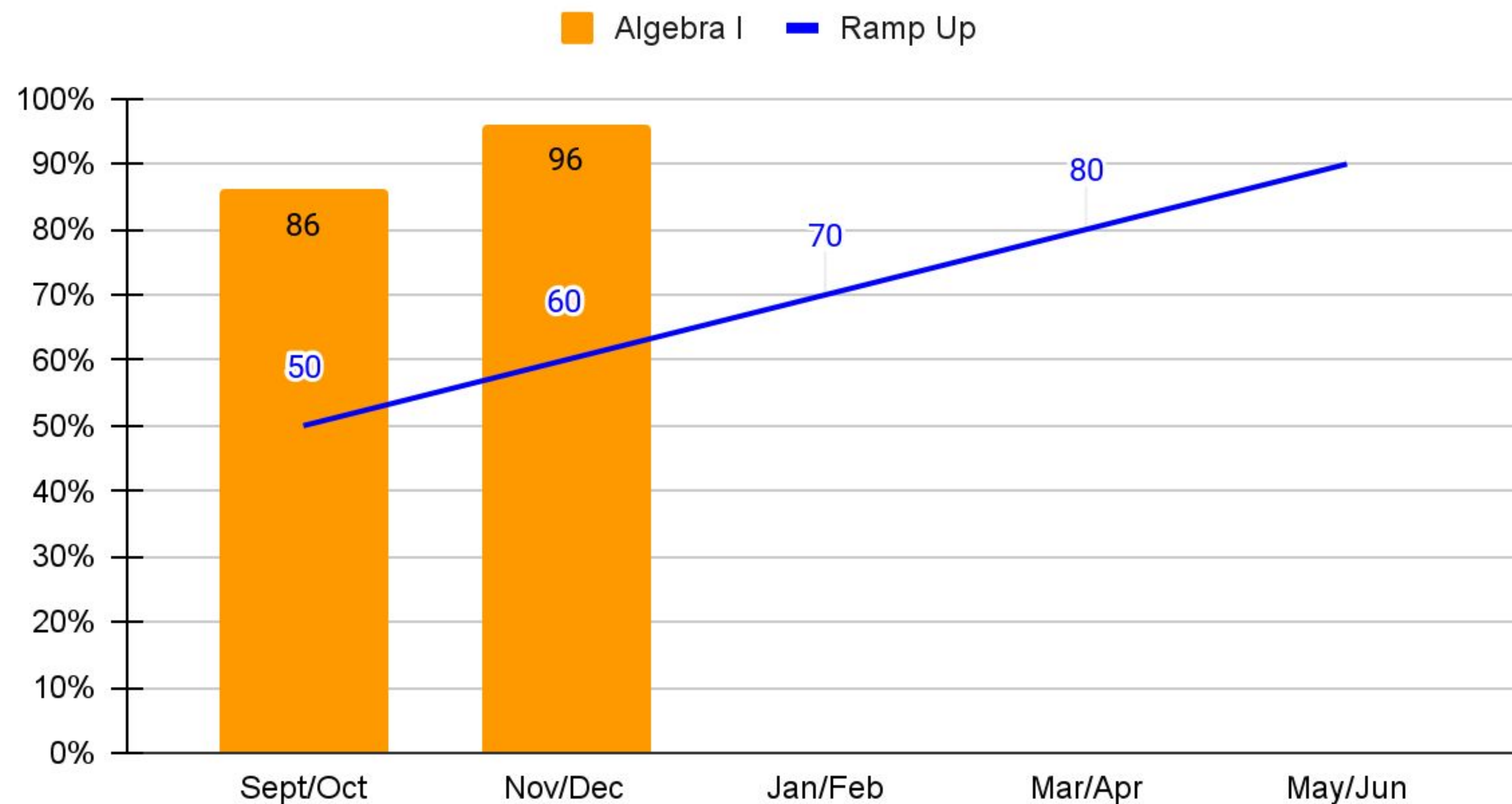
Final Status for this Measure	
Blue	$\geq 43\%$
Green	42% - 38%
Yellow	37% - 21%
Red	$\leq 20\%$

Final Target 40%

Where are we?

Lead Performance Measure

Percentage of Scholars with Growth Assigned IXL Skills



N = 77 students tested



Ramp Up Target

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

Final Status for this Measure

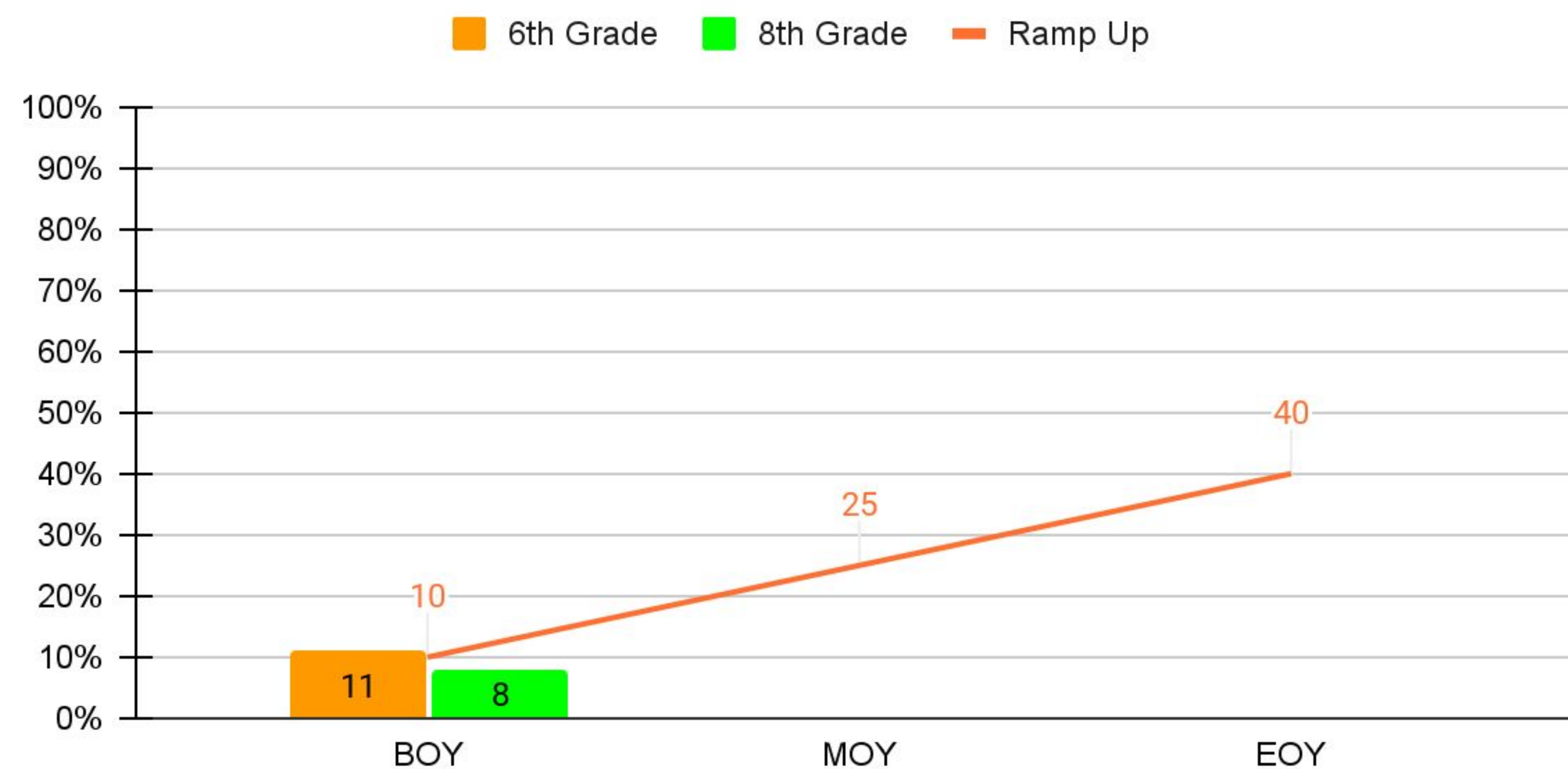
$\geq 93\%$
92% - 88%
87% - 51%
$\leq 50\%$

Final Target 90%

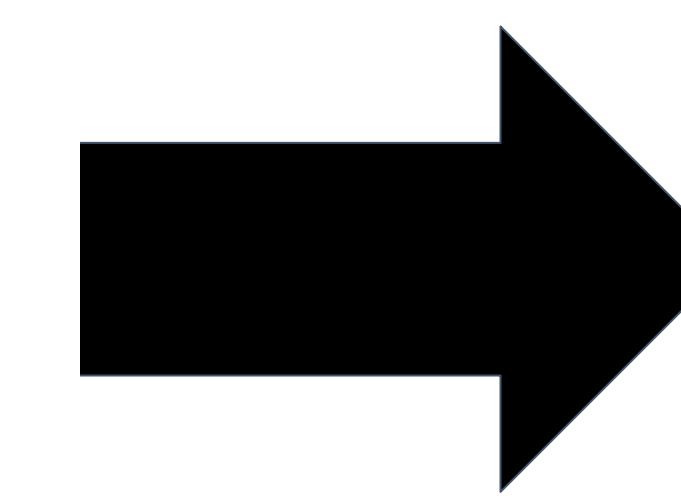
Where are we?

Lead Performance Measure

STAAR Projected Percentage of Scholars in Masters for NWEA MAP Math



N = 77 scholars tested - 6th Grade
N = 82 scholars tested - 8th Grade



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

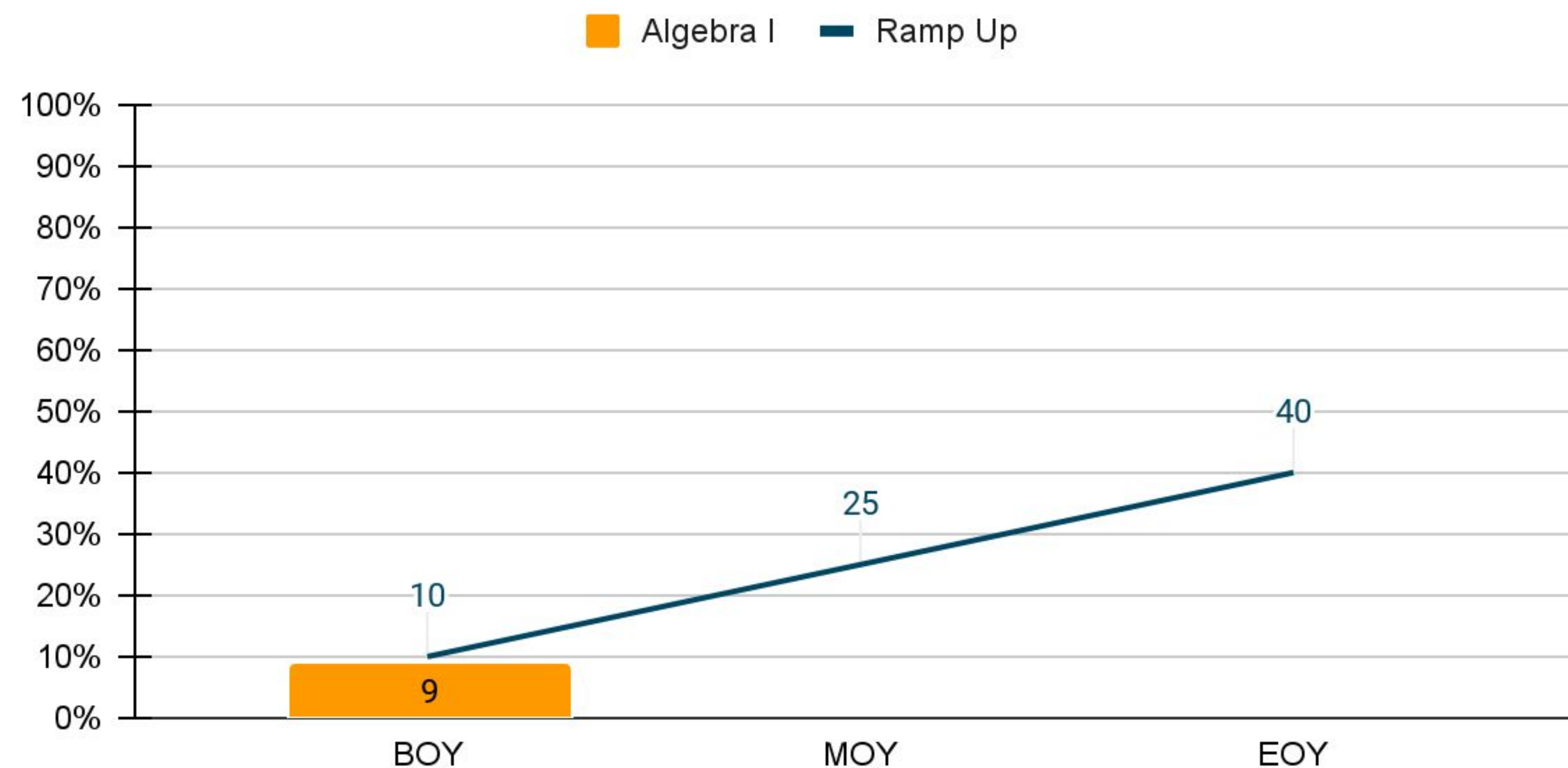
Final Status for this Measure	
Blue	$\geq 43\%$
Green	42% - 38%
Yellow	37% - 11%
Red	$\leq 10\%$

Final Target 40%

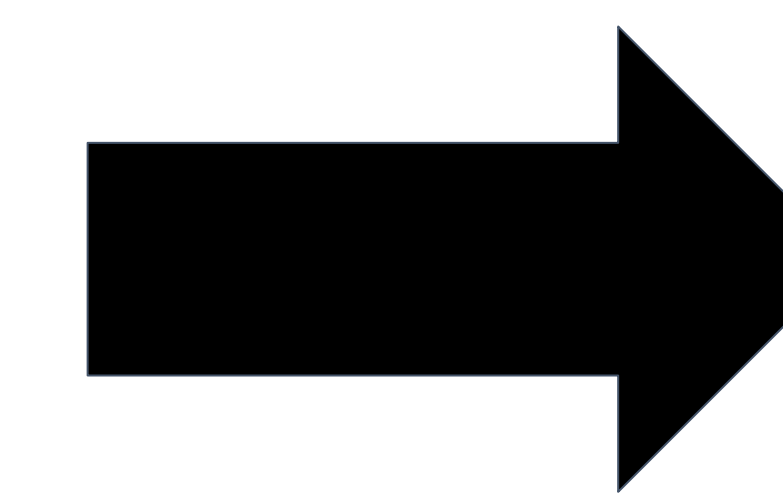
Where are we?

