Texas Education Agency
Standard Application System (SAS)

2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

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Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
Grant Period	February 1, 2017, to July 31, 2020, pending future federal allocations	
Application deadline:	5:00 p.m. Central Time, September 15, 2016	Place date stamp here
Submittal information:	**Three** complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#		Amendment #	
Texarkana ISD	019907	Westlawn Elementary			
Vendor ID #	ESC Region #			DUNS #	
756002579	8			09-896-7961	
Mailing address			City	State	ZIP Code
4241 Summerhill Road			Texarkana	TX	75503-

Primary Contact

First name	M.I.	Last name	Title	
Nanette		Power	Executive Director of Quality Assurance	
Telephone #		Email address	FAX #	
903-794-3651 x 1032		Nanette.power@txkisd.net	903-792-2632	

Secondary Contact

First name	M.I.	Last name	Title	
Christy		Tidwell	Coor. Of Professional Development and Continuous Improvement	
Telephone #		Email address	FAX #	
903-793-7561 x 1310		Christy.tidwell@txkisd.net	903-255-3280	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Paul	A	Norton	Superintendent
Telephone #		Email address	FAX #
903-794-3651		Paul.norton@txkisd.net	903-792-2632

Signature (blue ink preferred)   Date signed

9/28/2016

Only the legally responsible party may sign this application.

701-16-105-034

Schedule #1—General Information	
County-district number or vendor ID: 019907	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified**.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 019907	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
X	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 019907	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

| X | I certify my acceptance of and compliance with all program-specific provisions and assurances listed below. |

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant LEA and the eligible campus for which the application is being submitted. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 2. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it includes these terms in its contract or provisions. 3. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 4. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 5. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

7.	The LEA/campus provides assurance that if it selects to implement the **Transformation Model**, the campus will meet all of the following federal requirements:
	 1. Develop and increase teacher and school leader effectiveness.
	    (A) Replace the principal who led the school prior to commencement of the transformation model;
	    (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	       i. Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	       ii. Uses the definition of *student growth* as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

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iii. Are designed and developed with teacher and principal involvement;
    (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
    (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
    (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Deliver comprehensive instructional reform strategies.
    (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
    (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

3. Increase learning time and create community-oriented schools.
    (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
      i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
      ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
      iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
    (B) Provide ongoing mechanisms for family and community engagement.

4. Providing operational flexibility and sustained support.
    (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an education management organization (EMO)).

8.

The LEA/campus provides assurance that if it selects to implement the **Texas State-Design Model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS).
By implementing an ECHS, the LEA/campus is delivering a whole-school reform model that:
- Improves student academic achievement or attainment
- Is implemented for all students in the school
- Addresses in a comprehensive and coordinated manner:
    o improvement in school leadership
    o improvement in teaching and learning in academic content areas
    o professional learning for educators
    o student non-academic supports
In doing so, the LEA/campus will implement the following:
1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.
2. Provide a rigorous course of study that enables students to receive a high school diploma and complete

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the Texas Higher Education Coordinating Board's (THECB) core curriculum; or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.

3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

4. Develop and increase teacher and school leader effectiveness, in a manner consistent with the requirements of the federal school improvement grant Transformation model. I doing so, the LEA/campus must use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement.

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
    (A) Data to identify the population at risk of dropping out of school;
    (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
    (C) Early College brochures in all languages relevant to the school community;
    (D) Written communication plan for relevant target audiences: parents, community members, school board.

Adapted from Texas Early College High School Blueprint, Benchmark 1

6. By the start of TTIPS full-implementation (Fall 2017), the LEA/campus will have key partnerships in place that will enable success as an ECHS. Key partnerships include:
    (A) Partnership between the school district and an institute of higher education (IHE) that:
        i.   Is marked by a signed Memoranda of Understanding with current signature each year of implementation.
        ii. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
        iii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
        iv. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
    (B) Contract/partner with a Texas ECHS demonstration site or other Texas ECHS that has retained designation for at least the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint, or other ECHS selected as a match partner site by the TEA.

    Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (February 1, 2017), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

    Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Once designated, the LEA/campus will work with a TEA approved Texas ECHS technical assistance provider, and fulfill any conditions required to maintain TEA designation status.

9. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
    (A) Beginning in TTIPS first year of full-implementation (Fall 2017), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
    (B) By TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables

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students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.

(C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathways to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

(D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

(E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

(F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

10. By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students.

Adapted from Texas Early College High School Blueprint, Benchmark 5.

11. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program that operates with:

(A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;

(B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.

(C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.

(D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas ECHS designation, no later than applications are available for schools that wish to be designated for the 2018-2019 school year.

The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model**, the campus will implement in an elementary school and in accordance with the following federal and state requirements:

1. Implement in an elementary school that is eligible under this grant program; further assuring that any student receiving services funded through the grant program is enrolled in the grantee school.

2. Offer full-day kindergarten.

9.

3. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:

(A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;

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(B) High-quality professional development for all staff;

(C) A child-to-instructional staff ratio of no more than 10 to 1;

(D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;

(E) A full-day program;

(F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;

(G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;

(H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;

(I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;

(J) Program evaluation to ensure continuous improvement;

(K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;

(L) Evidence-based health and safety standards.

4. Provide educators, including preschool teachers, time for joint planning across grade levels.

5. Replace the principal who led the school prior to the commencement of the early learning model.

6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

(A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and

(B) Are designed and developed with teacher and principal involvement;

7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation and completion rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.

9. Use data to identify and implement an instructional program that is:

(A) Research-based;

(B) Developmentally appropriate;

(C) Vertically aligned from one grade to the next as well as aligned with State academic standards;

(D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.

10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:

(A) Aligned with the school's comprehensive instructional program

(B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.

12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).

13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.

14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10.	The LEA/campus provides assurance that if it selects to implement the **Turnaround Model**, the campus will meet all of the following federal requirements: 1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
    (A) Screen all existing staff and rehire no more than 50 percent; and
    (B) Select new staff
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
    (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
    (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
    (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

11.

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform Model**, the campus will meet all of the following federal requirements:

1. Implement an evidence-based whole-school reform in partnership with a model developer.
    (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard, published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
    (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
    (B) A study that shows statistically significant favorable impact on student academic achievement or attainment outcome.
    (C) A study which used a large sample and multi-site sampling.
3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
4. The whole-school model must implement the model for all students in the school.
5. The whole-school model must address at a minimum and in a comprehensive and coordinated manner:
    (A) School leadership
    (B) Teaching and learning in at least one full academic content area

	(C) Non-academic supports for students (D) Family and community engagement

12.	The LEA/campus provides assurance that if it selects to implement the **Restart Model**, the campus will meet all of the following federal requirements:
	   1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.
	   2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school as shown through an assessment of schools, currently operated by the CMO or EMO, that have produced strong results over the last three years. This is indicated by:
	       (A) significant improvement in academic achievement
	       (B) success in closing achievement gaps either within a school or relative to other public schools
	       (C) High school graduation rates
	       (D) No significant compliance issues in the areas of civil rights, financial management and student safety.
	   3. Enroll, within the grades it serves, any former student who wishes to attend the school.
	If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.

13.	The LEA/campus provides assurance that if it selects to implement the **Closure Model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that rural LEAs are eligible to propose a modification to an element of the Transformation or Turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **rural LEA applicant** may propose to modify one element of the Transformation or Turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html
15.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
16.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. If it is determined by TEA that federal requirements will not be met through the proposed program, these negotiations may include additional clarifications and modifications to activities, budget, and performance targets proposed.
17.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
18.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.

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19.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
20.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
21.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
22.	The applicant will participate in formative assessments of the LEA's capacity and commitment to carry out the grant intervention models.
23.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
24.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 019907	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

Revised Annual Budget Breakdown				
Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	4-Year Total Budget Request
$	$	$	$	$

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	Schedule #4—Request for Amendment (cont.)		
County-district number or vendor ID: 019907		Amendment # (for amendments only):	

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 019907	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation,** and **sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:
- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:
- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Our Vision and Focus for Accelerated Achievement, System Transformation, and Sustained Reform

Develop and Increase Teacher and School Leader Effectiveness
-CALT: Certified Academic Language Therapist- Training to ensure that every teacher has the core competencies to provide a quality foundation in literacy instruction.
-Master Mathematics Teacher (MMT) certification program (In year two, mathematics teachers may choose to increase their content knowledge and expertise through the MMT certification program.)
-Technology Integration/Reading Specialist
-Teacher Recruitment and Retention Stipends and Performance Awards for Student Achievement
-Math and Reading Teacher Career Development Opportunities

Deliver Comprehensive Instructional Reform Strategies
-Balanced Literacy Program (Teacher training in effective literacy instruction through CALT)
-Leveled Literacy Library
-Learning Walks
-Use Data Disaggregation to monitor student growth

Increase Learning Time/Create Community Oriented Schools
-Extended Learning Time through After School and Summer Learning Opportunities
-Student BackPack Program (Resources for Parents to engage with their child during the summer in reading activities)
-Family Engagement/Social Worker Specialist
-Counselor for Parent Education and Student Social Emotional Development

Sense of urgent need for change: The urgency for change can be seen in state accountability results that show an **"Improvement Required" accountability rating for the past four years**. Instruction must be crafted to offer more support, more data-driven instructional strategies, **foundational literacy,** and **extended time for learning after school and during the summer**. Principal Taryn Wells states, "Attendance is greater than 96%. We have no problems getting our kids to come to school. Our children *want* to be here. We just need to continue exploring instructional, data-driven strategies that will boost student achievement." Westlawn is troubled by a **55% teacher turnover rate**. We find that once a teacher stays more than two years he/she becomes more invested in the challenges of teaching at Westlawn. Most of Westlawn's teachers either leave the district or transfer across the district in their first two years because they lack the training and strategies needed to teach children of poverty who struggle in the foundational components of reading and comprehension. The district will support **incentive and performance pay, more layers of teacher support, and job-embedded professional development through coaching** in order to increase the teacher retention rate and increase recruitment efforts.