Lead Performance Measure

STAAR Projected Percentage of Scholars in Masters for NWEA MAP Math



N = 80 scholars tested



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

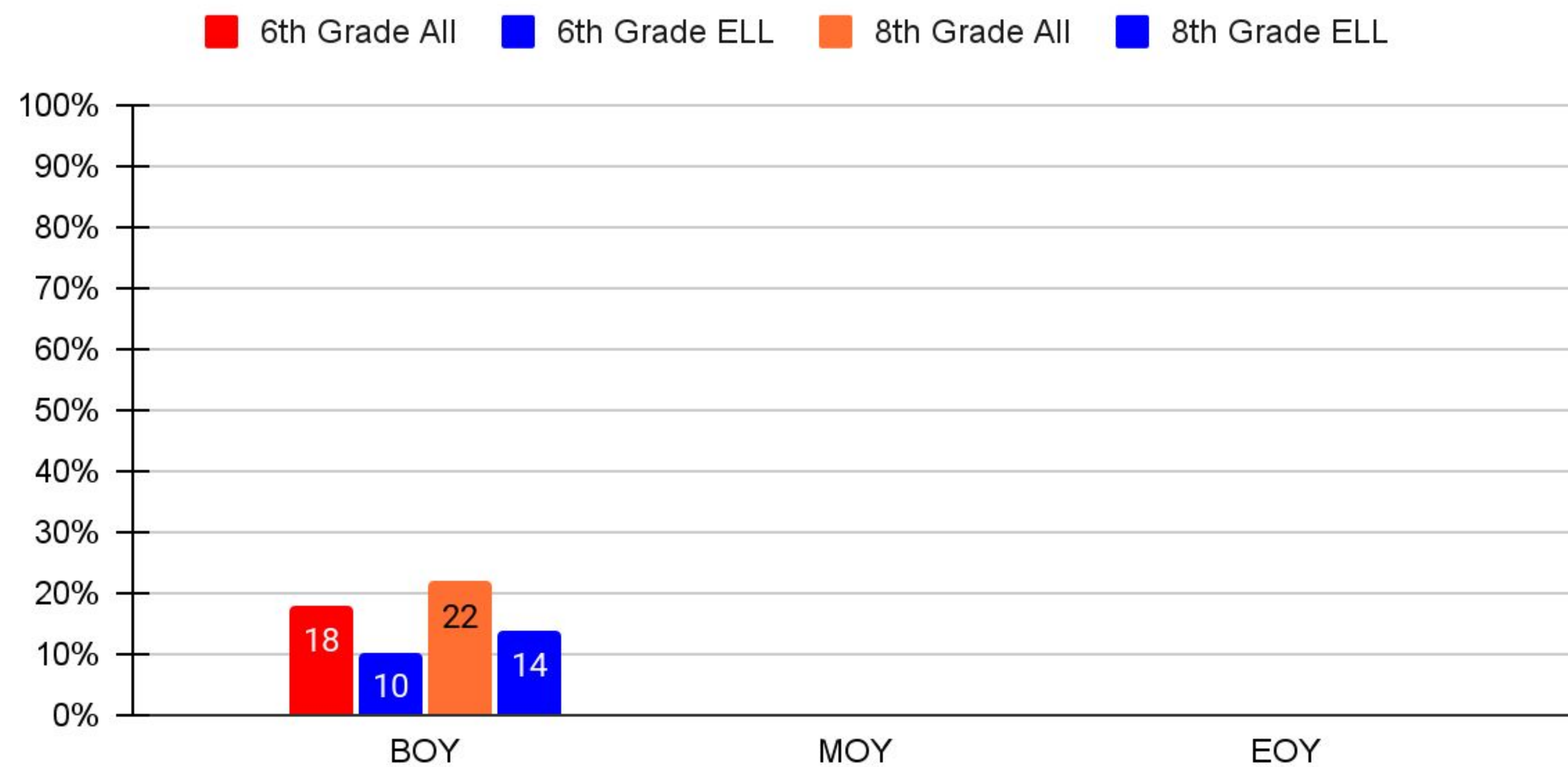
Final Status for this Measure	
Blue	$\geq 43\%$
Green	42% - 38%
Yellow	37% - 11%
Red	$\leq 10\%$

Final Target 40%

Where are we?

Equity Measure

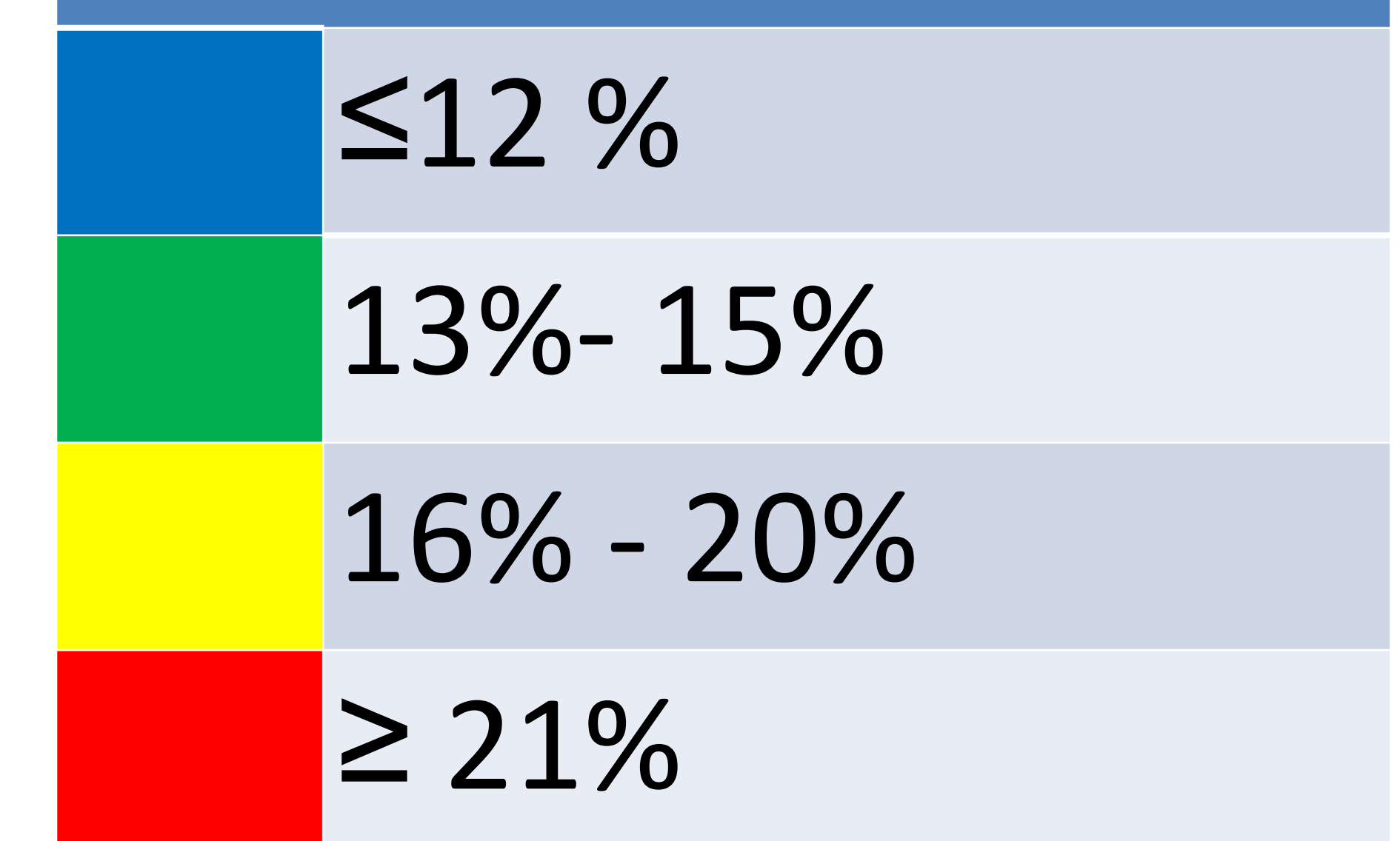
Grade Norm Percentage of Scholars in Masters for NWEA MAP Math Equity Constraint



N = 10 ELL students tested - 6th Grade
N = 7 ELL students tested - 8th Grade



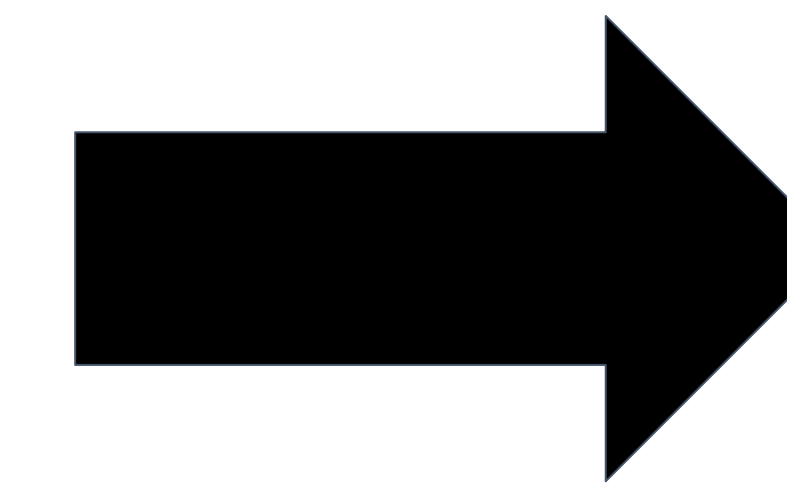
Final Status for this Measure



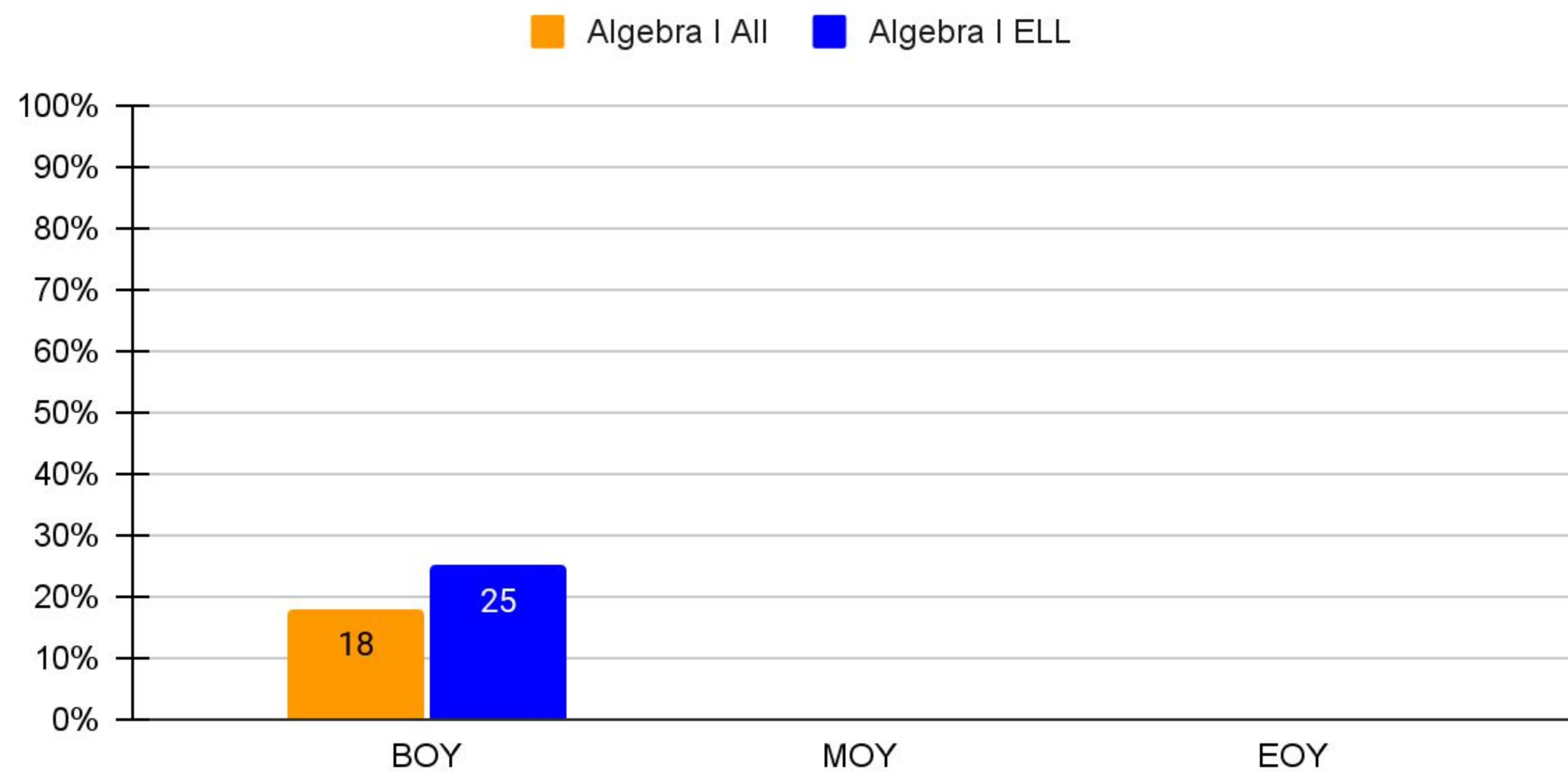
Final Target No More Than 15%

Where are we?

Equity Measure

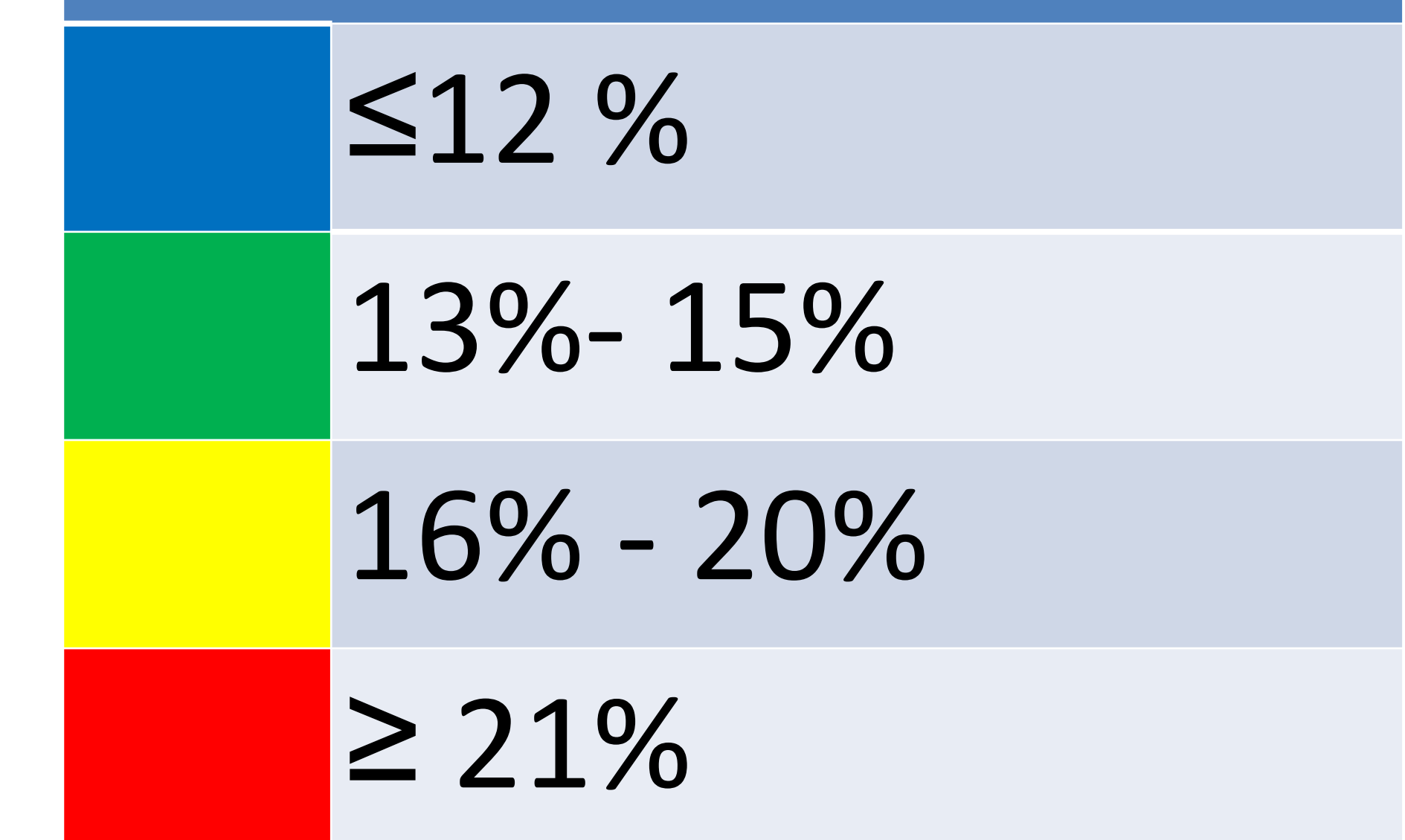


Grade Norm Percentage of Scholars in Masters for NWEA MAP Math Equity Constraint



N = 8 ELL students tested

Final Status for this Measure



Final Target No More Than 15%

Continuing the work

Support Needed: Campus Level

- Monthly Intensive PD over Aggressive monitoring
- Continuous walks and coaching
- Targeted accelerated interventions during P3
- Reviewing the power zone

Support Needed: District Level

- None

Questions



7. ACTION

7.A. Order to Call Trustee Election 2022

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

Meeting Date: December 13, 2021

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Approve an Order to Call Trustee Election

Action

BOARD GOAL:

N/A

BACKGROUND INFORMATION:

As prescribed in the Texas Election Code, the Board of Trustees of an independent school district must pass an Order calling for a Board of Trustees election.

RECOMMENDATION:

Administration recommends that the CHISD Trustees call a Board of Trustees election for May 7, 2022, for the purpose of filling Places 1 and 2 as prescribed by law.

BOARD ACTION REQUIRED:

Motion to approve an order to call a Board of Trustees election for Saturday, May 7, 2022

CONTACT PERSON:

Janine Fields, Chief of Staff

FUNDING SOURCE:

There are no costs associated with the order to call an election.

ENCLOSURES:

N/A

ORDER OF ELECTION FOR CEDAR HILL INDEPENDENT SCHOOL DISTRICT
Orden de Eleccion Para el Distrito Escolar de Cedar Hill

An election is hereby ordered to be held on May 7, 2022 for the purpose of:
Una eleccion la presente se ordena que tendra fecha el 7 de mayo del 2022 para el fin de:

Electing two Trustees for the Cedar Hill Independent School District for a three year term
Place 1 and Place 2

Elegir a dos Sindicos para el Distrito Independiente de Cedar Hill por un periodo de 3 anos
Lugar 1y Lugar 2

Applications for a place on the ballot shall be filed by: February 18, 2022
Las solicitudes para un lugar en la boleta deberan ser presentadas para el 18 de febrero del 2022

Early voting by personal appearance will be conducted each weekday at:
La votacion anticipada en persona se llevara a cabo de lunes a viernes en:

Cedar Hill Municipal Government Center located at 285 Uptown Blvd. Cedar Hill, Texas 75104
Las oficinas Municipales de Gobierno localizadas en el 285 Uptown Blvd. Cedar Hill, Texas 75104

between the hours of 8:00 a.m. and 5:00 p.m. beginning on April 25, 2022
and ending on April 29, 2022; between 8:00 a.m. and 5:00 p.m. on April 30, 2022; between
1:00 p.m. and 6:00 p.m. May 1, 2022; and between 7:00 a.m. and 7:00 p.m. on May 2, 2022 and ending on
May 3 2022.

entre las 8:00 a.m. y las 5:00 p.m. comenzando el 25 de abril de 2022 y terminando el 29 de abril de 2022; entre las 8:00 a.m. y las 5:00 p.m. el 30 de abril de 2022; entre la 1:00 p.m. y 6:00 p.m. el 1 de mayo de 2022; y entre las 7:00 a.m. y las 7:00 p.m. el 2 de mayo de 2022 y finaliza el 3 de mayo de 2022.

Applications for ballot by mail shall be mailed to:
Las solicitudes para votar por el correo postal deberan enviarse a:

Toni Pippins-Poole, Joint Election Early Voting Clerk
1520 Round Table Drive
Dallas, Texas 75247
OR

Via e-mail : evapplications@dallascounty.org

Applications for ballots by mail must be received no later than the close of business on April 26, 2022.
Las solicitudes para votar por correo postal deberan recibirse para el cierre de operaciones del dia 26 de abril del 2022.

Issued this the 15th day of December, 2021.
Publicado este el dia 15 de diciembre de 2021.

Robert Riggs (original signature guaranteed)
Signature of Presiding Officer
Firma del Oficial que Preside

Instruction Note: A copy of this election order must be delivered to the County Clerk/Elections Administrator and Voter Registrar not later than 60 days before election day.

Nota de instruccion: Una copia de esta orden de eleccion debe ser entregada al Secretario(a) de Elecciones del Condado y al Registrador de Votantes a mas tardar 60 dias antes de el dia de eleccion.

NOTICE OF DEADLINE TO FILE AN APPLICATION FOR PLACE ON THE BALLOT

(AVISO DE FECHA LÍMITE PARA PRESENTAR UNA SOLICITUD PARA UN LUGAR EN LA BOLETA)

Notice is hereby given that an application for a place on the Cedar Hill ISD Board Trustee
(name of political subdivision/party)

Regular ~~Special/Primary~~ Election ballot may be filed during the following time: 8:00 am - 4:00 pm
(Circle one)

(Se da aviso por la presente que una solicitud para un lugar en la boleta de la Elección

Regular ~~Especial/Primaria~~ de Cedar Hill ISD Board Trustee se pueden presentar
(marcar una con círculo) (nombre de la subdivisión política/partido)

durante el siguiente horario: 8:00 am - 4:00 pm)

Filing Dates and Times:

(Fechas y Horario para Entregar Solicitudes)

Start Date: January 19, 2022

(Fecha Inicio)

End Date: February 18, 2022

(Fecha Límite)

Office Hours: 8:00 am - 4:00 pm

(Horario de la Oficina)

Physical address for filing an application in person for place on the ballot:

(Dirección a física para presentar una solicitud en persona para un lugar en la boleta)

285 Uptown Blvd. Bldg 300 Cedar Hill, Texas

Address to mail an application for place on the ballot (if filing by mail):

(Dirección a donde enviar una solicitud para un lugar en la boleta (en caso de presentar por correo))

285 Uptown Blvd. Bldg 300 Cedar Hill, Texas

Email or Fax Number to send an application for place on the ballot:

(Dirección de correo electrónico o número de fax para enviar una solicitud para un lugar en la boleta)

janine.fields@chisd.net


Signature of Filing Officer

(Nombre en letra de molde del Oficial de Archivos)

Janine Fields

Printed Name of Filing Officer

(Firma del Oficial de Archivos)

December 15, 2021

Date Posted

(Fecha archivada)

7.B. Targeted Improvement Plan

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

Meeting Date: December 13, 2021

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Targeted Support and Improvement Campus

Action

BACKGROUND INFORMATION:

While no accountability ratings issued in 2020 and 2021, campuses identified for targeted support and improvement in 2019 will maintain that identification. High Pointe Elementary will maintain the targeted support and improvement identification; therefore, a targeted improvement plan (TIP) which is separate from the campus improvement plan must be voted on by the Board and submitted to the Texas Education Agency (TEA).

RECOMMENDATION:

CHISD administration recommends the Board approve the 2021-2022 Targeted Improvement Plan for High Pointe Elementary.

BOARD ACTION REQUIRED:

Approve the 2021-2022 Targeted Improvement Plan for High Pointe Elementary as presented.

POLICY AUTHORIZATION:

BQ (LEGAL)

BQ (LOCAL)

CONTACT PERSON:

Mrs. Jill Vincent, Executive Director of Elementary Schools

FUNDING SOURCE:

NA

ENCLOSURES:

High Pointe Elementary Targeted Improvement Plan

Targeted Improvement Plan Presentation

Cedar Hill Independent School District
High Pointe Elementary School - TIP
2021-2022 Targeted Improvement Plan

Superintendent:
DCSI/Grant Coordinator:

Dr. Gerald Hudson
Jill Vincent

Principal: Dwight A Perry Jr
ESC Case Manager: Raelyn Scroggin
ESC Region: 10

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Jill Vincent

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Jill Vincent

Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Signature: Dwight A Perry Jr

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Data Analysis

Domain 1

Domain 1: What accountability goal has your campus set for this year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.

Our domain 1 goal is to increase from a component score of 28 in 2019 to a component score of 35 for 2022. Additionally, pressing towards an achievement component score of approaches = 60, meets = 30, and masters = 15. This will provide us an overall domain 1 score grade of a "D".

Domain 2A or 2B

Domain 2A or 2B: What accountability goal has your campus set for this year? Be sure to include how you determined the goal and how these goals will impact your overall Accountability Rating.

Our domain 2b goal is to achieve a component score of 35 with our economically disadvantaged scholars who have a rate of 74.7%. When taking a closer look at this specific group, their component score alone will increase our domain score as well as impact our relative performance. This will help us in closing the achievement gap as we attempt to attack the learning loss from the previous school year. Our laser focus on 5.1 and 5.3 will enable us to consistently utilize effective instructional strategies and data-driven practices to meet this goal. If we achieve this we will obtain an overall "D" in Domain 2.

Domain 3

Domain 3: What accountability goal has your campus set for this year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.

Reflecting on domain 3, through the midst of COVID, we did meet minimal targets for academic achievement and student success status. Responding to the data, we will prioritize our African American, economically disadvantaged, and Hispanic in math and reading for academic achievement and student success rate. The goal is to meet a minimum of 10 targets for 2021. Focusing on 5.1 and 5.3 will align capacity building in staff and best instructional practices for tier 1 instruction for all scholars and especially our identified populations. Reaching this goal will ensure the campus achieves at an overall rating of a "D".

Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

The two specific subject areas that we will focus on this year are math and reading. We are piloting a new curriculum called AMPLIFY. This has greatly impacted our momentum. Due to this being a tested subject, we plan on developing intense supports for the teachers to help bridge the gaps that existed prior to COVID. We are also focusing on math. This is another tested subject and our district scores did not reflect our potential for this subject area. Addressing our domain 1 scores, we will be able to show growth in these two areas. We have increased our awareness of our intervention block, tutoring, and extended school year scheduled dates and times. As we move forward, we will be securing additional times during the day to address learning loss and close the achievement gaps.

Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?

We are specifically targeting the African American, economically disadvantaged, and Hispanic populations. Due to our school's demographic, we can move our scores the most by addressing these three groups.

Essential Actions

Essential Action : Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Partial Implementation

Essential Action : Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Implementation Level: Beginning Implementation

Essential Action : Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Fully Implemented

Essential Action : Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Beginning Implementation

Essential Action : Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Essential Action : Data-driven instruction.

Implementation Level: Planning for Implementation

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: None

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Rationale: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences. We believe that focusing on effective classroom routines, strong relationships, high-quality instructional materials, and research-based best practices will improve outcomes in all subjects and improve our overall Domain 1 score.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Collaborating with region 10 on best practices for developing ongoing professional development for teachers. This includes, but is not limited to, professional development around TTESS domain 3.1 (Effective Classroom procedures), domain 3.2 (Student behavior), and 1.1 (Standards and Alignment), and 2.1 (Achieving Expectations).

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Open communication with all stakeholders. Opening our doors back to the community to ensure that the culture is shown to all parents. Creating ongoing meetings for feedback and information updates as well as town halls, virtual and face2face, to address the needs and show the progress. Student and parent weekly newsletters, site-based team meetings with various stakeholders, community partner meetings, various parent-teacher meetings.

Desired Annual Outcome: By May 2022, our campus leadership team (principal, AP, and IF) will have built our capacity in providing support to teachers around the use of instructional materials and research-based best practices in the classroom. This will be evidenced by weekly classroom observation rubrics indicating at least 80% of teachers receive feedback on their lessons that indicate these lessons demonstrate proficient and or significant growth with the use of classroom instructional strategies - critical thinking (measured by questioning levels wheel), scholar purposeful collaboration (at least 1 opportunity per 15-minute cycle), and intentional scaffolding and differentiated support for students. For teachers not yet proficient, action steps aligned to this observation will be assigned to teachers and Instructional Leaders (Principals, APs) will provide coaching and support to master them.

District Commitment Theory of Action: If the district ensures the campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems to ensure alignment of instructional materials and a cycle of teacher observation and feedback then High Pointe Elementary teachers will deliver lessons that demonstrate proficiency on campus selected instructional strategies.

Desired 90-day Outcome: By NOV 2021, our campus leadership team (principal, AP, and IF) will have built our capacity in providing support to teachers around the use of instructional materials and research-based best practices in the classroom. This includes calibration walks, Leadership meetings to discuss teacher tiers, and action items for next steps.

This will be evidenced by weekly classroom observations and feedback meetings. The evidence in a change in practice will be that the walkthrough feedback will indicate that 100% of teachers receive feedback on their lessons. Out of those teachers, 25% of these lessons demonstrate proficiency and 25% of the teaching staff will show significant growth toward proficiency.