High expectations for results: *Systemic transformation* for Westlawn Elementary will be a team effort involving district and campus leaders to accelerate achievement. School improvement occurs when teachers become researchers – researchers who **gather, interpret and use data about students' learning**. Teachers, interventionists, and coaches will utilize tools such as observations and checklists, walkthrough data, checkpoint and benchmark data. Data-driven, research-based decisions will result in **small group targeted remediation, after school sessions and summer sessions** that allow for **increased learning time.**

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 019907	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The district will provide **professional development that is job-embedded** and specific to the children of Westlawn leading to quality instruction and higher achievement. Principal Wells is vastly knowledgeable about the culture of the community. The TOTAL child will be the main thrust for campus efforts under the leadership of Mrs. Wells, however, strong, meaningful teacher growth will be one of the many factors that will lead to the transformation of Westlawn. The new Texas Teacher Evaluation and Support System (TTESS) will be the main instrument used to evaluate teachers. The leadership team will be conducting a 10 minute preconference, formal walkthrough and postconference discussion on every teacher every 3 weeks to ensure ongoing monitoring of instructional delivery and ensuring teacher growth through the coaching model. The district has provided **two instructional coaches** and **two interventionists per grade level,** all of whom will play a vital role in the effective supervision and support of teachers and will foster not only high expectations but will also provide the level of support to achieve high expectations.

Operational flexibilities that will be afforded the campus in a reform effort: *Systemic transformation* cannot happen if the principal and staff are encumbered by rigid schedules and inflexible methods of teaching. The principal will have flexibility to extend the day, hire, develop or remove teachers and have control over her budget. Implementation of new flexible schedules and support structures will be developed and sustained only through the examination of multiple layers of data and observation. In order to **retain the quality** teachers hired at Westlawn for the 2016-17 school year, **stipends and incentives** will be provided to encourage their continuation as a member of the Westlawn family. **Retention of teachers** will occur when teachers are provided with **opportunities to advance** from classroom teacher to grade level chair, coaching, intervention and campus level administration. **Financial awards** for achieving student growth on the STAAR will be provided for classroom teachers and all other professional and non-professional staff and, conversely, teachers who cannot or will not improve student growth will be replaced.

DISTRICT AND CAMPUS CAPACITY AND ABILITY TO BENEFIT FROM THE GRANT:
Organizational structures: With district and campus leadership and support, teaming, collaboration and support structures play a vital role in helping teachers to *accelerate instruction* by allowing teachers to share, model and delve into data that will turn teachers into researchers who put data analysis into action. **Teaming will tighten both the horizontal and vertical alignment of instruction and will provide a support structure for teachers new to the campus and new to school reform activities.** These practices are already in place at Westlawn to help with *sustained reform.*

Existing capacity and resources: Two instructional coaches and six interventionists have been placed at the campus in order to better meet the students' needs particularly in the area of reading and comprehension. The district and the campus realize that the number of coaching and intervention positions needed to be expanded so that each grade level will receive the support and coaching needed to provide uniform, consistent grade-level and subject specific strategies.This coming school year Westawn will **leverage resources from previous funding sources** such as local SCE, Priority and Title One funds to provide for coordinated efforts that lead to systemic transformation.

Communication structures:
Strong district and campus communication structures are in place at the district level and at Westlawn Elementary with principal to faculty communication and faculty to student communication. Parent involvement remains to be a challenge for the campus and there is a need for a stronger **connection to families in the community**. A **family and community engagement specialist/social worker** would develop and direct activities that open the lines of communication between the community and the school by fostering children's motivation, passion and connection to others. Campus-to-community communication will occur through newsletters, emails, mail-outs, weekly meetings, and parent-involvement efforts. Ongoing intensive **technical assistance** will be provided through the district's layers of administrative governance so that the campus and the district work as a cohesive team to communicate and evaluate the effectiveness of grant activities.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 019907 | Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: February 1, 2017, to July 31, 2020, pending future federal allocations | Fund code: 276

Budget Summary

Schedule #	Title	Class/Object Code	Year 1 Program Cost	Year 1 Admin Cost	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Total Budgeted Cost across all Years
Schedule #7	Payroll Costs (6100)	6100	$272,500	$15,000	$1,156,625	$30,000	$1,196,875	$30,000	$1,219,875	$30,000	$3,950,875
Schedule #8	Professional and Contracted Services (6200)	6200	$101,860	$	$178,778	$	$178,778	$	$128,000	$	$587,416
Schedule #9	Supplies and Materials (6300)	6300	$65,000	$	$109,000	$	$109,000	$	$109,000	$	$392,000
Schedule #10	Other Operating Costs (6400)	6400	$4,800	$	$10,800	$	$10,800	$	$10,800	$	$37,200
Schedule #11	Capital Outlay (6600)	6600	$100,000	$	$20,000	$	$20,000	$	$20,000	$	$160,000
Consolidate Administrative Funds ☐ Yes ☐ No											
	Total direct costs:		$544,160	$15,000	$1,475,203	$30,000	$1,515,453	$30,000	$1,487,675	$30,000	5,127,491
	2.0% indirect costs (see note):		N/A	$11,183	N/A	$30,104	N/A	$30,909	N/A	$30,354	$102,550
	Grand total of budgeted costs (add all entries in each column):		$544,160	$26,183	$1,475,203	$60,104	$1,515,453	$60,909	$1,487,675	$60,354	$5,230,041

Administrative Cost Calculation

Enter the total grant amount requested:	$5,230,041
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$261,502

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from February 1, 2017 to July 31, 2017. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2017-2018, 2018-2019, and 2019-2020, are designed to be full implementation years.

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RFA #701-16-105; SAS #198-17
2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

#	Acct	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1		Teacher/Technolgy Integration	1	0	$0	$55,000	$55,000	$55,000	$165,000
2		Educational aide			$	$	$	$	$
3		Tutor			$	$	$	$	$
Program Management and Administration									
4		Grant Administrator	.5	0	$15,000	$30,000	$30,000	$30,000	$105,000
5		Title			$	$	$	$	$
6		Title			$	$	$	$	$
Auxiliary									
7		Behavior Coordinator	1		$	$50,000	$50,000	$50,000	$150,000
8		Behavior Interventionist	2		$	$70,000	$70,000	$70,000	$210,000
9					$	$	$	$	$
Other Employee Positions									
10		Family Engagement Coordinator/Social Worker	1	0	$30,000	$60,000	$60,000	$60,000	$210,000
11		Counselor for Behavior/Personal Issues	1	0	$30,000	$60,000	$60,000	$60,000	$210,000
12		Director of Extended Learning	.5	0	$15,000	$30,000	$30,000	$30,000	$105,000
13		Subtotal employee costs:			$90,000	$355,000	$355,000	$355,000	$1,155,000
Substitute, Extra-Duty Pay, Benefits Costs									
14	6112	Substitute pay			$	$	$	$	$
15	6119	Professional staff extra-duty pay			$140,000	$221,500	$256,500	$276,500	$894,500
16	6121	Support staff extra-duty pay			$20,000	$32,000	$32,000	$32,000	$116,000
17	6140	Employee benefits			$37,500	$139,125	$144,375	$147,375	$468,375
18	61XX	Employee stipends – Performance Awards — Specify amounts and criteria to earn stipend:			$0	$439,000	$439,000	$439,000	$1,317,000
19		Subtotal substitute, extra-duty, benefits costs			$	$	$	$	$
20		Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$287,500	$1,186,625	$1,226,875	$1,249,875	$3,950,875

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Texas Education Agency

Standard Application System (SAS)

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 019907 | Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land. Specify purpose:	$	$	$	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$	$	$	$

Professional and Contracted Services

#	Description of Service and Purpose	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
1	Certified Academic Language Therapist Training – Neuhaus	$101,860	$100,778	$100,778	$50,000	$353,416
2	Master Math Teacher Course Tuition – Texas A&M	$	$18,000	$18,000	$18,000	$54,000
3	Maximize Learning – Teacher Coaching in Reading	$	$40,000	$40,000	$40,000	$120,000
4	Covey – Leader in Me	$	$20,000	$20,000	$20,000	$60,000
5		$	$	$	$	$
6		$	$	$	$	$
7		$	$	$	$	$
8		$	$	$	$	$
9		$	$	$	$	$
10		$	$	$	$	$
11		$	$	$	$	$
12		$	$	$	$	$
13		$	$	$	$	$
14		$	$	$	$	$
b.	Subtotal of professional and contracted services:	$	$	$	$	$
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$	$	$	$	$
	(Sum of lines a, b, and c) Grand total	$101,860	$178,778	$178,778	$128,000	$587,416