Some of the "look fors" will include the use of classroom instructional strategies - critical thinking questioning (measured by questioning levels wheel), scholar purposeful

collaboration (at least 1 opportunity per 15-minute cycle), intentional scaffolding, and differentiated support for students. For teachers not yet proficient, action steps aligned to this observation will be assigned to teachers and Instructional Leaders (Principals, APs) will provide coaching and support to master them.

District Actions: The DCSI will support the campus by providing feedback on the rubric being used to observe teachers. Additionally, the district will ensure that a cycle of instructional observations and feedback is routinely in place bi-marking period. During those instructional walks, the DCSI will engage in co-observations with the principal and ensure that the instructional facilitator position is staffed and the person is trained in campus and district processes.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: CLT will be fully trained on campus and district instructional materials and research-based teaching practices</p> <p>Evidence Used to Determine Progress: Sign-in sheets and calendared dates for training.</p> <p>Person(s) Responsible: Principal, AP, AF, and district professional development director.</p> <p>Resources Needed: Training materials, professional development dates,</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 12, 2021 - Frequency: Ongoing</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: CLT will develop a feedback rubric and feedback system to implement for walkthroughs. Seek district feedback on systems that will yield the greatest results.</p> <p>Evidence Used to Determine Progress: Collaboration deliverables for the rubric, walkthrough form created and shared, scheduling for walkthroughs.</p> <p>Person(s) Responsible: Principal, AP, and AF.</p> <p>Resources Needed: Electronic devices for leadership, on-boarding of new leadership team.</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: October 6, 2021 - Frequency: Ongoing</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Conduct Calibration Walks with CLT</p> <p>Evidence Used to Determine Progress: Scheduled walks with the leadership team, SIBME video recordings, and walkthrough feedback forms.</p> <p>Person(s) Responsible: Principal, AP, and AF.</p> <p>Resources Needed: Time for on-boarding of new staff AP and Academic Facilitator.</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: September 29, 2021 - Frequency: Weekly</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Based on these action steps, some of the challenges will

be a shift in practice. Some teachers are still fearful of COVID and would not engage in some best pedagogy practices related to instruction. There are some teachers who have a fixed mindset and need an additional push to realign with campus and district mission and vision. Securing resources for instruction will be another challenge due to a lack of SIG money and the new AMPLIFY curriculum that we are piloting for the school year (ELAR).

What specific action steps address these challenges?: Getting a fully staffed CLT and fully onboarding that team is a start. Providing embedded PD for teachers who need additional support in lesson planning and instruction. This support will transpire during PLC's, staff meetings, and individual conferences based on teacher need.

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Rationale: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. Teachers (with content and grade-level teams whenever possible) have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting Focusing on implementing a correction action plan to ensure that we analyze student work and provide reteach will ensure that all students are making progress and will improve all student groups ensuring that we improve our overall Domain 3 score.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? Data protocols, data tracking (teacher and scholar), leveraging intervention time, modeling during PLC's,

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Staffing, on-boarding, training, and time to build chemistry and capacity for the leadership team

Desired Annual Outcome: By May 2022, our campus leadership team (principal, AP, and IF) will have built teacher capacity in , disaggregation of data (formative and summative), development of action plans to address misconceptions and gaps in learning, and develop a tracking system for weekly data meetings. The evidence will be 80% of teachers showing the ability to articulate the needs of the scholars based on their data analysis and soliciting appropriate resources to address these gaps in learning.

District Commitment Theory of Action: If the district provides the campus with summative assessments and ensures that schools receive detailed reports in Edugence then the leadership team at High Pointe Elementary will facilitate data PLC's that track and monitor student progress and develop action plans to address gaps in student learning.

Desired 90-day Outcome: By Nov 2021, our campus leadership team (P, Ap, IF) will begin the process of capacity building with teachers in disaggregation of data (F and S). 100% of teachers will be trained on data protocols for weekly PLC's and data tracking systems as evidenced through PD Agenda, and Sign In Sheets.

District Actions: The DCSI will support the campus by ensuring teachers receive training on how to utilize data reports in Edugence and provide the leadership team with training on PLC atlas data protocol. Additionally, the DCSI will review and provide feedback on the campus data tracker.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Conduct Calibration Walks with CLT</p> <p>Evidence Used to Determine Progress: Scheduled walks with the leadership team, SIBME video recordings, and walkthrough feedback forms.</p> <p>Person(s) Responsible: Principal, AP, and AF.</p> <p>Resources Needed: Time for on-boarding of new staff AP and Academic Facilitator.</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: September 29, 2021 - Frequency: Weekly</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Training Instructional Staff on Rubric and Data Tracking sheet</p> <p>Evidence Used to Determine Progress: PLC agendas and sign in sheets/ Person(s) Responsible: Principal and AP. Resources Needed: None Addresses an Identified Challenge: None</p> <p>Start Date: August 30, 2021 - Frequency: Weekly</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: TTESS Walkthrough Refresher Training as well as On-boarding new teachers to solicit feedback and input for possible changes.</p> <p>Evidence Used to Determine Progress: Coaching document and regularly scheduled PD sessions for after school. Person(s) Responsible: Principal, AP, and AF. Resources Needed: Feedback protocol evidence, sibme videos, calendared scheduled meetings with feedback Addresses an Identified Challenge: None</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing Funding Sources: SIBME recording software - 6300-Supplies and materials - \$2,000</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: CLT and Teacher Leads will collaborate and modify the current Walkthrough Rubric</p> <p>Evidence Used to Determine Progress: Feedback forms are being adjusted based on the information from the campuses. Person(s) Responsible: Principal and AP Resources Needed: Chart paper and markers Addresses an Identified Challenge: None</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Ensuring calendars have been aligned and calibrated. Getting fully staffed to assist our campus with on-boarding and training leadership to build capacity with the teachers.

What specific action steps address these challenges?: CLT will be fully staffed.

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: None

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Rationale: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences. We believe that focusing on effective classroom routines, strong relationships, high-quality instructional materials, and research-based best practices will improve outcomes in all subjects and improve our overall Domain 1 score.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Collaborating with region 10 on best practices for developing ongoing professional development for teachers. This includes, but is not limited to, professional development around TTESS domain 3.1 (Effective Classroom procedures), domain 3.2 (Student behavior), and 1.1 (Standards and Alignment), and 2.1 (Achieving Expectations).

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Open communication with all stakeholders. Opening our doors back to the community to ensure that the culture is shown to all parents. Creating ongoing meetings for feedback and information updates as well as town halls, virtual and face2face, to address the needs and show the progress. Student and parent weekly newsletters, site-based team meetings with various stakeholders, community partner meetings, various parent-teacher meetings.

Desired Annual Outcome: By May 2022, our campus leadership team (principal, AP, and IF) will have built our capacity in providing support to teachers around the use of instructional materials and research-based best practices in the classroom. This will be evidenced by weekly classroom observation rubrics indicating at least 80% of teachers receive feedback on their lessons that indicate these lessons demonstrate proficient and or significant growth with the use of classroom instructional strategies - critical thinking (measured by questioning levels wheel), scholar purposeful collaboration (at least 1 opportunity per 15-minute cycle), and intentional scaffolding and differentiated support for students. For teachers not yet proficient, action steps aligned to this observation will be assigned to teachers and Instructional Leaders (Principals, APs) will provide coaching and support to master them.

District Commitment Theory of Action: If the district ensures the campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems to ensure alignment of instructional materials and a cycle of teacher observation and feedback then High Pointe Elementary teachers will deliver lessons that demonstrate proficiency on campus selected instructional strategies.

Desired 90-day Outcome: By Feb 2022, our campus leadership team (principal, AP, and IF) will have built our capacity in providing support to teachers around the use of instructional materials and research-based best practices in the classroom. This will be evidenced by weekly classroom observation rubrics indicating 100% of teachers receive feedback on their lessons that indicate that 75% of these lessons demonstrate proficient and or significant growth with the use of classroom instructional strategies - - critical thinking (measured by questioning levels wheel), scholar purposeful collaboration (at least 1 opportunity per 15-minute cycle), and intentional scaffolding and differentiated support for students. For teachers not yet proficient, action steps aligned to this observation will be assigned to teachers and Instructional Leaders (Principal, APs) will provide coaching and support to master them.

District Actions: The DCSI will support the campus by providing feedback on the rubric being used to observe teachers and ensure that a cycle of observation and feedback is in place by reviewing the campus walk-through calendar. Additionally, the DCSI will engage in co-observations with the principal and ensure that the instructional facilitator position is staffed and the person is trained in campus and district processes.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: CLT calendar indicates the dedicated time for ongoing job-embedded professional development focused on classroom culture and management</p> <p>Evidence Used to Determine Progress: Calendars, sign-in sheets, Sibme Videos</p> <p>Person(s) Responsible: Principal, Assistant Principal, and Instructional Facilitator</p> <p>Resources Needed: HPE Year at a glance and walkthrough calendars</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: November 1, 2021 - Frequency: Weekly</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: CLT will be fully trained on campus and district instructional materials and research-based teaching practices</p> <p>Evidence Used to Determine Progress: District meeting dates.</p> <p>Person(s) Responsible: ED of Teaching and Learning and Professional Development and ED of Elementary Leadership</p> <p>Resources Needed: Paul Bambrick - Leverage Leadership Get Better Faster Teach Like a Champion</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: November 1, 2021 - Frequency: Ongoing</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: CLT will utilize the whole group-developed feedback rubric and feedback system to implement for walkthroughs.</p> <p>Evidence Used to Determine Progress: scheduled walkthroughs, feedback meetings, coaching cycles</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Feedback Rubric,</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: November 1, 2021 - Frequency: Weekly</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: On-boarding new staff, inviting mindset shift from fixed to growth, Bambrick books and training, teach like a champion trainings, staffing current vacancies, buy-in for teachers, continue to adjust the data tracker for weekly monitoring

What specific action steps address these challenges?: Continued collaboration with teachers for buy-in. Strong coaching cycles with immediate feedback. Co-teaching or model lessons. Provide ongoing support for teachers in growth areas.

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Rationale: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. Teachers (with content and grade-level teams whenever possible) have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting Focusing on implementing a correction action plan to ensure that we analyze student work and provide reteach will ensure that all students are making progress and will improve all student groups ensuring that we improve our overall Domain 3 score.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? Data protocols, data tracking (teacher and scholar), leveraging intervention time, modeling during PLC's,

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Staffing, on-boarding, training, and time to build chemistry and capacity for the leadership team

Desired Annual Outcome: By May 2022, our campus leadership team (principal, AP, and IF) will have built teacher capacity in , disaggregation of data (formative and summative), development of action plans to address misconceptions and gaps in learning, and develop a tracking system for weekly data meetings. The evidence will be 80% of teachers showing the ability to articulate the needs of the scholars based on their data analysis and soliciting appropriate resources to address these gaps in learning.

District Commitment Theory of Action: If the district provides the campus with summative assessments and ensures that schools receive detailed reports in Edugence then the leadership team at High Pointe Elementary will facilitate data PLC's that track and monitor student progress and develop action plans to address gaps in student learning.

Desired 90-day Outcome: By February 2022, 90% of teachers are proficient at unpacking the standard, creating an exemplar, and identifying the gap as evidenced by the PLC agenda.

District Actions: The DCSI will support the campus by ensuring teachers receive training on how to utilize data reports in Edugence and provide the leadership team with training on PLC atlas data protocol. Additionally, the DCSI will review and provide feedback on the campus data tracker.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Conduct Walks with CLT and district instructional leadership</p> <p>Evidence Used to Determine Progress: Walkthrough data, walkthrough feedback reflects a change in instructional practices, impact on scholar outcomes</p> <p>Person(s) Responsible: CLT & ED of TL&PD and ED of EL. Leadership</p> <p>Resources Needed: Weekly Scheduled walks with TTESS focus of the week</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: November 1, 2021 - Frequency: Weekly</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Implementing tracking for CLT and reinforcement for Instructional Staff on Data Tracking sheet</p> <p>Evidence Used to Determine Progress: Data tracking sheet, intervention groups, DCCA score trackers</p> <p>Person(s) Responsible: CLT & ED of TL&PD and ED of EL. Leadership</p> <p>Resources Needed: Walkthrough Rubric & Data Tracking Sheet</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: November 1, 2021 - Frequency: Weekly</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Teachers and CLT use a framework for classroom management that contains high leverage practices</p> <p>Evidence Used to Determine Progress: Rating increases from walkthrough feedback</p> <p>Person(s) Responsible: Principal, Assistant Principal, Academic Facilitator</p> <p>Resources Needed: Walkthrough and Feedback form, Sibme video</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: November 1, 2021 - Frequency: Weekly</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Ensuring calendars have been aligned and calibrated. Getting fully staffed to assist our campus with on-boarding and training leadership to build capacity with the teachers.

What specific action steps address these challenges?: On-boarding both the AP and the IF. Adjusting the calendar to accommodate the walkthroughs and coaching cycles to our tier 3 teachers. Adjusting to the skill set of the new IF and assisting her with the transition to the new role.

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?: None

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Rationale: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences. We believe that focusing on effective classroom routines, strong relationships, high-quality instructional materials, and research-based best practices will improve outcomes in all subjects and improve our overall Domain 1 score.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Collaborating with region 10 on best practices for developing ongoing professional development for teachers. This includes, but is not limited to, professional development around TTESS domain 3.1 (Effective Classroom procedures), domain 3.2 (Student behavior), and 1.1 (Standards and Alignment), and 2.1 (Achieving Expectations).

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Open communication with all stakeholders. Opening our doors back to the community to ensure that the culture is shown to all parents. Creating ongoing meetings for feedback and information updates as well as town halls, virtual and face2face, to address the needs and show the progress. Student and parent weekly newsletters, site-based team meetings with various stakeholders, community partner meetings, various parent-teacher meetings.

Desired Annual Outcome: By May 2022, our campus leadership team (principal, AP, and IF) will have built our capacity in providing support to teachers around the use of instructional materials and research-based best practices in the classroom. This will be evidenced by weekly classroom observation rubrics indicating at least 80% of teachers receive feedback on their lessons that indicate these lessons demonstrate proficient and or significant growth with the use of classroom instructional strategies - critical thinking (measured by questioning levels wheel), scholar purposeful collaboration (at least 1 opportunity per 15-minute cycle), and intentional scaffolding and differentiated support for students. For teachers not yet proficient, action steps aligned to this observation will be assigned to teachers and Instructional Leaders (Principals, APs) will provide coaching and support to master them.

District Commitment Theory of Action: If the district ensures the campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems to ensure alignment of instructional materials and a cycle of teacher observation and feedback then High Pointe Elementary teachers will deliver lessons that demonstrate proficiency on campus selected instructional strategies.

Desired 90-day Outcome: By May 2022, our campus leadership team (principal, AP, and IF) will have built our capacity in providing support to teachers around the use of instructional materials and research-based best practices in the classroom. This will be evidenced by weekly classroom observation rubrics indicating 100% of teachers receive feedback on their lessons that indicate that 90% of these lessons demonstrate proficient and or significant growth with the use of classroom instructional strategies - - critical thinking (measured by questioning levels wheel), scholar purposeful collaboration (at least 1 opportunity per 15-minute cycle), and intentional scaffolding and differentiated support for students. For teachers not yet proficient, action steps aligned to this observation will be assigned to teachers and Instructional Leaders (Principals, APs) will provide coaching and support to master them.

District Actions: The DCSI will support the campus by providing feedback during instructional walks. Additionally, the DCSI will engage in co-observations with the principal and ensure that the instructional facilitator position is staffed and the person is trained in campus and district processes.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Timing of the feedback, the onboarding of new staff (AF), and continued support from ED of professional development in the use of the intervention block and the academic interventionist.

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Rationale: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. Teachers (with content and grade-level teams whenever possible) have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting. Focusing on implementing a correction action plan to ensure that we analyze student work and provide reteach will ensure that all students are making progress and will improve all student groups ensuring that we improve our overall Domain 3 score.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? Data protocols, data tracking (teacher and scholar), leveraging intervention time, modeling during PLC's,

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Staffing, on-boarding, training, and time to build chemistry and capacity for the leadership team

Desired Annual Outcome: By May 2022, our campus leadership team (principal, AP, and IF) will have built teacher capacity in , disaggregation of data (formative and summative), development of action plans to address misconceptions and gaps in learning, and develop a tracking system for weekly data meetings. The evidence will be 80% of teachers showing the ability to articulate the needs of the scholars based on their data analysis and soliciting appropriate resources to address these gaps in learning.

District Commitment Theory of Action: If the district provides the campus with summative assessments and ensures that schools receive detailed reports in Edugence then the leadership team at High Pointe Elementary will facilitate data PLC's that track and monitor student progress and develop action plans to address gaps in student learning.

Desired 90-day Outcome: May 2022, 90% of teachers are proficient at creating and implementing the correction instruction plan as evidenced by classroom observations.

District Actions: If the district continues to provide the campus with summative assessments and ensures that schools receive detailed reports in Edugence and IXL and MAP, then the leadership team at High Pointe Elementary will facilitate data PLC's that track and monitor student progress and develop action plans to address gaps in student learning.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Timely reporting, accurate data based on aligned assessments, additional resources for intervention block, and training for staff members on how to facilitate intervention.

What specific action steps address these challenges?: None

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$2,500.00
+/- Difference					\$2,500.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$4,000.00
+/- Difference					\$4,000.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	3	SIBME recording software		\$2,000.00
Sub-Total					\$2,000.00
Budgeted Budget Object Code Amount					\$2,000.00
+/- Difference					\$0.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$1,500.00
+/- Difference					\$1,500.00
Grand Total					\$2,000.00

Student Data																		
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										
								2019 Results	2021 Results	2021 Participation Rates	Cycle 1			Cycle 2			2022 Accountability Goal	
											Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
1. Domain 1	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	57	51	89	District Created Benchmark	60		MAP	60		70	
			All	All	Reading	Meets	STAAR	23	22	89	District Created Benchmark	25		MAP	25		35	
			All	All	Reading	Masters	STAAR	12	11	89	District Created Benchmark	10		MAP	10		20	
			All	All	Mathematics	Approaches	STAAR	55	58	91	District Created Benchmark	60		MAP	60		70	
			All	All	Mathematics	Meets	STAAR	24	25	91	District Created Benchmark	25		MAP	25		35	
			All	All	Mathematics	Masters	STAAR	7	14	91	District Created Benchmark	10		MAP	10		20	
			All	All	Science	Approaches	STAAR	50	52	97	District Created Benchmark	60		MAP	60		70	
			All	All	Science	Meets	STAAR	22	18	97	District Created Benchmark	25		MAP	25		35	
			All	All	Science	Masters	STAAR	7	4	97	District Created Benchmark	10		MAP	10		20	
			All	All	Writing	Approaches	STAAR	40	36	86	MAP	60		MAP	60			
			All	All	Writing	Meets	STAAR	17	12	86	MAP	25		MAP	25			
			All	All	Writing	Masters	STAAR	1	4	86	MAP	10		MAP	10			
2. Domain 3	Focus 1	Academic Achievement	All	African American	All	NA	STAAR	44	51	90	MAP	50		MAP	55		60	
	Focus 2	Academic Achievement	All	Econ Disadv	All	NA	STAAR	56	51	90	MAP	55		MAP	60		65	

Addendums

**Effective Schools
Framework:
Targeted
Improvement
Plans**



MONDAY, DECEMBER 13, 2021

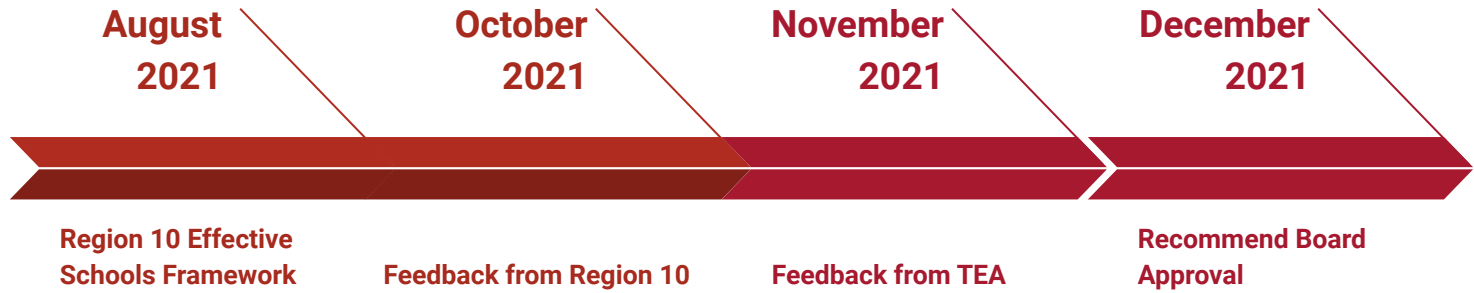
High Pointe Elementary

2019 Rating of ***Improvement Required***

- **Overall Domain = 48 | Improvement Required**
- Student Achievement Domain = 54 | Improvement Required
- School Progress Domain = 56 | Improvement Required
- Closing the Gaps Domain = 30 | Improvement Required



2020 & 2021 - Not Rated: Declared State of Disaster



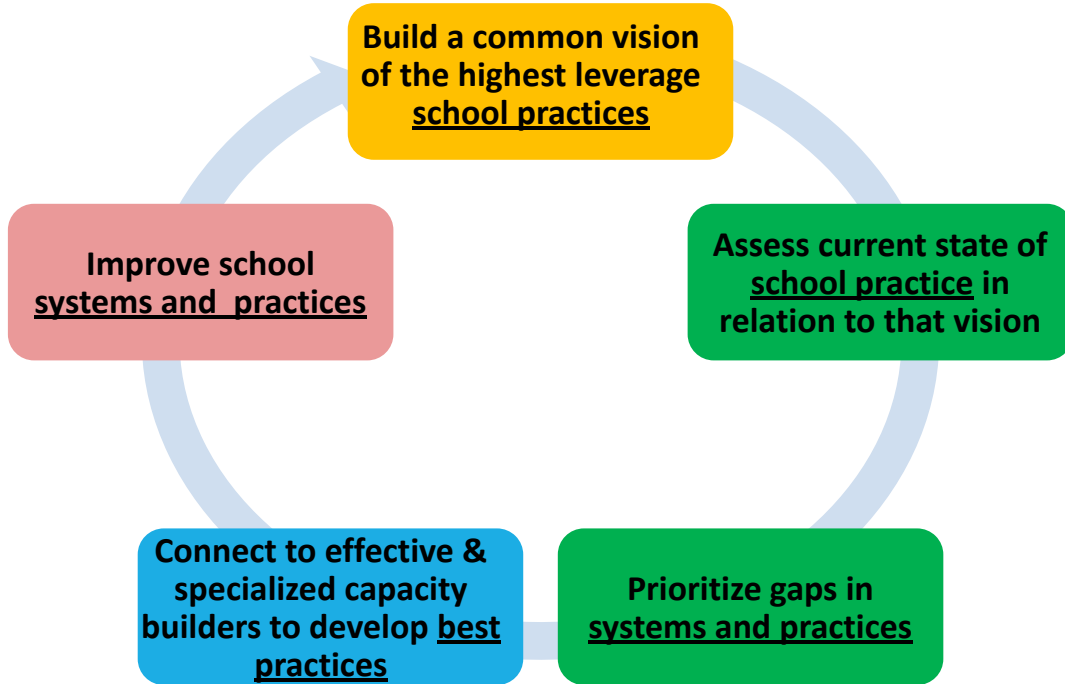
The Effective Schools Framework



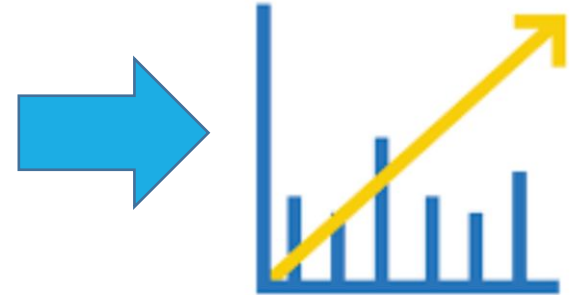
Moving to Action:

Data Driven Practices = Continuous Improvement

If districts and schools...



Then school and student **outcomes will improve**



The Effective School Framework is a Statewide Vision of Best Practices: 5 Prioritized Levers

Prioritized Level 1: Strong School Leadership and Planning

- ❑ *Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities*
- ❑ *Focused plan development and regular monitoring of implementation and outcomes*

Prioritized Level 2: Effective, Well-Supported Teachers

- ❑ *Recruit, select, assign, induct, and retain a full staff of highly qualified educator*
- ❑ *Build teacher capacity through observation and feedback cycles*

Prioritized Level 3: 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*

Prioritized Level 4: High-Quality Curriculum

- ❑ *Curriculum and assessments aligned to TEKS with a year-long scope and sequence*

Prioritized Level 5: 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*

**Focus Levers for
2020-2021**



The Effective School Framework is a Statewide Vision of Best Practices: 5 Prioritized Levers

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**Focus Levers for
2021-2022**

Prioritized Level 3: Positive School Culture

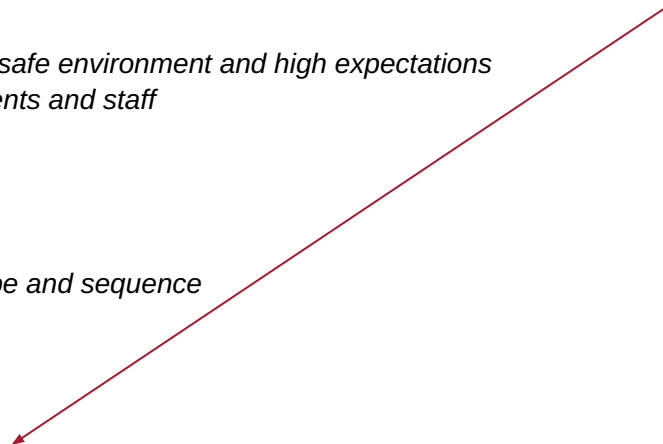
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- ❑ *RTI for students with learning gaps*





Questions

8. CONSENT AGENDA

8.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, November 15, 2021, beginning at 6:30 PM in the Cannady Cedar Hill Room
285 Uptown Blvd.
Cedar Hill, Texas 75104.

1. CALL TO ORDER at 6:32 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, Dr. Keisha Lankford, Cheryl Wesley, and Dr. Denise Roache-Davis.

2. FIRST Report Hearing opened at 6:33 PM.

Recess to Closed Session at 6:56 PM.

3. CLOSED SESSION opened at 7:11 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 7:29 PM.

4. PUBLIC SESSION Reconvene at 7:34 PM.

A. Pledge to Flags

B. Prayer led by Cheryl Wesley

5. COMMUNICATIONS/RECOGNITIONS

A. Teen Superintendent Announcement

B. Maintenance & Operations - Department Efficiency Report

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. **There were 2 speakers regarding student accomplishments at Waterford Oaks ES and SPED.**

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
2. Bessie Coleman Middle School

8. ACTION

A. Fiscal Year 2021 Audit **Dr. Keisha Lankford makes the motion to approve the 2021 Audit as presented. Cheryl Wesley seconds the motion. Unanimously approved 4-0.**

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.

1. Kenneth Greenwood – Sanction **Cheryl Wesley makes the motion 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. Dr. Denise Roache-Davis seconds the motion. Motion approved 3-1 with Dr. Keisha Lankford opposed.**

2. Irene Flores – Sanction **Dr. Denise Roache-Davis makes the motion 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. Cheryl Wesley seconds the motion. Motion approved 3-1 with Dr. Keisha Lankford opposed.**

C. Resolution to Release Committed Fund Balance **Cheryl Wesley makes the motion to approve the resolution. Dr. Denise Roache-Davis seconds the motion. Unanimously approved 4-0.**

9. CONSENT AGENDA **Cheryl Wesley makes the motion to approve the Consent Agenda as presented. Dr. Keisha Lankford seconds the motion. Unanimously approved 4-0.**

A. Minutes from Previous Board of Trustee Meetings

- B. Employment Retirements Resignations Terminations
- C. Budget Amendment #1 - Debt Service
- D. Budget Amendment #3 - General Fund
- E. Vendor List for Teaching Aids, Instructional Materials, and Related Services pursuant to RFP 21-22-01
- F. Campus Improvement Plan
- G. District Improvement Plan
- H. Request approval to join Region 16 Education Service Center TexBuy Purchasing Cooperative
- I. Acceptance of Donation
- 10. BOARD DISCUSSION
 - A. Upcoming Events
 - B. Training and Event Recaps
- 11. SUPERINTENDENT'S REPORT
 - A. Monthly Financials
 - B. Quarter 1 Investment Report
 - C. Child Nutrition - Department Efficiency Report
- 12. **ADJOURN at 9:41 PM.**

Robert Riggs, Board of Trustees President

Date

Dr. Keisha Lankford, Board of Trustees Secretary

Date

8.B. Employment Retirements Resignations Terminations

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

Meeting Date: December 13, 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.