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For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 019907

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Technology Hardware- not capitalized

#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
					$	$	$	$	$
1	Desktop Computers	Additional Staff	4	1,000	$4,000	$	$	$	$4,000
2	Printers	Additional Staff	4	500	$2,000	$	$	$	$2,000
3					$	$	$	$	$
4					$	$	$	$	$
5					$	$	$	$	$

63XX

Technology Software- not capitalized

	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
Specify type/purpose: Reading Development – Fast ForForward	$8,000	$8,000	$8,000	$8,000	$32,000

63XX

Textbooks/Curricular Materials

	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
Specify type/ purpose:	$	$	$	$	$

63XX

	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
Supplies and materials to be used as student incentives	$	$	$	$	$
Specify type/purpose:	$	$	$	$	$

Supplies and Materials that do not Require Specific Approval

		Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6300	Supplies and materials that do not require specific approval:	$51,000	$101,000	$101,000	$101,000	$354,000
	Grand total:	$65,000	$109,000	$109,000	$109,000	$392,000

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For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 019907

Amendment number (for amendments only): _____

	Expense Item Description	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	$	$	$	$	$
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$	$	$	$	$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	$	$	$	$	$
6413	Stipends for non-employees other than those included in 6419	$	$	$	$	$
6419	Non-employee costs for conferences. Requires authorization in writing.	$	$	$	$	$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	$	$	$	$	$
64XX	Advisory council/committee travel or other expenses Specify name and purpose of council: Specify types of costs:	$	$	$	$	$
6495	Cost of membership in civic or community organizations Specify name and purpose of organization: Specify purpose of membership:	$	$	$	$	$
	Subtotal other operating costs requiring specific approval:	$	$	$	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$4,800	$10,800	$10,800	$10,800	$37,200
	Grand total:	$4,800	$10,800	$10,800	$10,800	$37,200

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration <u>Administering a Grant</u> page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 019907

#	Description and Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Amendment number (for amendments only): Total Budgeted Across all Years
6669—Library Books and Media (capitalized and controlled by library)								
1	Houghton, Mifflin, Harcourt Leveled Literacy Library	N/A	N/A	$100,000	$20,000	$20,000	$20,000	$160,000
66XX—Computing Devices, capitalized								
2			$	$	$	$	$	$
3			$	$	$	$	$	$
4			$	$	$	$	$	$
5			$	$	$	$	$	$
6			$	$	$	$	$	$
7			$	$	$	$	$	$
8			$	$	$	$	$	$
66XX—Software, capitalized								
9			$	$	$	$	$	$
10			$	$	$	$	$	$
11			$	$	$	$	$	$
12			$	$	$	$	$	$
13			$	$	$	$	$	$
66XX—Equipment, furniture, or vehicles								
14			$	$	$	$	$	$
15			$	$	$	$	$	$
16			$	$	$	$	$	$
17			$	$	$	$	$	$
18			$	$	$	$	$	$
19			$	$	$	$	$	$
20			$	$	$	$	$	$
6XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)								
21			$	$	$	$	$	$
		Grand total:		$100,000	$20,000	$20,000	$20,000	$160,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID: 019907		Amendment # (for amendments only):	

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total student enrollment	325		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	282	87%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	24	7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	11	3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian student enrollment	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	314	97%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment	9	3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	55	17%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	241		2015-2016 PEIMS
Disciplinary placements in In-School Suspension	138		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	98		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP	5		2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2015-2016 PEIMS report #425; code #C164
Attendance rate		95.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		N/A	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		N/A	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator)	166	53%	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)	160	51%	TEA 2016 Accountability Summary Report.
ACT and/or SAT- Class of 2015, percent students Tested		N/A	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2015, percent At/Above Criteria		N/A	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	N/A		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	N/A		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 019907	Amendment # (for amendments only):

Part 2: Student Demographics- Comments
Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Westlawn Elementary in Texarkana, Texas is an inner city school in a mid-size community. In a search for peer schools the only comparisons that can be found are urban inner city schools. Many times schools that resemble Westlawn can only be found in large cities or outside of Texas. There are NO schools in this part of the state that remotely resemble Westlawn Elementary. The children live in **multi-generational poverty; have poor achievement, unemployed parent(s) and/or incarcerated parent(s).** Most children come from broken homes where education is not a priority and the priority is survival. Children of this community reside in one of **seven federal housing projects** or in the highest poverty section of Texarkana homes. Out of 254 counties in Texas, Bowie County ranks in the top 16 counties for having the highest incarceration rate (Texas Commission on Jail Standards, June, 2015). The US Census Bureau shows that Texarkana, Texas has a 22.3% poverty rate as compared to the statewide rate of Texas 17.6%. Texarkana's median household income is $38,887, whereas the median income for the state of Texas is $51,900. With these statistics, hope for the future would seem unattainable for the children of Westlawn; however, a strong foundation in literacy and mathematics is the key to help lift them from this cycle of poverty.

Beginning of year reading data for the 2016-17 school year show that:
- **45% of 3rd grade students are in need of intervention or urgent intervention**
- **46% of 4th grade students are in need of intervention or urgent intervention, and**
- **55% of 5th grade students are in need of intervention or urgent intervention**

Additionally, students have limited vocabulary and even more limited experiences about which to write. The lack of oral language development hinders the students in expressing their thoughts in writing and their lack of reading ability compounds the issue. One major reason for deficient language skills is that these students use primarily their informal voice and have little exposure to the formal voice [standard English](Ruby Payne).

Radical efforts by the TISD administration have been attempted to bring about student academic improvement. In the 2012-13 school year there were three campuses serving the students in the "college zone" area of Texarkana: Dunbar Elementary, Theron Jones Early Learning Center and Westlawn Elementary. Dunbar served students in 3rd-5th grade, Theron Jones served early childhood-2nd grade and Westlawn served early childhood through 5th grade. In an effort to restructure the schools in this area to better target the needs of the children, TISD made the following changes:

- Dunbar became an early education center serving only early childhood and prekindergarten.
- Theron Jones Early Learning Center became a kindergarten through 2nd grade campus, and
- Westlawn became a 3rd through 5th grade campus.

All three campuses share the same or similar student demographics but this new restructuring brought about a laser focus on the particular needs of each campus. This configuration has been in existence for three years. These campuses have seen a **30% student mobility rate and a 30-55% teacher turnover rate** in the past making it difficult for students to feel connected to the staff and making reform efforts and sustained professional development inconsistent. With the TTIPS grant job-embedded professional development, instructional support/mentoring, new leadership, and teacher incentives will vastly improve Westlawn's troubling statistics to retain teachers and invest in student progress.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)				
County-district number or vendor ID: 019907				Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	46.9		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	29.8	63.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	4.7	10.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	3.5	7.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	9.0	9.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	11.0	36.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	1.4	4.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	16.4	55.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0.0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	6.0	20.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	10.0	33.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	7.4	24.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	4.1	13.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	2.4	7.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	$39,285		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	$39,825		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	$42,960		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	$49,528		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	$54,301		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	0.0	0%	
Staff with Bachelor's degree as highest level attained	19.4	65.0%	
Staff with Master's degree as highest level attained	10.4	35.0%	
Staff with Doctoral degree as highest level attained	0	0%	

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 019907	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments
Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Westlawn had an alarming teacher turnover rate of 55% for the 2015-16 school year; however, following the placement of Taryn Wells in 2015-16 as the new leader at Westlawn, some of that turnover was needed in order to start fresh with a new staff. The key now is to retain those quality teachers hired for the 2016-17 school year. In order to solve the teacher retention problem, we need to focus on the areas that have proven effective at retaining teachers in high needs areas. Research from Richard Ingersoll shows that retention issues are disproportionately located in high-poverty areas. Westlawn's economically disadvantaged rate is 97.0%. According to Ingersoll, "We have the wrong diagnosis and the wrong prescription.... It's not that we produce too few teachers, it's that we lose too many."

Classroom teachers who are successful want opportunities to advance to positions like teacher leaders, grade-level chairs, coaches, interventionists, and ultimately some aspire to move on to campus administration. Generally though, most teachers are content remaining in the classroom because it is where they excel and their **greatest desire is to feel supported, appreciated, have the supplies, materials, and resources to effectively do their job, and have quality professional learning to grow in their field. Most importantly, though they want to feel appreciated and believe that what they are doing is making a difference in the life of a child.** Unfortunately, most teachers feel that they have too little influence in schools and that they are overburdened and underappreciated for their hard work. The **district is committed to providing that support and appreciation** through multiple avenues and acknowledging that the work teachers do is challenging and requires more time, professional learning, and instructional planning when working with students who are struggling and come to school so far behind their more affluent peers. By establishing an incentive program that will provide stipends for choosing to teach at Westlawn, incentives for additional training as reading and mathematics content specialists, and rewards for student growth and performance, TISD believes this will be a major step toward recruiting and retaining the highest quality teachers.

Westlawn teachers cite **student behavior** issues as the reason for leaving the campus in exit interviews from Human Resources, along with a lack of understanding of how to teach children from high-poverty areas. TISD wants to focus on creating environments where teachers have all the tools and training they need to reach these children. Eric Jensen, a world renowned expert in educational neuroscience, provided training for teachers to learn how to intervene in positive, practical, research-based ways that can drastically improve achievement scores. His workshop, "*Teaching and Engaging with Poverty in Mind*" provides teachers with tools to build relationships, to engage students in the learning and to foster a climate of trust and understanding. The only effective professional development is one where there is follow up, coaching and classroom observations. *Maximize Learning*, led by LeAnn Nickelsen, provides this service that dovetails with the teachings of Eric Jensen. Our teachers need one-on-one coaching and expert advice on the implementation of research-based strategies. Efforts from Jensen's work and the follow-up coaching from Nickelsen will provide strategies and support to implement reform efforts that will bring Westlawn out of their IR rating. Additionally, the district will invest in a **behavior coordinator and behavior specialists** to provide support for teachers and the campus leaders so their time can be spent focusing on instruction so teachers will be empowered to provide engaging activities to increase student learning and spend less time focusing on behaviors. Westlawn students would benefit tremendously from an additional **counselor** and **social worker** providing a deeper layer of connection between home and school . The implementation of the *Leader in Me* has provided a proactive avenue to decrease student behavior and increase leadership capacity within our students.

Westlawn Elementary has a Turnaround Plan in place with the Texas Education Agency and as a result of that planning process with campus staff, parents, and community members, the district has provided two instructional coaches (one for reading and one for math) as well as six classroom interventionists.Seeing the potential for meaningful, timely support, Westlawn now has a coach for each subject area and two interventionists (one math and one reading) for each grade level. An Apple© grant was awarded to Westlawn two years , with devices being deployed in spring 2016 and ongoing training is being provided by Apple©. **With the provision of the technology provided by this grant in a 1:1 initiative, a technology integration/reading specialist would be crucial in providing day-to-day support, coaching and mentoring for the teachers** by providing such services as troubleshooting of technology devices, researching appropriate educational apps and modeling of technology-infused lessons. Our staff needs any and all state-of-the art tools and techniques to reach today's children.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)														
County-district number or vendor ID: 019907							Amendment # (for amendments only):							
Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.														
PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
				104	113	96								313

Part 6: Teachers to Be Served with Grant Funds.
Enter the number of teachers in each grade to be served under the grant program.

In indicating numbers for Teachers, duplicate counts are permitted. For example, if a teacher instructs sections of 3rd, 4th and 5th grades, that teacher should be counted for each of those grade levels. It is understood that this might elevate the total count of teachers on this table. The actual, unduplicated number of teachers is captured in the Staff Demographics-Data table.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
				9	10	9								28

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 019907	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

"People without information cannot act. People with information cannot help but act."
Ken Blanchard

The **transformation model** was chosen for Westlawn Elementary school because the federal requirements in this model are the best vehicle for change for this campus.

The process for data analysis and needs assessment:

1. **Establish the Purpose of the Needs Assessment and Establish the Team** – Selection of this framework of strategies to improve the campus came from a multi-layered team of educators including district Level instructional administrators, professional service provider TCDSS, campus administration, campus instructional coaches, interventionists, and teachers with varying levels of experience. The purpose of the needs assessment is to bring clarity to the needs of the campus for effective planning and for meeting annual measurable objectives to exit our Improvement Required status. A needs assessment directed by district and campus administration led the group to select the **Transformation Model.**

2. **Gather Data** – TISD and Westlawn regularly and continually use data to obtain information all the way from the summative STAAR assessment down to the daily classroom formative assessments. Soft data, like surveys and questionnaires, provide information that cannot be calculated into numbers and percentages, however, they still have value in the needs assessment. Trends in data are tracked and examined to help make adjustments to classroom strategies and campus-wide initiatives. Implementation data include lesson plans, walkthrough data, quality of feedback and support given to teachers, parent/community data and summaries of root cause analyses. "Data gatherers" will be the coaches and interventionists.

3. **Analyze and Organize Data** – Weekly grade level meetings, weekly leadership team meetings and monthly district level meetings have all served as channels for decision-making and quality assurance check-ups. An active site-based decision making committee functions to provide two- and three-way information and communication for all stakeholders. It is critical to improvement for all stakeholders to have a voice and to participate in collaborative efforts and decision making processes.

4. **Conduct a Root Cause Analysis** – using the 10-5-5 process along with the process of creating the Turnaround Plan and Targeted Improvement Plan, honest discussion and dialogue during these sessions revealed the need to provide all teachers with more intense academic support and professional learning related to literacy and mathematics content. There is a need for continuity and structures to address the issues surrounding the skills necessary to develop a balanced literacy program that offset the effects of children being raised in poverty. **Reading, language development, and writing came to be revealed as a root cause during the discussion. Despite recent efforts at the feeder school, data still show that student reading levels are not progressing at a rate that can ultimately close the gap. Lower reading levels also impact student performance in mathematics, writing, and science. The characteristics of children from poverty generally manifest themselves into language, reading, and writing delays and therefore we want to turn this campus into a campus of reading specialists with certifications in academic language therapy (CALT) and mathematics specialists with master mathematics teacher (MMT) certifications, which will create long term sustainable systemic change.**

5. **Prioritize Needs** – With the identification of the most essential causes of the problems that are in our control we began the development of an action plan. For the TTIPS grant we concentrated on essential systemic needs as defined by the CSF and Transformation Principles, such as recruiting and retaining teachers, providing extended learning time and receiving job-embedded professional development – all of which will help us meet the requirements of the Transformation Model of school reform.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 019907	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the single intervention model selected by the district/campus for implementation. Note that applicants are limited to select, design and implement a grant program in keeping with only one model and not a combination of models.

X Transformation

☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Transformation Model contains the elements most needed for Westlawn to accomplish the main goal: **improve student achievement**. A rigorous, transparent and equitable **evaluation system (Texas Teacher Evaluation and Support System-TTESS)** will provide teachers with timely, specific feedback on classroom strategies and student performance. We believe that with more visible and meaningful support from instructional coaches and interventionists, student growth will inevitably follow. Westlawn struggles to both recruit and retain teachers because the students, who are very poor, are challenging to teach. Signing **incentives and awards for student growth** are designed to entice teachers to invest in the Westlawn family. **Job embedded professional development and ongoing coaching and feedback** will provide teachers with the much needed understanding of the child of poverty – their environments, their challenges outside school and their struggle to survive and achieve. Understanding the child and building meaningful relationships with children and families will enable teachers to delve into **data and multiple means of assessment** at all levels of the data collection pyramid.

The district believes that reading is at the heart of learning. Texarkana ISD is committed to student success through a strong literacy foundation. In order to achieve this for our students and transform reading instruction, all teachers will participate in professional development with *Neuhaus Education Center to pursue certification as an Academic Language Therapist (CALT)*. Mathematics teachers will have the option after year one to pursue a master mathematics teacher (MMT) certification, but all teachers will receive the foundational year of reading training. **It is imperative that student reading levels are increased at a rapid rate to address this gap in learning, and we believe that by increasing students' reading levels other subject areas will be impacted.** Long term sustainable and systemic transformation of reading skills for students at Westlawn is the ultimate goal and precursor to future success in all subject areas including writing, mathematics, and science.

Although achievement overall is still the biggest hurdle at Westlawn, *we firmly believe in the premise that student growth can happen and will happen even quicker when students are reading and comprehending on grade level!* Extended learning time is an absolute must. **Flexible scheduling, innovative staffing, job-embedded professional development, high quality instruction in reading and writing, and effective implementation of research-based strategies** are the answers to our school improvement effort.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 019907	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Family engagement is an integral component of schools; with parents fitting squarely within the school and community ecosystem that supports students' academic and social-emotional success (Children's Aid Society, 2003).
With that in mind, efforts to seek input from parents and community members have included:

- Parent and community representation on the campus site-based decision making committee
- Special events such as family nights and awards ceremonies
- Surveys and questionnaires
- Turnaround Plan Meetings

Input from these events has helped the campus leadership team to address parent and community concerns. The most **pressing concern of Westlawn parents** is their **inability to help their children with schoolwork** because they often lack the skills or reading level to assist them. In response to that concern, **family nights** will be held where reading and math games will be introduced to the parents and their children. Supplies to build and play those games at home will be provided to the parents. To improve literacy and reading in the home and **build school and home connections**, the TTIPS grant will allow the district to provide **"Take Home Backpacks"** by *Teacher Created Materials* which include reading, writing and math activities, fiction and non-fiction books, and a "Parent Guide for Your Child's Success." Additional input from parents included the request to continue and expand the extended day and summer school schedules.