New Hires Nov. 1-30, 2021

Name	Position	Campus	Hire Date
DIAZ CHEVEREZ, LUIS J	PROFESSIONAL - CERTIFIED	001 CEDAR HILL HIGH	11/15/2021
HUTCHINSON, CHRISTOPHER ALLEN	TEACHER	042 BESSIE COLEMAN MIDDLE	11/15/2021
REID, LASHONDA NICOLE	ADMINISTRATOR - PRINCIPAL	001 CEDAR HILL HIGH	11/08/2021
SIMMONS, SHAEA CIMONE	PROFESSIONAL - CERTIFIED	999 SPECIAL EDUCATION	11/08/2021
SMITH, CHELCIE MELISSA	TEACHER	108 LAKE RIDGE ELEMENTARY	11/08/2021

Resignations, Terminations, and Retirements Nov. 1-30, 2021

Name	Position	Campus	Effective	Reason
JOHNSON, KIMBERLEY DAWN	TEACHR SEC 10SE	107 WATERFORD OAKS ELEMENTARY	11/04/2021	DEATH
ANORUIGWE, MONICA NNEKA	PROFESSIONAL	999 SPECIAL EDUCATION	11/26/2021	HEALTH OR FAMILY CIRCUMSTANCES
JUSTICE-VAN-DYCK, ALISA ANN	TEACHER	105 HIGHLANDS ELEMENTARY	11/29/2021	HEALTH OR FAMILY CIRCUMSTANCES

8.C. 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: December 13, 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. December'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

	Discount School Supply	MasteryPrep	RALLY! Education
	20 Ryan Ranch Rd, Ste. 200	7117 Florida Blvd.	22 Railroad Avenue
	Monterey, CA 93940	Baton Rouge, LA 70806	Glen Head, NY 11545
Product/Service Provided	Childcare Programs, Educational Supplies, Office Furniture	CCMR Resources/Services, STAAR Resources & Services	Instructional and Assessment Materials for TEKS and STAAR
Minimum Order	No	No	No
Accepts Pos	Yes	Yes	Yes
Discount	Per order by request of Contract ID	Discount based on quantity	25% + free shipping and handling
Consultant/PD Fees	N/A	Depends on Service	N/A
Shipping	Yes	Yes	No
HUB	No	No	No
EDGAR	Yes	Yes	Yes
EPCNT/CTPA	Yes	Yes	Yes
All Required Forms Completed, Signed and Returned	Yes	Yes	Yes
Email	bids@discountschoolsupply.com	dustin@masteryprep.com	fran@rallyeducation.com

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

	Really Good Stuff, LLC		
	5 Research Dr., Ste. 150		
	Shelton, CT 06484		
Product/Service Provided	Early Childhood and PK-8 Educational Supplies, Classroom and Office Furniture		
Minimum Order	No		
Accepts Pos	Yes		
Discount	Per order by request of Contract ID		
Consultant/PD Fees	N/A		
Shipping	Yes		
HUB	No		
EDGAR	Yes		
EPCNT/CTPA	Yes		
All Required Forms Completed, Signed and Returned	Yes		
Email	bidsupport@reallygoodstuff.com		

8.D. Dallas County Appraisal District Rep



Dallas Central Appraisal District

Date: October 28, 2021

To: Robert Riggs, President, Cedar Hill ISD

From: W. Kenneth Nolan, Executive Director/Chief Appraiser

Re: Election of Suburban School Districts' Representative to Dallas Central Appraisal District Board of Directors

In accordance with state law, the nomination process for persons to serve on the Dallas Central Appraisal District Board of Directors has been completed. By state law, your agency is required to vote by official ballot resolution, which is enclosed. **You must do so no later than December 17, 2021. If your entity chooses to abstain from voting, please notify me in writing.**

The nominees are as follows. Also included are the names of the nominating school districts.

Nominee	Entity(s) Nominating
Ms. Cassandra Phillips	Duncanville ISD

We have included the nominee bio. If you have questions concerning the candidates please contact the entities who nominated them.

Please act on this election process by official ballot resolution and return the ballot resolution to my office in the enclosed envelope by December 17, 2021. **The 1979 resolution adopted by the taxing units participating in Dallas Central Appraisal District, which governs board elections, requires that a candidate receive a majority of the votes in order to be elected to the Board of Directors. Therefore it is imperative that your taxing unit cast its vote before the December 17, 2021 deadline.**

WKN/arg

Enclosure (Nominee Bio/Official Ballot Resolution/Return Envelope)

cc: Dr. Gerald Hudson, Superintendent, Cedar Hill ISD
Gilberto Prado, CFO
Carla Settle, Exec. Dir Bus Svcs.

Cassandra Phillips

I am a Texas REALTOR® with connections across the nation! Licensed since 2001, I've learned that success comes when we have integrity, are ambitious, competent and uncomfortable. As a mother of four and grandmother of two, I am committed to family and building stronger communities through home-ownership.

Some facts about me:

My first Real Estate transaction was a referral.

In my free time, I enjoy cycling, hiking, reading, traveling, roller skating, family time and dancing.

My most productive time of the day is very early in the morning before anyone else is awake.

The best advice I've ever received is... treat people the way you want to be treated.

I absolutely LOVE Referrals!!!

Career History & Awards

2001 Became a licensed REALTOR® in Texas

2001 Joined the National Association of REALTORS® (NAR), Texas Association of REALTORS® (TAR) and Greater Dallas Association of REALTORS® (GDAR) currently known as dfwREALTORS.com MetroTex Association of REALTORS®

2003 Became a licensed Texas Loan Officer

2003 Joined SW Dallas Chapter of Women's Council of REALTORS

2004 Attained Accredited Buyer Representative (ABR) Designation

2005 Attained e-PRO Certification

2005 Attained Texas Real Estate Broker license

2005 Established Phillips Price Realty

2005 Nominated for Duncanville Chamber New Member of the Year

2006 VP of Membership, Women's Council of REALTORS®(WCR) ~ SW Dallas County Chapter

2006 Received REALTOR® of The Year Award for SW Dallas County Chapter of Women's Council of REALTORS®

2006 Duncanville MLS (Multiple Listing Service) Representative

2006 Nominated for Duncanville Chamber Taking Care of Business Award

2006-2009 Served on the Board of Directors for the Duncanville Chamber of Commerce

2007-2008 Member of the Dallas Black Chamber of Commerce

2008 Local Chapter President for the SW Dallas County Chapter of Women's Council of REALTORS®

2008 PTA President, Bilhartz Elementary

2008 Merchandise Coordinator, Duncanville H.S. Football Booster Club

2009-2010 Interviewed and Selected to participate in Leadership Class 19, dfwREALTORS.com MetroTex Association of REALTORS®

2009 Attained the Short Sale and Foreclosure (SFR) certification

2010 Graduate of the dfwREALTORS.com MetroTex Association of REALTORS® Leadership Academy Class 19

2010 & 2011 Serving on dfwREALTORS.com MetroTex Association of REALTORS® Regional Advisory Committee as an Advisory Member

2011 Local Chapter President of the SW Dallas County Chapter Women's Council of REALTORS® (WCR)

2011 Became an approved Mandatory Continuing Education (MCE) Instructor with Texas Real Estate Commission (TREC)

2011-2012 Member of the Greater Southwest Black Chamber of Commerce

Current and active member of the Duncanville Chamber of Commerce

2012 Graduated from the University of Texas at Arlington, B.B.S

2013 Member of the National Association of Hispanic Real Estate Professionals (NAHREP)

2014- Present Member of the SW Dallas County Chapter of Women's Council of REALTORS®

2017 Elected Duncanville ISD School Board Trustee Place 5

2019 Elected to Dallas Central Appraisal District Board - Suburban Schools

2020 Elected to a second term as a Duncanville ISD Board of Trustees Place 5

RESOLUTION NO. _____

A RESOLUTION OF THE _____ INDEPENDENT SCHOOL DISTRICT CASTING ITS VOTE FOR THE FIFTH MEMBER OF THE BOARD OF DIRECTORS OF THE DALLAS CENTRAL APPRAISAL DISTRICT.

WHEREAS, Dallas County eligible taxing entities have expressed and approved an option which allows for representation to the Appraisal District Board of Directors (in accordance with Section 6.03 of the Texas Property Tax Code) as follows:

1. The City of Dallas shall appoint one (1) member to the Board.
2. The Dallas Independent School District shall appoint one (1) member to the Board.
3. The Dallas County Commissioners Court shall appoint one (1) member to the Board. The member appointed by the Dallas County Commissioners Court shall not be a resident of either the City of Dallas or the Dallas Independent School District.
4. Each of the incorporated cities and towns, except for the City of Dallas, shall have the right to nominate by an official resolution one (1) candidate as the fourth member of the Board of Directors. The said cities and towns shall, from the nominations received, elect by a majority vote, with each city and town being entitled to one (1) vote, the fourth member of the Board of Directors.
5. Each of the School Districts, and the Dallas County Community College District, except the Dallas Independent School District, shall have the right to nominate by an official resolution one (1) candidate as the fifth member of the Board of Directors. The said school districts shall, from the nominations received, elect by a majority vote, with each school district and the community college district being entitled to one (1) vote, the fifth member of the Board of Directors.

The votes required for election to the Board of Directors in 4 and 5 hereof shall be by a majority of those authorized to vote in 4 and 5 respectively and not by a majority of the quorum, and

WHEREAS, the _____ Independent School District does hereby cast its vote by marking the ballot below:
(Check one only)

Cassandra Phillips

NOW, THEREFORE BE IT RESOLVED that the Board of Trustees of the _____ Independent School District/ Community College District does hereby confirm its one (1) vote for the election of _____ as the suburban school districts' representative to the Board of Directors of the Dallas Central Appraisal District.

PASSED AND APPROVED, this the _____ day of _____, 2021.

PRESIDENT, BOARD OF TRUSTEES

ATTEST: _____
SECRETARY, BOARD OF TRUSTEES

SEAL:

8.E. Budget Amendment

Cedar Hill Independent School District
BOARD OF TRUSTEES

Meeting Date: December 13, 2021
Presented by: Dr. Gerald Hudson, Superintendent of Schools
Subject: Budget Amendment #4 – 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. *Reclassify budget for testing expenditures from function 11 to function 31*

RECOMMENDATION:

Administration recommends approval of the General Fund Budget Amendment #4 as presented in the attached supporting document.

BOARD ACTION REQUIRED:

Motion to approve General Fund Budget Amendment #4 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 # 4
December 13, 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	25,729,828			\$ 25,729,828
5900	Federal Program Revenues	700,000	700,000			\$ 700,000
	Other Financing Sources					
	Budgeted Revenue	\$ 67,408,621	\$ 68,013,112	\$ -	\$ -	\$ 68,013,112

11	Instruction	\$ 35,303,427	\$ 35,303,427	(83,500)		\$ 35,219,927
12	Instructional Resources & Media Services	760,393	760,393	-		\$ 760,393
13	Curriculum Dev & Instructional Staff Dev	1,194,908	1,194,908	-		\$ 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	83,500		\$ 2,660,412
33	Health Services	793,022	793,022	-		\$ 793,022
34	Student (Pupil) Transportation	3,866,030	4,419,365	-		\$ 4,419,365
35	Food Services	12,150	12,150	-		\$ 12,150
36	Extracurricular Activities	1,923,034	1,923,034	-		\$ 1,923,034
41	General Administration	3,679,125	3,729,125	-		\$ 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	\$ 68,496,939	\$ -	\$ -	\$ 68,496,939
	Net Revenue & Expenses	\$ (344,983)	\$ (483,827)	\$ -	\$ -	\$ (483,827)
	Other Resources	\$ -	\$ -			\$ -
	Other Uses	\$ -	\$ 979,491			\$ 979,491
	Net of Other Resources and Other Uses	\$ -	\$ 979,491			\$ 979,491
	Net effect to Fund Balance	\$ (344,983)	\$ (1,463,318)	\$ -	\$ -	\$ (1,463,318)

	FY21 Audit Balances	Projected FY22 Ending Balance
<i>Effect on Committed Fund Balance</i>	\$ -	\$ -
<i>Effect on Unassigned Fund Balance</i>	\$ 20,178,177	\$ 18,714,859
	<u>\$ 20,178,177</u>	<u>\$ 18,714,859</u>

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

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

Meeting Date: December 13, 2021

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Resolution to Discontinue Participation with TRS-ActiveCare effective September 1, 2022

Consent

BACKGROUND INFORMATION:

The requirements of Texas Senate Bill 1444 as passed by the 87th legislative session states;

- School districts cannot offer alternative medical healthcare plans alongside TRS ActiveCare for a plan year “on or beginning” after September 1, 2022

- Districts can choose to leave TRS-ActiveCare starting 9/1/2022
 - Districts must notify TRS-ActiveCare by December 31, 2021 for the plan year effective September 1, 2022
 - Districts must remain out of TRS-ActiveCare for five years

Cedar Hill ISD currently participates in TRS-ActiveCare and offers an alternative plan through Texas State Health Benefit Plan(TSHBP) for all employees. Administration proposes to discontinue participation with TRS-ActiveCare effective September 1, 2022.

RECOMMENDATION:

Administration recommends approval to discontinue participation with TRS–ActiveCare effective September 1, 2022.

BOARD ACTION REQUIRED:

Motion to approve to discontinue participation with TRS-ActiveCare effective September 1, 2022.

POLICY AUTHORIZATION:

N/A

CONTACT PERSON:

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

FUNDING SOURCE:

None

ENCLOSURES:

Attached

**RESOLUTION OF THE CEDAR HILL ISD BOARD OF TRUSTEES TO
DISCONTINUE PARTICIPATION WITH TRS-ACTIVECARE**

WHEREAS, the Texas legislature passed Senate Bill 1444 (SB 1444) providing TRS-ActiveCare employers more flexibility in selecting health coverage for their employees;

WHEREAS, SB 1444, permits current TRS-ActiveCare employers to leave TRS-ActiveCare by notifying TRS of the employer's intent to leave TRS-ActiveCare on or before December 31st of the year before the plan year they intend to leave the plan;

WHEREAS, Senate Bill 1444, requires a current TRS-ActiveCare employer who leaves TRS-ActiveCare to remain out of TRS-ActiveCare for at least a five-year period before they may elect to rejoin TRSActiveCare;

WHEREAS, TRS has stated to leave TRS-ActiveCare the TRS-ActiveCare employer must report their intent through the Reporting Entity Portal and submit a Notice of Election to Discontinue Form which contains the district's reporting entity number and support from the entity's governing body through a board resolution or meeting minutes to TRS-ActiveCareAdmin@trs.texas.gov; and

WHEREAS, the Board of Trustees has determined it is in the district's and employees' best interest to leave TRS-ActiveCare effective September 1, 2022.