Why is family engagement necessary, especially in a neighborhood community like Westlawn's? The table below spells out the benefits in three areas:

Student Benefits	Family Benefits	School Benefits
Achievement gains • Work harder • Perform better • Engage in school **Emotional well-being** • Motivated • Feel proud • Sense support	**Better informed about:** • Child's school life • School system • Social services **Build capacity for:** • English proficiency • Math strategies • Leadership skills	**Classroom support** • Ease teacher workload • Reduce discipline issues **School-wide support** • Improve school unity • Boost morale • Improve program quality

Achievement of these benefits can be realized by hiring a **family engagement specialist/social worker** whose main role is to continue improving the relationship between the school and home. This specialist/social worker will develop and facilitate activities to involve parents and community members and will provide a steady stream of information between the school and the community as a whole. Outreach will include home visits and parent training held off campus in the community. Since Westlawn Elementary is a *Leader in Me* School based on *Stephen Covey's 7 Habits of Highly Effective Kids*, the district will be providing training to the parents based on the *7 Habits of Highly Effective Families*. Having a person completely dedicated to engaging parents and community members will ensure that a good faith effort will be made to improve relations. We believe that a strong connection to the home and community will help with student behavioral issues, which are a major concern for the staff at Westlawn.

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Schedule #14—Management Plan	
County-district number or vendor ID: 019907	Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	The DCSI serves as a support and liaison to campuses in the school improvement process, and serves as a key member of the district leadership team responsible for overseeing district-level accountability and for conducting performance-based monitoring interventions.	Certification in mid-management with experience in administering grant requirements, fiscal responsibility and programming expertise.
2.	Family and Community Engagement Specialist/Social Worker	The Family and Community Engagement/Social Worker Specialist develops and coordinates activities and training that help families support their students to be successful at school and to assist with behavioral issues.	Certified social worker with an education background or a certified teacher with at least 5 years of classroom experience and must have the ability to relate to parents and members of the community – must have strong communication skills.
3.	Extended Learning/Grant Coordinator	The Extended Learning/Grant Coordinator will plan, coordinate and implement the extended day and year activities and manage the implementation of the TTIPS grant.	Certification in mid-management with experience in administering grant requirements, fiscal responsibility and programming expertise.
4.	Counselor	The Counselor will regularly meet with students to address social and emotional needs and provide training to parents.	Counselor Certification
5.	Principal	The Principal will oversee and monitor effective implementation of the grant.	Certification in mid-management with experience in administering grant requirements, fiscal responsibility and programming expertise.
6.	Technology Integration /Reading Specialist	The Technology Integration/Reading Specialist will continue the implementation of 1:1 technology with the integration of literacy applications.	Masters Degree in Curriculum and Instruction with 5 years experience in Instructional Technology.
7.	District Coordinator of ELAR & Social Studies	The District Coordinator of ELAR & SS will serve as the liaison in the coordination of the balanced literacy professional development and purchasing resources for the library.	Certification in mid-management with experience in administering grant requirements, fiscal responsibility and programming expertise.
8.	Assistant Principal	The Assistant Principal will mentor classroom teachers and monitor the effective implementation of the balanced literacy strategies.	Certification in mid-management with experience in administering grant requirements, fiscal responsibility and programming expertise.
9.	Instructional Coaches	The Instructional Coaches will mentor classroom teachers and provide model lessons in the effective implementation of the balanced literacy strategies.	Masters Degree in Curriculum and Instruction with experience in reading and literacy.

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	Schedule #14—Management Plan (cont.)		
County-district number or vendor ID: 019907		Amendment # (for amendments only):	

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Neuhaus Education Center	Provide professional development for certification to become a Certified Academic Language Therapist (CALT)	Experience in promoting reading success and providing evidence-based professional development to educators.
2.	LeAnn Nickelsen *"Maximize Learning"*	Provide one-on-one coaching, classroom observations and timely critiques of the implementation of strategies delivered through this training.	Classroom teacher and has been vetted by Eric Jensen.
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 019907	Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Commitment to the project's success is critical. Leaders who demonstrate commitment and intentionally invest in building community offer living proof that the school believes in the transformation process. Leaders who believe in the transformation that will occur with the TTIPS grant have already been involved in priority/school improvement efforts over the past three years. Those leaders include the DCSI, the principal, district instructional leaders, instructional coaches, teachers and external service providers. Westlawn enjoys a high-trust environment that will sustain and provide ongoing support and technical assistance for the campus. A TTIPS Advisory Council will be formed consisting of campus and district leadership, teachers, parents, the TTIPS grant coordinator, family and community/social worker engagement specialist, and community members. Meeting at least monthly, this group will examine the successes of the program as well as the challenges. Teachers, including TTIPS grant staff, will meet weekly with coaches, campus administration and support staff to discuss and evaluate program efforts. These collaborative avenues will shore up support for those teachers new to the campus and new to the school improvement process.

With a strong focus on continual, regular communication between all stakeholders in the grant, Westlawn will be able to replace members of the team and bring them in on the meetings and the conversations to be sure new staff are immediately brought into the fold of school improvement. Trainings and pertinent information concerning the requirements and activities of the grant will be provided in a timely manner to ensure that all efforts continue to move forward and not regress due to staff turnover.

TISD engages in a strategic succession management plan that is systemic, proactive and positive. There is a strong focus on resources such as time, money and personnel that are valued highly. It is the goal for TISD to manage their human capital in order to develop a means to build talent from within the district. Teacher leaders and campus administrators are placed in leadership roles such as committee chairs, project directors and activity coordinators and they serve on the district and campus site-based decision making committees. The district also offers a **Leadership Academy** as well as **leadership paths that are designed to retain teachers at the campus as well as remain in the classroom at Westlawn.** In this effort, TISD administration is able to create capacity, groom prospective leaders and ensure leadership development and continuity. The district employs six essential strategies to promote leadership development:

1. Create a formal leadership development plan
2. Develop succession plan with a management component
3. Create a framework that provides for lateral and vertical capacity building
4. Develop collaborative leadership teams which support and promote distributed accountability
5. Put teachers into collaborative teams/PLCs and appoint one teacher as leader of each team
6. Make leadership development a specific essential job function on all administrative/supervisory job descriptions

TISD sees the need to keep Westlawn's teaching staff challenged, appreciated, and stimulated so as to not lose them to other campuses or other districts. With the TTIPS grant, we plan to offer career opportunities for all teachers, and we will offer incentives that will improve the retention rate of our staff. This plan will be dynamic and will include consideration of each individual involved – his or her needs and capabilities. TISD hopes to build a cadre of desirable candidates who will be integrated into leadership positions so as to keep improvement activities alive and in the forefront of transforming the campus.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 019907	Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With any comprehensive initiative, sustainability after the grant funding ends is always a challenge; however, Texarkana ISD is committed to the success of the Westlawn campus and will find any possible avenue to sustain improvements for the future. **As student outcomes improve, district funds currently invested in remediation/intervention can be redirected to TTIPS projects that are proactive in ensuring student success. The district has already committed additional funding to implement the Turnaround Plan/Targeted Improvement Plan that can ultimately be shifted as needed to sustain endeavors that will promote retaining quality teachers and leadership, which is the hallmark of successful schools.** Using the following strategies Westlawn and TISD leaders will develop a sustainability plan based on the following:

- ◆ **Develop a clear vision**
  Defining the vision of the project was the first step in applying for this grant. The TISD Site-Based Decision Making Committee developed the following compelling vision statement for this project:
  Through the TTIPS Transformation, Westlawn Elementary students will receive individualized instruction and emotional/social support by nurturing the whole child for success in the areas of reading, mathematics and writing, thereby assuring readiness for college and/or career.
- ◆ **Use results to drive decisions**
  Proving and improving effectiveness and measurable indicators of success drives both internal management and external support of this sustainable initiative. We will use targeted, strategic and practical approaches to results-based decision-making and we will prepare and analyze data for outcome-based evaluation.
- ◆ **Employ strategic financing**
  Analyzing this initiative's resource needs and implementing an appropriate strategic financing plan will provide us with a diverse portfolio to sustain our work. Financing strategies will involve maximizing other grants and federal funds, creating and accessing dedicated revenue and maximizing in-kind revenues.
- ◆ **Build broad-based community support**
  Support from a wide range of community stakeholder groups will be pivotal in sustaining this program. By building support among leaders in our district, businesses, families and the community, this program will create a unique niche in our community and develop a strong identity as an important initiative for children and families. In turn, Westlawn Elementary's TTIPS transformation will gain the attention needed for continuation of our improvement efforts.
- ◆ **Cultivate key champions**
  Champions for the program will be cultivated so that these individuals can use their power and influence to generate support, build public will and garner increased support from public and private resources. Local, state and federal elected officials are the primary examples of key champions. Other key champions will come from Texarkana's successful alumni. By demonstrating the effectiveness of the TTIPS project we will be able to secure necessary funding. Our strong track record will be a valuable asset to secure funding and support from businesses and the community.
- ◆ **Monitor trends and adapt to changing conditions**
  To ensure Westlawn's ability to thrive over time, leaders will monitor trends and outcomes by being proactive rather than reactive, and being willing to make adjustments. Weighing strengths and weaknesses and compiling them into a needs assessment that is transparent and shared with all stakeholders is key to the sustainability of the project.

By following these steps this project will ensure that Westlawn Elementary continues to prepare our students for the world of college and career for many years to come. We will approach success with coordination and commitment combined with preparation for sustainability from the outset of this project to implement a strong sustainability process.

Schedule #15—Project Evaluation	
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County-district number or vendor ID: 019907	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Examining trends in data from year to year for all accountability subsets will reveal areas of performance measures in need of improvement. The campus leadership and academic support staff conduct a study of all student data and they disaggregate performance measures to reveal areas for intervention and improvement. For example, a study conducted from 2012 to 2016 depicts trends in STAAR scores in the following table:

All Students	2012	2013	2014	2015	2016
Reading	40%	43%	53%	59%	51%
Math	46%	41%	52%	43%	53%
Writing	54%	34%	48%	42%	43%
Science	40%	68%	58%	55%	54%

Westlawn's performance is below the other elementary schools in the district. Detailed data analysis of trends, performance gaps and individual student growth will be the task of the leadership team which will set challenging yet attainable improvement goals over the period of the grant. Goals for achievement over the TTIPS four year period include:

All Students	Baseline 2016	Feb 15- July 31, 2017	2017-18	2018-19	2019-20	2020-21
Reading	51%	60%	65%	70%	75%	80%
Math	53%	60%	65%	70%	75%	80%
Writing	43%	60%	65%	70%	75%	80%
Science	54%	60%	65%	70%	75%	80%

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Using the **Data Collection Pyramid** (TTIPS) and **TAIS Guidance Documents** (TCDSS) the leadership team and teacher teams will examine all levels of data, from the summative STAAR performance down to the daily/weekly formative assessments. Along with leadership and teacher examinations of data, Westlawn has established processes where students actually take control of their improvement and set individual achievement goals as a part of the *Leader in Me* process.

Teachers and the campus interventionists have received **ongoing training in the use of formative assessment** techniques and the importance of **documenting student learning on a daily basis**. More importantly though, teachers are being provided support on **identifying areas of need based on the formative assessment data collected**. Additionally, they will keep records and documentation of any extra tutoring or extended learning activities that the students attend and what learning is occurring or not occurring. Meticulous records are kept on every individual student as attainment of the skills from the TEKS is tracked. **Collaborative teaching** is employed in classrooms so that two teaching professionals can monitor student progress and specifically work with students identified as special education and needing in-class support for learning. Teachers have individual conferences with students to involve them in their own academic improvement.

We believe that professional learning communities will have a tremendous impact on improvement. PLCs make impact only if all relevant players are at the table – teachers, coaches, interventionists and administrators. Through the use of PLCs (Instructional Focus Teams), we intend to marry research and practice with evaluation and assessment of our activities and strategies. Job-embedded professional development from providers like *LeAnn Nickelsen with Maximize Learning and Lead4Ward* will keep our staff on the cutting edge of interpreting all assessment data. The Westlawn staff wants to know what works and why, and conversely, they want to know what doesn't work and why.

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Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 019907	Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Somewhat similar to a GPS system, teacher teams and leadership teams must constantly reassess their action plan as new learning and teaching data come in. They make necessary instructional modifications along the way in hopes of achieving their target learning goals right on time.

Armed with data collected primarily from the Data Collection Pyramid (TTIPS) teachers, interventionists and academic coaches have a multi-faceted process for assessing programs and interventions by following a data action model. Levels of data considered include:

- Summative – annual state assessments
- Data about people, practices and perceptions – 2-4 times a year
- Benchmark common assessments – 2 times a year
- Formative common assessments – 1- 4 times a month
- Formative classroom assessments – daily/weekly

Early meetings during the school year involve a review of existing data and decisions about who will collect which of the data pieces for further examination. The **Coordinator of Academic Services** and the **Instructional Coaches** are charged with triangulating the data to **organize information in a form that brings out trends, strengths and weaknesses.** With further weekly meetings, *interventionists assist the team* with identification of learning and/or instructional gaps revealed by the collection of data. **Goals** are set and a means for **further evaluation** is determined. Next steps include the review of strategies and activities and the development of an **intervention plan for each student.** Artifacts such as data tables, student work, teacher lesson plans, and assessment instruments receive intense scrutiny by the team to evaluate the effectiveness of activities and interventions.

For this systemic process to be effective it takes an inordinate amount of time and it takes dedicated people whose primary role it is to gather and collate data. Westlawn has added two instructional coaches and six interventionists to assist the teachers and to serve as liaisons between the teaching staff and the administrative staff. Although instructional coaches are the "boots on the ground," it will be the campus principal who must have the ability to lead and to redirect ineffective teaching. No one can lead in an environment where practice and learning outcomes are ignored or trivialized. No one can lead effectively if constructive feedback is an invasion of privacy or an affront to professionalism.

Campus leaders must be able to fully oversee and improve instructional quality. When campus leaders "go along" instead of leading, they perpetuate mediocrity. "Teachers must be coachable," says Rae Ann Patty, Coordinator of Elementary ELAR and Social Studies for TISD. However, one of the most important elements is **the need to retain quality teachers once they have completed training and the district has invested large amounts of time and resources. The district would like to see additional resources and money allocated for the sole purpose of teacher retention in order to strengthen capacity in every classroom. It is difficult to make consistent gains when having to replace a large majority of the staff on an annual basis.** The new leadership team at Westlawn will create an environment where teachers feel safe to experiment with research-based strategies and where teachers actively seek to improve their instruction. However, teachers who move through the teacher improvement process without positive results will be removed.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 019907	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:
- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TISD manages and provides training and professional development for nine elementary schools, 1 middle school, 1 high school, and 1 alternative school. The district, led by Coordinator of Professional Development and DCSI, Christy Tidwell, understands the distinct and different training needs for each of the campuses. With a wide variety of external providers delivering professional learning, the district annually conducts a comprehensive needs assessment to determine greatest areas of need for improvement. Selection of the highest quality external providers is a 5 step process following the needs assessment:

- **Identify a reasonably sized pool of prospective external providers**
  In consideration of appropriate external providers, processes are in place to seek applicants. Through attendance at conferences, networks with schools of similar demographics, affiliation with state and national professional learning associations, recommendations from the state and reviews of professional journals, a pool of providers is collected and considered for contracting with the district/campus.

- **Assess level of experience in delivering the work**
  TISD thoroughly researches external providers and involves the provider in extensive interviews to assess the level of experience of the provider. Teachers' time is valuable. Trainings must be delivered in a way that is meaningful for teachers so that they see the usefulness and relevance of the strategies presented.

- **Determine a history of prior success; consistent strong results in similar projects**
  In the selection process, TISD contacts references and schools with similar needs and student demographics. Both campus and district administrators have strong relationships and connections to schools in the Region 8 ESC area. Networking with other schools both in the area and in the region allows for information concerning the effectiveness of a provider to be shared and assessed to determine the provider's history of results.

- **Conduct a risk-assessment related to contracting**
  During the interview and contract negotiation process campus and district leaders communicate the precise needs for the training/information that should be delivered by the provider. A clear definition of the results expected is communicated. If the provider has a multi-year contract, provisions are made to assess successes and results promised at the end of each year of the contract. The district assures that the contract will be terminated if execution of expectations is not satisfactory.

- **Execute final selection and procurement**
  Armed with surveys, appropriate contracts, references and input from all stakeholders the district coordinator makes a final selection and enters into an agreement with the external provider. Any and all external providers paid with TTIPS funds will be taken through TISD's process for selecting high-quality, best-fit trainers.

Westlawn's *Improvement Required* accountability rating for four years in a row indicates a critical need for reform and improvement. Key to the improvement process is the provision of ongoing, research-based professional development. After the professional development is provided there must be effective support for teachers to ensure that the trainings are implemented with fidelity. Funds from the TTIPS grant will enable Westlawn to accomplish these improvement activities.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 019907	Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Upon initial contact with selected external providers, a clear, concise contract is developed to spell out the expectations and the desired results of the training.

- **Proposed schedule to regularly review external provider performance**
  All consultants will be expected to schedule a review written into their contract. Evaluations from all recipients of the trainings/professional development provided will be examined to ensure that information and strategies presented are appropriate and delivered according to contract requirements.

- **Campus/district personnel responsible for oversight and management of providers**
  Oversight and management of providers is a team effort that involves teachers, campus administration and district administration. The ultimate responsibility for oversight and management rests with TISD's Coordinator of Professional Development; however, input, surveys and progress reports are all taken into consideration for this process to take place.

- **Process/instruments used to measure and monitor success of providers**
  Rubrics that include several aspects of the evaluation process are the best instruments to monitor success because they have multiple indicators of success and they have sliding scales for levels of implementation. Those levels of success include 5 measures:
    1. No implementation – information was provided but no action was taken after the training
    2. Mechanical implementation – teachers duplicate what they saw
    3. Routine implementation – Teachers actually use the strategies as evidenced by walk-through data
    4. Routine and appropriate implementation – the training/strategies are imbedded in classroom instruction and implemented with fidelity
    5. Executive Control – Teachers are so confident that they can actually teach the strategies to a fellow educator and they need no follow-up training

- **Corrective actions or additional supports utilized to improve provider performance**
  The more effective trainings offered to teachers are not one-shot trainings or "sit-and-get" one-way trainings. The more effective external providers have teachers practice the strategies during the training and they provide on-site coaching for individual teachers. Academic coaches and campus administration attend trainings so that follow-up support can be provided for teachers.