NOW, THEREFORE, BE IT RESOLVED the Board of Trustees of reporting entity number 057904, approves discontinuing participation with TRS-ActiveCare effective September 1, 2022. The Board of Trustees instructs staff to provide notice to TRS accordingly.

A motion was made and the that trustees approved the resolution. Motion carried.

The authority granted by this resolution is effective until the Board revokes such authority by further action.

**PASSED, APPROVED and ADOPTED BY THE BOARD OF TRUSTEES OF THE
CEDAR HILL INDEPENDENT SCHOOL DISTRICT, DALLAS COUNTY, TEXAS, on
the 13th day of December, 2021.**

CEDAR HILL INDEPENDENT SCHOOL DISTRICT

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

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

8.G. Proposal - Custodial Hourly Rate Increase

Cedar Hill Independent School District
BOARD OF TRUSTEES

Meeting Date: December 13, 2021
Presented by: Dr. Gerald Hudson, Superintendent of Schools
Subject: Proposal - Custodial Hourly Rate Increase

Consent Agenda

SUPERINTENDENT CONSTRAINT:

- Shall not make budget decisions that increase taxes

BACKGROUND INFORMATION:

Custodial hiring has been at a standstill for several months. The Human Resources Department has not had much success in recruiting candidates. Cedar Hill ISD is currently experiencing about a 22 percent vacancy ratio in custodial staffing. Challenges in recruiting and a non-existent applicant pool is attributed to a tight labor market and low wages. Administration is recommending an increase in the starting minimum hourly rate from \$11.17 to \$15.00. The budget impact is approximately \$296,465 and will be absorbed by salary savings as a result of the high vacancy ratio. If the district achieves success in recruiting and filling all vacant custodial positions, a budget amendment may be necessary. Custodial salary expenditures will be monitored on a monthly basis and business staff will determine whether a budget amendment will be necessary and will submit for board approval.

The hourly rate increase will impact all custodial staff and provide a minimum of a 15 percent salary increase. New rates will be effective January, 2022.

RECOMMENDATION:

Administration recommends approval of the custodial hourly rate increase from \$11.17 to \$15.00, effective January, 2022.

BOARD ACTION REQUIRED:

Motion to approve the minimum hourly custodial rate from \$11.17 to 15.00 an hour, effective January, 2022.

POLICY AUTHORIZATION:

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

CONTACT PERSON(S):

Gilberto Prado, Chief Financial Officer
Dr. Violet Dean, Assistant Superintendent Human Resources

Funding Source:

General Fund (199)

ENCLOSURES:

Attached

8.H. Donation

Cedar Hill Independent School District
BOARD OF TRUSTEES

Meeting Date: December 13, 2021
Presented by: Dr. Gerald Hudson, Superintendent of Schools
Subject: Acceptance of Donation – Crescent Systems Inc.

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 Crescent Systems Inc., Cedar Hill Independent School District is gifted funds designated to promote and support STEM learning experiences and activities.

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



Cedar Hill Independent School District Intent to Accept Form

Cedar Hill Independent School District is a public school district and is a political subdivision of the State of Texas. The District is not a tax exempt entity under the Internal Revenue Service (IRS) Code Section 501(c) (3). However the District is considered a tax-exempt organization that may receive charitable contributions according to the IRS Code Section 170(c) (1). This section states that a charitable contribution means a contribution or gift to "any political subdivision ... if the contribution or gift is made for exclusively public purposes."

The District may receive charitable contributions if they are for public purposes, such as benefiting a group and not an individual. Contributions may be made to the District, campus, department, group or club, and be tax deductible. **Please note, contributions made to various parent or community organizations, such as PTA's and Booster Clubs, are not contributions to the District.** This form will serve as your receipt for tax purposes and certifies that that you did not receive any goods or services in exchange for your donation. *All checks to be made payable to: Cedar Hill ISD*

Cedar Hill Independent School District greatly appreciates the support of:

Name of Donor (Company or Individual): Crescent Systems Inc.
Donor's Address: 1155 E. Collins Blvd Richardson TX 75081
Donor's E-mail: gaylered@csitx.com
Donor's Phone Number: 972-467-9302

Description/Amount of Donation: \$5,000
To promote and support STEM learning experiences and activities.

Gayle Red/Owner, Crescent Systems Inc. Gayle Red 6 Dec 2021
[Print name and title of Donor] [Signature] [Date]

<u>Administrative Office Use Only</u>	
Superintendent Approval for all donations \$5,000 or less:	
_____ Signature of Superintendent	_____ Date
Board of Trustees Approval for all donations more than \$5,000:	
_____ Signature of President of Board of Trustees	_____ Date

Thank you for caring and helping promote the vision we have for our students and community!

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

**Cedar Hill Independent School District
Financial Report Month Ending October 31, 2021**



2021-2022 Fiscal Year

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**CEDAR HILL INDEPENDENT SCHOOL DISTRICT
2021-2022 FISCAL YEAR BOARD-APPROVED BUDGETS
FOR THE FOUR MONTHS ENDING OCTOBER 31, 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	25,729,828	24,000	24,000	289,207	289,207	25,438,544	26,043,035
Federal Program Revenues	700,000	700,000	3,551,653	3,551,653	-	375,000	4,251,653	4,626,653
Other Financing Sources	-	-	-	-	-	-	-	-
Total Revenues	\$ 67,408,621	\$ 68,013,112	\$ 4,375,921	\$ 4,375,921	\$ 14,844,723	\$ 15,219,723	\$ 86,629,265	\$ 87,608,756
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	3,729,125	-	-	-	-	3,679,125	3,729,125
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	-	-	11,226,056	10,851,056	11,429,056	11,054,056
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	\$ 68,496,939	\$ 4,304,789	\$ 4,304,789	\$ 11,226,056	\$ 10,851,056	\$ 83,284,449	\$ 83,652,784
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	7,113,699	3,265,861	3,266,861	-	-	10,030,169	10,380,560
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	10,162,598	10,537,598	10,162,598
65XX - Other Debt Serv Fees	203,000	203,000	-	-	30,000	30,000	233,000	233,000
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	\$ 68,496,939	\$ 4,304,789	\$ 4,304,789	\$ 11,226,056	\$ 10,851,056	\$ 83,284,449	\$ 83,652,784
Excess (Deficiency) of Revenues Over Expenditures	\$ (344,983)	\$ (1,463,318)	\$ 71,132	\$ 71,132	\$ 3,618,667	\$ 4,368,667	\$ 3,344,816	\$ 3,955,972

**CEDAR HILL INDEPENDENT SCHOOL DISTRICT
(UNAUDITED) STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
GENERAL OPERATING FUND (199)
FOR THE FOUR MONTHS ENDING OCTOBER 31, 2021**



	CURRENT YEAR 2021-2022					PRIOR YEAR 2020-2021				
	Original Budget	Amended Budget	October 2021	Actual Year to Date	Actual to Budget	Original Budget	Amended Budget	October 2020	Actual Year to Date	Actual to Budget
REVENUES:										
Local and Intermediate Sources	41,583,284	41,583,284	1,120,333	1,445,737	3.48%	38,860,349	38,860,349	987,031	1,402,183	3.61%
State Program Revenues	25,125,337	25,729,828	3,482,520	8,287,583	32.21%	26,614,671	26,614,671	4,442,975	14,032,519	52.72%
Federal Program Revenues	700,000	700,000	28,633	77,509	11.07%	600,000	600,000	5,813	21,040	3.51%
Other Financing Sources	-	-	-	-	0.00%	-	-	-	-	0.00%
Total revenues	\$ 67,408,621	\$ 68,013,112	\$ 4,631,486	\$ 9,810,829	14.42%	\$ 66,075,020	\$ 66,075,020	\$ 5,435,819	\$ 15,455,742	23.39%
EXPENDITURE SUMMARY BY FUNCTION:										
11 - Instruction	35,303,427	35,303,427	2,933,323	11,990,124	33.96%	35,917,795	36,408,766	2,984,929	11,682,278	32.09%
12 - Instructional Resources and Media Services	760,393	760,393	52,003	227,689	29.94%	707,799	707,799	53,570	229,113	32.37%
13 - Curriculum and Instructional Staff Development	1,194,908	1,194,908	107,825	337,477	28.24%	1,167,536	1,209,567	84,543	396,372	32.77%
21 - Instructional Leadership	892,491	892,491	78,138	306,919	34.39%	958,669	958,669	85,108	316,415	33.01%
23 - School Leadership	4,589,404	4,589,404	363,524	1,443,712	31.46%	4,365,932	4,365,932	341,258	1,384,576	31.71%
31 - Guidance, Counseling and Evaluation	2,576,912	2,576,912	215,294	848,909	32.94%	2,505,006	2,505,006	193,015	804,582	32.12%
33 - Health Services	793,022	793,022	55,510	224,516	28.31%	744,683	744,683	67,388	267,778	35.96%
34 - Student Transportation	3,866,030	4,419,365	339,654	2,011,537	45.52%	3,399,872	3,399,872	172,806	330,691	9.73%
35- Food Service	12,150	12,150	-	2,108	17.35%	30,000	30,000	1,376	3,770	12.57%
36 - Curricular/Extra Curricular Activities	1,923,034	1,923,034	162,256	619,790	32.23%	2,036,873	2,054,833	132,826	484,671	23.59%
41 - General Administration	3,679,125	3,729,125	261,213	1,112,977	29.85%	3,384,172	3,384,172	245,060	991,509	29.30%
51 - Plant Maintenance and Facility Services	8,169,693	8,309,693	550,857	2,939,725	35.38%	8,025,167	8,025,167	505,532	2,681,560	33.41%
52 - Security and Monitoring Services	1,574,911	1,574,911	138,366	524,814	33.32%	1,626,351	1,626,351	107,713	424,288	26.09%
53 - Data Processing Services	1,680,725	1,680,725	126,531	747,411	44.47%	1,283,616	1,344,096	104,315	611,332	45.48%
61 - Community Services	195,861	195,861	14,558	61,043	31.17%	182,741	182,741	13,529	54,024	29.56%
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	3,000	3,000	15.00%	20,000	20,000	342	16,908	84.54%
99 - Other Intergovernmental Charges	165,000	165,000	-	41,901	25.39%	165,000	165,000	-	41,228	24.99%
Other Financing Uses	-	979,491	-	-	-	-	-	-	-	-
Total expenditures	\$ 67,753,604	\$ 69,476,430	\$ 5,402,053	\$ 23,494,146	33.82%	\$ 66,877,730	\$ 67,489,172	\$ 5,093,310	\$ 20,771,588	30.78%
EXPENDITURE SUMMARY BY OBJECT:										
61XX - Payroll Cost	55,484,529	54,906,105	4,537,900	18,231,104	33.20%	54,323,283	54,128,118	4,253,334	17,278,480	31.92%
62XX - Professional and Contracted Services	6,764,308	7,113,699	558,491	2,257,021	31.73%	7,630,778	8,261,512	531,499	1,943,200	23.52%
63XX - Supplies and Materials	2,921,612	2,996,512	256,586	798,722	26.66%	2,922,286	3,184,847	243,014	685,284	21.52%
64XX - Other Operating Expenses	1,892,155	2,123,406	35,945	1,060,395	49.94%	1,786,383	1,654,795	26,401	775,069	46.84%
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	13,131	1,096,411	94.99%	12,000	56,900	39,062	39,062	68.65%
89XX - Other Uses	-	979,491	-	-	0.00%	-	-	-	-	0.00%
Total expenditures	\$ 67,753,604	\$ 69,476,430	\$ 5,402,053	\$ 23,494,146	33.82%	\$ 66,877,730	\$ 67,489,172	\$ 5,093,310	\$ 20,771,588	30.78%
Excess (Deficiency) of Revenues Over Expenditures	\$ (344,983)	\$ (1,463,318)	\$ (770,566)	\$ (13,683,316)		\$ (802,710)	\$ (1,414,152)	\$ 342,509	\$ (5,315,846)	

**CEDAR HILL INDEPENDENT SCHOOL DISTRICT
(UNAUDITED) STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
CHILD NUTRITION FUND (240)
FOR THE FOUR MONTHS ENDING OCTOBER 31, 2021**



	CURRENT YEAR 2021-2022					PRIOR YEAR 2020-2021				
	Original Budget	Amended Budget	October 2021	Actual Year to Date	Actual to Budget	Original Budget	Amended Budget	October 2020	Actual Year to Date	Actual to Budget
REVENUES:										
Local and Intermediate Sources	800,268	800,268	27,671	83,926	10.49%	867,024	867,024	5,912	31,566	3.64%
State Program Revenues	24,000	24,000	-	-	0.00%	24,000	24,000	-	-	0.00%
Federal Program Revenues	3,551,653	3,551,653	538,345	1,009,424	28.42%	3,598,399	3,598,399	153,614	322,502	8.96%
Other Financing Sources	-	-	-	-	0.00%	-	-	-	-	0.00%
Total revenues	\$ 4,375,921	\$ 4,375,921	\$ 566,016	\$ 1,093,350	24.99%	\$ 4,489,423	\$ 4,489,423	\$ 159,526	\$ 354,068	7.89%
EXPENDITURE SUMMARY BY FUNCTION:										
35 - Child Nutrition/Food Service	4,304,789	4,304,789	475,800	1,598,183	37.13%	4,489,423	4,489,423	129,532	483,677	10.77%
51 - Plant Maintenance and Facility Services	-	-	-	-	0.00%	250,000	250,000	-	-	0.00%
Total expenditures	\$ 4,304,789	\$ 4,304,789	\$ 475,800	\$ 1,598,183	37.13%	\$ 4,739,423	\$ 4,739,423	\$ 129,532	\$ 483,677	10.21%
EXPENDITURE SUMMARY BY OBJECT:										
61XX - Payroll Cost	477,000	477,000	43,277	141,664	29.70%	477,000	477,000	36,506	115,966	24.31%
62XX - Professional and Contracted Services	3,265,861	3,266,861	366,715	1,229,772	37.64%	3,607,423	3,607,423	-	165,192	4.58%
63XX - Supplies and Materials	439,928	438,928	62,657	223,595	50.94%	355,000	355,000	92,613	185,192	52.17%
64XX - Other Operating Expenses	22,000	22,000	3,152	3,152	0.00%	-	-	413	413	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	\$ 475,800	\$ 1,598,183	37.13%	\$ 4,739,423	\$ 4,739,423	\$ 129,532	\$ 483,677	10.21%
Excess (Deficiency) of Revenues Over Expenditures	\$ 71,132	\$ 71,132	\$ 90,216	\$ (504,833)		\$ (250,000)	\$ (250,000)	\$ 29,994	\$ (129,609)	

**CEDAR HILL INDEPENDENT SCHOOL DISTRICT
(UNAUDITED) STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
DEBT SERVICE FUND (599)
FOR THE FOUR MONTHS ENDING OCTOBER 31, 2021**