- **Criteria/sequence of actions to be taken to remove/replace a low performing provider**
  Three actions will be taken to remove/replace a low performing provider:
    1. Collect data and evaluative information from classroom teachers, coaches and administration
    2. Evaluate the results of the training by examining teacher behaviors and student behaviors
    3. Measure the changes seen in achievement

TISD is a good steward of all revenues, whether local, state, federal, or grant funds. All departments for TISD must follow the district's business and financial practices so that accountability for expenditure of funds is optimal and auditable.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from February 1, 2017-July 31, 2017. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Form the TTIPS Advisory Council and begin planning for grant implementation.
2.	Hire the Extended Learning/Grant Coordinator, Counselor, and Family Engagement/Social Worker.
3.	Plan and secure the Neuhaus Education Center for the onsite professional learning.
4.	Plan and implement first extended year summer camp for students.
5.	Purchase technology setup for new staff members.
6.	Purchase equipment and supplies for extended year summer camp.
7.	Conduct a 10 Day balanced literacy training for teachers.
8.	Analyze student performance results and design individualized instruction for the coming school year.
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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<u>**Coordination of district grant funds to provide student access to technology:**</u>
During the 2014-15 school year, Westlawn was the recipient of an Apple® grant. Funds from the grant were designed to upgrade the infrastructure and to provide computers and hand-held devices for faculty and students. Installation of wiring and hubs occurred during the spring semester of 2015. Distribution and implementation of devices for both teachers and students occurred during the spring semester of 2016. Training from the Apple® instructors continues to enable teachers to extend their learning with all of the tools available to them that will assist with full integration of technology in the curriculum. District attended the trainings to help with monitoring and implementation of the training. TISD understands that teachers have very busy schedules and they have little time to explore technology use and integration of technology into the curriculum in a meaningful way. A **technology integration/reading specialist** who has at least 5 years of teaching at the elementary level will be hired to provide immediate support for the staff. Job responsibilities for the technology integration/reading specialist will include training teachers, researching appropriate apps, support the literacy initiative through technology, troubleshooting devices, and modeling lessons.

After school, before school, and summer school efforts during the past school year became a vital effort in extending the learning day/year. Focus and Priority funding was used to supplement after- before-school and summer school activities, however, funds were limited so adequate staffing and supplies became an issue. The TTIPS grant, through the leveraging of Focus and Priority funds and local funds will supplement the efforts to provide a quality extended day/year program and include more summer program opportunities for students. The grant will provide for an **Extended Learning/Grant Coordinator** to coordinate extended day/year activities that pick up where the day school ended. The extended day/year coordinator will ensure a seamless transition in instruction between the day school and the extended day school so that tutorials will best follow up where classroom instruction left off.

<u>**Coordination and integration of efforts between Westlawn and feeder campuses:**</u>
To coordinate the efforts and maximize the effectiveness of grant funds, TISD will begin a vertical alignment process that will involve teachers at Dunbar Early Learning Center (PK campus), Theron Jones Early Literacy Center (K-2 campus) and Westlawn Elementary (3-5 campus). Starting this fall teachers will meet together at least twice a year to examine the vertical alignment of instruction. Fifth grade teachers will communicate with fourth grade teachers about fifth grade expectations, fourth will communicate with third, and so on -- down to PK. The technology integration/reading specialist will maintain a Google account in order to share aligned resources and strategies between feeder schools.

<u>**Ongoing and existing efforts**</u>:
Ongoing and existing efforts include strategies implemented last school year. Teacher "cruising clipboards" and student data notebooks are used daily by students and teachers to track student performance on formative assessments, to inform teacher-student discussions and to develop a plan for needed support. A structured time is set aside for quarterly "data days," when students meet with staff to review their academic and behavioral progress. Students become responsible for their own learning by maintaining their data notebook, which indicates successes and areas of need in learning, comprehension and behavior. Similar to students monitoring their own learning and development, teachers will begin to utilize the same concept through the TTESS evaluation system. This information is used in multiple situations, including PLC reviews and consultations, communication with parents, and tracking of individual students.

Coordination and integration are vital in providing avenues for communication and professional growth for teachers. Grant funds leveraged and coordinated with other funding sources will best move the Westlawn campus through a transformation process that will bring their accountability rating to *Met Standard*.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 5 implementation, the principal's first year at the applicant organization must have begun at or during school year 2015-2016. The principal may not have been principal of the applicant organization prior to school year 2015-2016.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	Taryn Wells
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	July 1, 2015

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 6: Rural LEA Flexibility
Rural LEA applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the *option* to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.
Applicants not proposing a modification/not eligible to propose a modification shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	With the TAIS process as the centerpoint for data collection Westlawn utilized: • Progress on Six Weeks Assessments • Renaissance Learning: Reading and Math Progress Measures • District Benchmarks • Formative Assessment Data • STAAR Assessment Data Student growth will be weighted in the summative evaluation of TTESS and TPESS with a copy remaining on file.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	Formative assessment of professional practice will include multiple observations that lead to an examination of walk-through data and performance data on all levels of assessments. The principal, assistant principal and instructional coaches will monitor classroom instruction to observe the implementation of trainings and to examine performance data concerning student growth and behavior. Principals and assistant principals will conduct **10-10-10 observations** on all teachers once every three weeks. There will be a short **10 minute pre-conference** followed by a **10 minute classroom observation** and ending with feedback in a **10 minute postconference**. These will be formative assessments of teacher performance leading up to the annual observation. The campus will also utilize information from Learning Walks (teachers will be conducting these) and Data Walks which is a data collection process to monitor the quality of instruction in the classroom. End of Year conferences will incorporate multi-layered assessment data and analysis of each teacher's professional goals and development plan to give the principal a clear picture of the performance and growth of teacher professional practice.
Describe how the evaluation system was developed with teacher and principal involvement:	After many years using the state approved PDAS appraisal system, the state introduced and has piloted over the last two years the new Texas Teacher Evaluation and Support System (TTESS). Texarkana ISD chose to pilot this model in one school for two years prior to implementation district-wide. Input was garnered from the teachers and the principal at the pilot campus and several recommendations were made to TEA based on their observations during the pilot. As a District, we also provided professional development to all classroom teachers on the TTESS and all principals were trained at the Region 8 Education Service Center. Principals at Westlawn held goal-setting meetings with all teachers during the first two weeks of school to develop each teacher's professional goals and discuss the process of ongoing growth and learning opportunities within the new evaluation system through the 10-10-10 coaching and feedback process.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	Teacher retention and career growth is a primary focus in Westlawn's transformation process. The following incentive system will be in place: **Annual Retention Stipend:** Professional-$3000; Non-Professional-$1500 **Career Growth Year 1:** Initial CALT (Certified Academic Language Therapist) Training (10 Days)- $2500 Successful Completion Designated: Reading Specialist: - $1000 Annual Stipend **Career Growth Year 2:** Continued CALT (Certified Academic Language Therapist) Training (10 Days)- $2500 Successful Completion Designated: Literacy Intervention Specialist - $2000 Annual Stipend **Career Growth Year 3:** Complete CALT Test for Certification Designated: Certified Language Therapist - $4000 Annual Stipend **Performance Stipend:** Meet State Accountability Standard – Professional Staff (all) $5000 Annually; Non-Professional Staff (all) $2000 Annually
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	Transformation will occur with a strong system of support for teachers. The Westlawn Leadership Team is committed to ensuring teacher success through the 10-10-10 observation and feedback process. Instructional coaches will observe, model teach and provide support for instructional planning which will result in ongoing improvement of teacher capacity for instructional delivery. Additional training or reviews of trainings will be provided for teachers who are struggling to improve professional practice. Instructional Focus Teams (IFT's) will be established to model data analysis linked to instructional planning. Teachers will be encouraged to visit other classrooms to see effective strategies in practice and will participate in Learning Walks at least three times annually. The growth model in TTESS provides campus leaders with the ability to transform the way teachers view walkthroughs and feedback. For teachers who continue to struggle, retired principals are brought in to shadow teachers and provide support and mentoring for improvement.
Describe the criteria established for educator removal:	If academic coaching, additional training, IFT's, and mentoring from retired principals has not resulted in teacher improvement, the principal will meet individually with the teacher and prescribe expectations and a timeline for improvement. If the classroom environment does not improve following all efforts listed above, the principal will collect all documentation of walk-throughs, coaching sessions and student performance measures and discuss next steps with the teacher. If the teacher does not effectively implement the improvement plan, removal will be necessary.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 019907	Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform Model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 019907	Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy
Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner that will be in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	N/A
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2017-2018 school year to sixty (60) by the start of 2018-2019 school year:	N/A

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 019907	Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2017, to support student success in college-level coursework and continued post-secondary education pursuits:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 019907	Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming
Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.	N/A
Indicate if the campus will partner with community-based provider or off-site campus to deliver key components of the model; such as staffing or facilities needed to deliver a grade-level or other educational program.