	CURRENT YEAR 2021-2022					PRIOR YEAR 2020-2021				
	Original Budget	Amended Budget	October 2021	Actual Year to Date	Actual to Budget	Original Budget	Amended Budget	October 2020	Actual Year to Date	Actual to Budget
REVENUES:										
Local and Intermediate Sources	14,555,516	14,555,516	385,462	464,696	3.19%	13,621,566	13,621,566	454,967	576,018	4.23%
State Program Revenues	289,207	289,207	-	-	0.00%	314,215	314,215	-	-	0.00%
Federal Program Revenues	-	375,000	-	176,617	-	-	-	-	-	-
Other Financing Sources	-	-	-	-	0.00%	-	-	-	-	0.00%
Total revenues	\$ 14,844,723	\$ 15,219,723	\$ 385,462	\$ 641,313	4.21%	\$ 13,935,781	\$ 13,935,781	\$ 454,967	\$ 576,018	4.13%
EXPENDITURE SUMMARY BY FUNCTION:										
71 - Debt Service Cost	11,226,056	10,851,056	11,290	6,640,166	61.19%	12,644,238	12,644,238	13,560	6,632,986	52.46%
Other Financing Uses	-	-	-	-	0.00%	-	-	-	-	0.00%
Total expenditures	\$ 11,226,056	\$ 10,851,056	\$ 11,290	\$ 6,640,166	61.19%	\$ 12,644,238	\$ 12,644,238	\$ 13,560	\$ 6,632,986	52.46%
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	10,162,598	-	6,404,915	63.02%	11,170,451	11,170,451	-	6,312,719	56.51%
6599 - Other Debt Serv Fees	30,000	30,000	11,290	12,140	40.47%	25,000	25,000	13,560	13,560	54.24%
	-	-	-	-	0.00%	-	-	-	-	0.00%
Total expenditures	\$ 11,226,056	\$ 10,851,056	\$ 11,290	\$ 6,640,166	61.19%	\$ 12,644,238	\$ 12,644,238	\$ 13,560	\$ 6,632,986	52.46%
Excess (Deficiency) of Revenues Over Expenditures	\$ 3,618,667	\$ 4,368,667	\$ 374,172	\$ (5,998,853)		\$ 1,291,543	\$ 1,291,543	\$ 441,407	\$ (6,056,968)	

10.B. CTE Efficiency Report



CEDAR HILL ISD

DEPARTMENT EFFICIENCY REPORT

DEPARTMENT: Career and Technical Education - Innovation Department

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

EXECUTIVE SUMMARY:

The Cedar Hill CTE program is designed to foster a career-oriented education for all scholars in Cedar Hill ISD. Career and Technical Education (CTE) is a program focused on providing scholars with a rigorous education that will prepare scholars for college and a career. Cedar Hill ISD offers career-oriented classes for all scholars in all secondary grade levels. Cedar Hill wants all scholars to have the opportunity to explore career pathways and earn industry-ready certifications to enter the ever-changing workforce following their high school graduation. Scholars have access to exploring many of the CTE Career Clusters and Endorsements, making it possible for them to choose an academic pathway that links their high school education with their area of interest.

AWARDS/RECOGNITIONS & PRESENTATIONS

Cedar Hill High School 2020 - 2021 Teacher of the Year - Mr. Aaron Kennedy

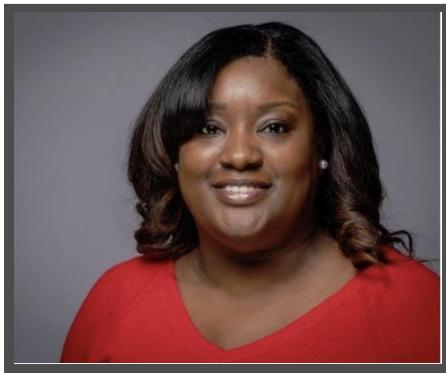
Cedar Hill High School 2021 - 2021 Rookie Teacher of the Year - Mrs. Nicole Young

Cedar Hill Collegiate High School 2020 - 2021 Teacher of the Year - Ms. Stephanie Burnam

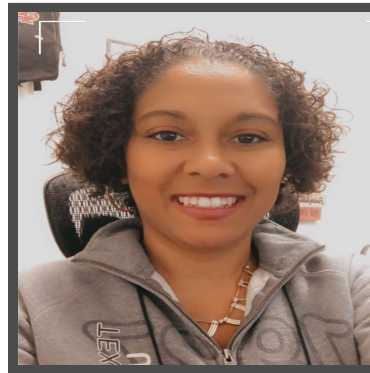
“ONE THING”

Ensure 70% of scholars enrolled in a Practicum and/or Level 4 CTE course receive an industry certification upon high school graduation.

DEPARTMENT STAFFING



Tyesha Smith-Lowe
Executive Director of Innovation



Natalie Garrett
Innovation Coordinator



Sonja White
Administrative Assistant

CTE Teachers at Bessie Coleman Middle School: 6

CTE Teachers at Permenter Middle School: 6

CTE Teachers at Collegiate Academy/High School: 2

CTE Teachers at Cedar Hill High School: 24

DEPARTMENT FUNCTIONS

- Develops, implements, monitors and revises curriculum for CTE education (grades 6-12).
- Manages and guides the selection and inventory of textbooks, hardware, software, and other teaching materials for the CTE program.
- Coordinates cooperative education programs in business and marketing instructional areas.
- Assists in the development and implementation of school division and regional CTE initiatives by providing leadership in support of secondary success initiatives, specifically in the areas of dual enrollment articulation and career pathways.
- Leads and manages industry certifications, to include ordering, disseminating, analyzing, and reporting
- Indirectly supervises CTE teachers and monitors instruction in CTE classrooms through school visits and classroom observations on a regular basis to ensure consistency of content and effectiveness of instructional delivery.
- Works collaboratively with building administrators during evaluation processes

ANNUAL BUDGET

Program Intent Code 22 Allotment: \$6,422,203 based on ADA

District Spending Requirement on Direct Costs: 55% (\$3,532,211.65)

Program Intent Code 22 2021 - 2022 Allocation			
Function	Code	Description	Amount
11	6100	Payroll	\$ 2,000,000
11	6269	Rental-Op-Lease	\$ 8,000
11	6299	Consulting Services	\$ 72,5000
11	6321	Textbooks	\$ 1,000
11	6399	Instructional Materials	\$ 19,300
13	6411	Teacher Travel	\$ 11,000
11	6412	Student Travel	\$ 76,570
11	6426	Insurance	\$ 1,600
21	6495	Membership	\$ 800
36	6499	Miscellaneous	\$ 18,416

Perkins V: Strengthening CTE for 21st Century Grant: \$99,268

Perkins V: Strengthening CTE for 21st Century 2021 - 2022			
Function	Code	Description	Amount
11	6100	Payroll Costs	\$ 10,000
11	6223	Tuition	\$ 9,500
11	6291	Contracted Services	\$ 2,500
11	6399	Technology	\$ 30,000
11	6399	Instructional Supplies	\$ 47,268

EFFECTIVENESS INDICATORS

Goal 1: Increase the percentage of scholars graduating CCMR from 53% to 75% by August 2024.

CHISD CTE Program of Study	Industry-Based Certification Offered
Arts, Audio/Video Technology, and Communications	Visual Design using Adobe Photoshop Adobe Certified Associate Graphic Design and Illustration using Adobe Illustrator 2019 Adobe Premiere
Business, Marketing, and Finance	Microsoft Office Specialist - Powerpoint Microsoft Office Specialist - Excel Microsoft Office Specialist - Word
Education & Training	Educational Aide I
Health Science	Pharmacy Technician Certified Nurse Aide/Assistant Patient Care Technician
Hospitality & Tourism	ServSafe Manager
Information Technology	CompTIA Network+
Law, Public Safety, Corrections & Security	Basic Structure Fire Protection Certification
Manufacturing	AWS D9.1 Sheet Metal Fillet Weld Certification AWS D1.1 Tack Welder Certification

	AWS D9.1 Sheet Metal Fillet Weld Certification O.S.H.A Workplace Certification Powered Industrial Truck (Forklift) License
Science, Technology, Engineering & Mathematics	AutoDesk Fusion 360 CompTIA A+ CCENT JAVA Programmer 7 AutoCAD

Goal 4: Increase the percentage of scholars participating in extra-curricular or co-curricular from 50% to 90% by August 2025.

Career and Technical Student Organizations (CTSO) enhance student learning through contextual instruction, leadership and personal development, applied learning and real world application. CTSO's help guide students in developing a career path, a program of study and provide opportunities in gaining the skills and abilities needed to be successful in those careers through CTSO activities, programs and competitive events.

CHISD CTE Program of Study	Career Technical Student Organization Offered
Arts, Audio/Video Technology & Communications	SkillsUSA - Television Production Teams of two contestants are required to plan and shoot a video (generally 30 seconds or one minute in length) on location to convey the "theme" of the event. Editing is done in the contest area with special emphasis on professional production of the video by industry standards, quality of audio and video, and adequate conveyance of the

	<p>“theme” to the viewer.</p> <p>SkillsUSA - Professional Communications (Job Interview) This contest is divided into three phases: completion of employment applications; preliminary interviews with receptionists; and, in-depth interviews. Contestants are evaluated on their understanding of employment procedures faced in applying for positions in the occupational areas in which they are training.</p>
<p>Business, Marketing, and Finance</p>	<p>DECA DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe.</p> <p>BPA The goal of the program is to provide all business students with the opportunity to demonstrate workplace skills learned through business education curricula. Students prepare for and compete in contests in over 90 categories, under six Assessment Areas including: finance, business administration, management information systems, digital communication & design and management, marketing and communications.</p>
<p>Education & Training</p>	<p>TAFE Contestants demonstrate their knowledge of developmentally appropriate practice and their ability to prepare and implement learning activities for children three to five years old. Contestants will prepare a written lesson plan and take a written test assessing their knowledge of child development and effective teaching strategies. They will demonstrate their understanding of the unique age-related learning characteristics</p>

	of young children and the relevant social interactions as they implement the lesson.
Health Science	<p>HOSA</p> <p>Competitive events cover a wide range of learning outcomes. Learning starts in the classroom where students are introduced to all aspects of health care. HOSA gives students have an opportunity to select a specific area of study and then expand his/her learning in a specialty area. Content knowledge is as important as skill development, and in all of HOSA's regular skill events, HOSA members take a written test of content knowledge before advancing to the skill demonstration part of the event.</p>
Hospitality & Tourism	<p>SkillsUSA - Culinary Arts</p> <p>The competition will encompass both hot and cold food preparation and presentation. Contestants will demonstrate their knowledge and skills through the production of a four-course menu in a full-day competition. The contestants are evaluated on organization, knife skills, cooking techniques, creative presentation, sanitation and food safety techniques, and above all, the quality and flavor of their prepared items.</p>
Information Technology	<p>SkillsUSA - Information Technology</p> <p>Contestants compete in modules designed to test their knowledge as an IT service professional. The contest will challenge contestants to correct end-user computing issues, configure and secure networks, manage virtual machines, navigate and modify Windows registry, deploy operating systems, leverage troubleshooting software and tools, identify virus and malware origins, work with mobile devices, and proficiently use command line interfaces.</p>
Law, Public Safety, Corrections	<p>SkillsUSA - Crime Scene Investigation</p>

<p>& Security</p>	<p>Contestants will be directed to the crime scene and briefed as to the situation. The three-person team will process the crime scene. They will legally search for, properly collect and remove evidence of the crime. One member of the team will be required to lift a latent fingerprint from a pre-selected item of evidence. After the scene has been processed, the contestants will write their report, draw the crime scene sketch and mark their evidence.</p>
<p>Manufacturing</p>	<p>SkillsUSA - Welding Through a series of stations, contestants are tested on various aspects of welding: measuring weld replicas, using weld measuring gauges; laying out a plate and using oxy-acetylene equipment to cut several holes that are checked for accuracy and quality.</p>
<p>Science, Technology, Engineering & Mathematics</p>	<p>SkillsUSA - Engineering A team of three students demonstrates their ability to design an innovative engineering project and present those ideas along with a display and live model. During the presentation, students are judged on their performance as a professional team, presentation of their project to a panel of judges from the engineering field, their storyboard presentation model, and the overall effect of the presentation.</p>

DEPARTMENT CHALLENGES

CTE has an important role to play in the economic recovery and developing the post-pandemic workforce. This includes not only providing the education, training and reskilling opportunities that youth and adults will need for high-wage, high-skill and in-demand occupations and industries, but also helping learners develop the technical,

employability and academic skills that are important for increasingly technology-focused workplaces. The department's largest challenge is recalibrating education for the post-COVID-19 workforce. Local and regional economies have shifted, therefore, our department must realign programs of study to respond to these pandemic-related changes as well as to the long-term shifts toward remote work and automation that the virus accelerated. The CTE department is committed to working through these challenges through:

- consultation with employer and workforce partners on the most immediate, pressing labor market changes that resulted from the pandemic as well as potential mid- and long-term changes in occupations and skill needs.
- making changes to our CTE program of study offerings to reflect new information, taking care to exercise caution while the post-pandemic economy is still evolving, particularly with programs for younger scholars who have a longer educational outlook.
- continuing to build relationships across stakeholders to create a more coordinated system of career preparation and talent pipeline development in our region.

VISION FOR THE FUTURE

The future vision for the career and technical education program puts forth a bold vision for a cohesive, flexible, and responsive career preparation ecosystem that will close equity gaps in educational outcomes and workforce readiness, and leverage CTE as a catalyst for ensuring each learner can reach success in the career of their choice.

CHISD CTE is critical to ensuring that the district leads in the Dallas/Fort Worth metropolitan area.

- Launch a marketing and communications campaign to showcase district CTE's critical role in transforming the way education is delivered to all scholars, and to underscore the positive economic impact it provides for scholars and our state.

CTE actively partners with employers to design and provide high-quality, dynamic programs.

- Partner with business and industry organizations to develop and implement rigorous CTE programs of study that are aligned to state and national industry standards.

CTE prepares scholars to succeed in further education and careers.

- Aspire to have CTE be performance-based, student-centered programs that are delivered without regard to time or place, to the extent feasible without diminishing the quality of the program.
- Ensure each program of study is aligned to national industry-based certifications.

CTE is delivered through comprehensive programs of study aligned with The National Career Clusters framework.

- Encourage dual academic and technical certification of all teachers to support seamless and blended instruction.
- Support incentives for employers to provide work-based experiences and professional development opportunities for teachers so they are aware of and can incorporate the latest industry standards and technologies in their programs.

- 10.C. ESSER III Update
11. ADJOURN