If such a partnership will exist, describe how the campus and LEA will ensure all students benefitting from the grant are enrolled at the eligible grantee campus. | N/A |

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 019907	Amendment # (for amendments only):

Statutory Requirement 14: High-quality preschool programming (continued)

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	N/A
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 15: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 16: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 17: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	N/A
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	N/A
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications.	N/A

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 019907	Amendment # (for amendments only):

Statutory Requirement 18: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 19: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school in a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to a higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 019907 | Amendment # (for amendments only):

TEA Program Requirement 1: Interventions and Resources to meet Model Requirements- IMPROVE THE INSTRUCTIONAL PROGRAM
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *improve the instructional program* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *improve the instructional program.*

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Improve the Instructional Program*
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	All teachers will be required to attend Certified Academic Language Therapist (CALT) Training to ensure that every teacher has the core competencies to provide a quality foundation in literacy instruction with opportunities for full certification in years two and three.	Year 1: Provider Fees-$101,860.00 and Teacher Training Stipends-$100,000.00 Year 2: Provider Fees-$100,778.00 and Teacher Training Stipends-$100,000.00 Year 3: Provider Fees-$100,778.00 and Teacher Training Stipends-$100,000.00 Year 4: Provider Fees-$50,000.00 and Teacher Training Stipends-$50,000.00
2.	Alternately in year two, mathematics teachers may choose to increase their content knowledge and expertise through the Master Mathematics Teacher (MMT) certification program by completing 12 graduate hours. (Teachers must complete one of the two content specialities).	Tuition: $18,000.00 per year Stipend: $2500 per year
3.	Purchase and setup a Leveled Library that will accommodate all reading levels in order to provide teachers with resources to instruct readers from the Pre-Primer to Grade 7 reading levels.	Year 1: Implementation - $100,000.00 Years 2-4: Replacement Costs - $20,000.00 per year
4.	Hire a Technology Integration/Reading Specialist to support the reading/literacy initiative through technology.	Years 2-4: $55,000.00 annually
5.		

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 019907	Amendment # (for amendments only):

TEA Program Requirement 2: Interventions and Resources to meet Model Requirements- INCREASE TEACHER QUALITY

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase teacher quality* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase teacher quality*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Teacher Quality*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	All teachers will be required to attend Certified Academic Language Therapist (CALT) Training to ensure that every teacher has the core competencies to provide a quality foundation in literacy instruction with opportunities for full certification in years two and three.	Year 1: Provider Fees-$101,860.00 and Teacher Training Stipends-$100,000.00 Year 2: Provider Fees-$100,778.00 and Teacher Training Stipends-$100,000.00 Year 3: Provider Fees-$100,778.00 and Teacher Training Stipends-$100,000.00 Year 4: Provider Fees-$50,000.00 and Teacher Training Stipends-$50,000.00
2.	Alternately in year two, mathematics teachers may choose to increase their content knowledge and expertise through the Master Mathematics Teacher (MMT) certification program by completing 12 graduate hours. (Teachers must complete one of the two content specialities).	Tuition: $18,000.00 per year Stipend: $2500 per year
3.	Establish a career growth reward system for attaining content specialities and certifications in reading and mathematics	Year 2: $35,000.00 Year 3: $70,000.00 Year 4: $140,000.00
4.	Student Achievement staff performance awards meeting State Accountability Standards and student growth targets.	Year 2: $271,000.00 Year 3: $271,000.00 Year 4: $271,000.00
5.	Teacher and staff high impact stipend to encourage retention in a high needs campus.	Year 2: $168,000.00 Year 3: $168,000.00 Year 4: $168,000.00

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 019907 | Amendment # (for amendments only):

TEA Program Requirement 3: Interventions and Resources to meet Model Requirements- INCREASE LEADERSHIP EFFECTIVENESS

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase leadership effectiveness* in order to achieve increased academic performance.
- Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to *increase leadership effectiveness*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Leadership Effectiveness*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	The campus principal was replaced in July 2015. The assistant principals were replaced in July 2016 to increase leadership effectiveness.	Local Funds
2.	Westlawn and TISD administration will provide opportunities for content specialists to increase leadership effectiveness by participating in and leading Instructional Focus Team Meetings, PLC's, and Learning Walks to observe instruction.	Years 2, 3, and 4: Maximize Learning – LeAnn Nickelsen - $40,000 annually
3.	All teachers will be required to attend Certified Academic Language Therapist (CALT) Training to ensure that every teacher has the core competencies to provide a quality foundation in literacy instruction with opportunities for full certification in years two and three.	Year 1: Provider Fees-$101,860.00/Teacher Training Stipends-$100,000.00 Year 2: Provider Fees-$100,778.00/Teacher Training Stipends-$100,000.00 Year 3: Provider Fees-$100,778.00/Teacher Training Stipends-$100,000.00 Year 4: Provider Fees-$50,000.00/Teacher Training Stipends-$50,000.00
4.	Alternately in year two, mathematics teachers may choose to increase their content knowledge and expertise through the Master Mathematics Teacher (MMT) certification program by completing 12 graduate hours. (Teachers must complete one of the two content specialities).	Tuition: $18,000.00 per year Stipend: $2500 per year
5.		

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 019907 | Amendment # (for amendments only):

TEA Program Requirement 4: Interventions and Resources to meet Model Requirements- INCREASE USE of QUALITY DATA TO INFORM INSTRUCTION
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase use of quality data* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase use of quality data*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	The district hired a Coordinator of Academic Services that monitors individual student progress, maintains the data room, and collaborates with teachers on data analysis and student growth.	Local Funds
2.	Westlawn and TISD administration will provide opportunities for content specialists to increase leadership effectiveness by participating in and leading Instructional Focus Team Meetings, PLC's, and Learning Walks to observe instruction.	Years 2, 3, and 4: Maximize Learning – LeAnn Nickelsen - $40,000 annually
3.	Contract with Lead4Ward to provide training on data analysis	Local Funds
4.		
5.		

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Texas Education Agency

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 019907 | Amendment # (for amendments only):

TEA Program Requirement 5: Interventions and Resources to meet Model Requirements– INCREASE LEARNING TIME
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the <u>key interventions</u> the campus will implement to *increase learning time* in order to achieve increased academic performance.
- Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to *increase learning time.*

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Learning Time*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Will hire an Extended Learning/Grant Coordinator	Year 1: $30,000.00 Year 2: $60,000.00 Year 3: $60,000.00 Year 4: $60,000.00
2.	Establish an extended day program to encompass 30 weeks per year including teachers, equipment, software, supplies, snacks, and transportation.	Year 2: $65,000.00 Year 3: $65,000.00 Year 4: $65,000.00
3.	Establish an extended year program for four weeks during the summer including instructors, supplies, and transportation.	Year 1: $90,800.00 Year 2: $75,800.00 Year 3: $75,800.00 Year 4: $75,800.00
4.	Summer backpack resource program.	Year 1: $25,000.00 Year 2: $25,000.00 Year 3: $25,000.00 Year 4: $25,000.00
5.	Redesigned master schedule in 2016-17 to improve transitions, maximize learning time, and include additional opportunities for reading.	Local Funds

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Schedule #17—Responses to TEA Program Requirements

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TEA Program Requirement 6: Interventions and Resources to meet Model Requirements- INCREASE PARENT/COMMUNITY ENGAGEMENT

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase parent/community engagement* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention for *parent/community engagement*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Parent/Community Engagement*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Hire a Family and Community Engagement/Social Worker Specialist develops and coordinates activities and training that help families support their students to be successful at school and to assist with behavioral issues.	Year 1: $30,000.00 Year 2: $60,000.00 Year 3: $60,000.00 Year 4: $60,000.00
2.	Summer backpack resource program.	Year 1: $25,000.00 Year 2: $25,000.00 Year 3: $25,000.00 Year 4: $25,000.00
3.	Hire a counselor to work with individual students and provide parent workshops and train parents in the *7 Habits of Highly Effective Families*.	Year 1: $30,000.00 Year 2: $60,000.00 Year 3: $60,000.00 Year 4: $60,000.00
4.	Supplies and programming costs for community workshops and parent education.	Year 2: $7,000.00 Year 3: $7,000.00 Year 4: $7,000.00
5.		

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 019907 | Amendment # (for amendments only):

TEA Program Requirement 7: Interventions and Resources to meet Model Requirements- IMPROVE SCHOOL CLIMATE

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the underlined key interventions the campus will implement to *improve school climate* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *improve school climate*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Improve School Climate*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Hire a Family and Community Engagement/Social Worker Specialist develops and coordinates activities and training that help families support their students to be successful at school and to assist with behavioral issues.	Year 1: $30,000.00 Year 2: $60,000.00 Year 3: $60,000.00 Year 4: $60,000.00
2.	Hire a counselor to work with individual students and provide parent workshops and train parents in the *7 Habits of Highly Effective Families*.	Year 1: $30,000.00 Year 2: $60,000.00 Year 3: $60,000.00 Year 4: $60,000.00
3.	Leader in Me Program	Year 2: $20,000.00 Year 3: $20,000.00 Year 4: $20,000.00
4.	Behavior Coordinator/Interventionists to help teach students to self-manage and be proactive in their behavior.	Year 2: $120,000.00 Year 3: $120,000.00 Year 4: $120,000.00
5.		

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 019907	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	X	X	X

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 019907		Amendment number (for amendments only):		

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 019907	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish collaborations with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community collaborations	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information in digital/audio formats	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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County-District Number or Vendor ID: 019907		Amendment number (for amendments only):		

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community collaborations	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish collaborations with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
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Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐

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