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TEXAS EDUCATION AGENCY
Standard Application System (SAS)
NO CHILD LEFT BEHIND
Reading First
School Year 2003-2004
SCHEDULE #4B--
Program Description - Part 2
Program Approach and Rationale

153-903
 County District No.

RESPONSE

Amendment No. 1

Description is limited to two pages per criterion. On pages 132a and 132b, space is provided for both the description of approach (all of 132a and the top of 132b) and the description of underlying rationale/research (bottom of 132b). May copy pages 132a and 132b to address each criterion: 2, 3, 4, 5, 6, 7, 9, and 11. Applicant must address each component under the respective criterion listed in Part I Section II(F) of this application. The submission must be front side of the paper only, font size not less than 9-point, and is limited to the space provided.

RESPONSE TO #101 - Criterion Number (2) Criterion Name: Instructional Assessments

- **Description of assessment plan for district campuses with K-3 programs that do not receive TRF funding.**
All of the campuses at each of the three school districts are receiving TRF funds and are included in the programs.

- **Description of how assessments are aligned with the instructional program.**
The assessment plan for the three district campuses will employ a combination of methods of determining what services the students need to receive on the three tiered system is to assure Adequate Yearly Progress (AYP) and in meeting the goal of Read First to have all students reading on grade level by the end of third grade. The plan for this assessment procedure is as follows. The first level of assessment will be the traditional classroom teacher assessments that occur in the course of normal instruction. These informal and formal assessments will be supplemented by the formal assessments that the additional tier two and three programs provide. The basal and current reading instructional programs will be supplemented with additional teaching materials to allow them to be used to the fullest. (The materials purchased will be determined for each of the campuses by the local teachers in conjunction with input from the program director.) The first level of "special" assessments will be at the level of Title 1 services. This assessment is used to determine inclusion in these programs that will be used to start the tier two services. These programs are different for the three school districts and will be continued to be used because they are based on scientific researched programs and the materials used are coordinated with the TAKS. The HOSTS program is unifying program across the three school districts for the tier two/three services and has a computer generate assessment designed to measure a student's current reading abilities, provide a prescription for reading improvement that uses supplemental and basal materials which are correlated to the TAKS, and provides the teachers and mentors with detailed lesson plan guides for instruction individualized for each student. Students who are not making AYP and/or who do not make enough progress in the tier two programs will be assessed for special education services as part of the tier three interventions which will be provided by the special education co-op that each of the school districts is members. The tier three services will integrate the current special education services and the Kurzweil Language Lab software to provide addition researched base instructional methods that have proven to be effective with highly at-risk students.
As a response to the additional information requested and changes that occurred in the people who were willing to work on this project, the members of this consortium are modifying some positions that will be hired from grant funds in the following manner. Gary Lee Frye, Ed.D. has agreed to assume the role Project Director / Evaluator and provides a unique constellation of professional contacts, degrees, certifications, and teaching experiences that will allow several of the concerns that were stated to be specifically addresses. Those items are as follows. Dr. Frye is currently working with the College of Education of Texas Tech University (TTU) to develop a forum where community stakeholders, school districts and higher education people can come together to learn about funding opportunities and develop consortiums to attempt to obtain grant funding. In this role, he has developed working relationships with the College of Education professor, Mellinee Lesley, Ph.D. who will be providing part of the professional development training, supervising of the TA/RA who will be recruiting and monitoring the pre-service TTU students who will be working with the K-3 students in a mentoring role, and assisting in studying the program to attempt to see what programs result in increased student reading abilities. Dr. Lesley will also be helping to develop and determine the best practices for reading instruction on these campuses which will be tied to the TAKS. This part of the professional development will be in direct response to instructional staff needs and will be customized in regards to the student assessment data. This will also allow the current research on reading instruction to be blend with the assessment and resulting staff development. Dr. Frye holds the certificates from TEA that directly related to aligning the assessment procedures with the instructional programs that are as follows: Educational Diagnostician, Elementary Self-Contained, English As A Second Language, Generic Special Education, Early Childhood Education, Secondary Reading, and Secondary English Language Arts (see resume for additional certifications).
Lastly, the members of the consortium will use ESC 17's standard reading in-service training to supplement all of the aforementioned items to increase the staff's – both administrative and instructional – understanding of how to integrate assessment information and instruction. The ESC training plan is included in the supplemental sections of this proposal after the letter that ESC 17 provided supporting this proposal.

1. Screening Assessments

- a. We will use the TPRI and an assessment listed on the 2003-2004 Commissioner's List of Reading Instruments.
- b. The assessments will screen for beginning reading skills as follows:
 - Kindergarten – phonemic awareness, phonics, fluency, listening comprehension, and vocabulary.

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RESPONSE TO #101 - Criterion Number (2) Criterion Name: Instructional Assessments

- 1st Grade – phonemic awareness, phonics, fluency, comprehension, and vocabulary.
 - 2nd Grade – phonics, fluency, comprehension, and vocabulary.
 - 3rd Grade – phonics, fluency, comprehension, and vocabulary.
- c. The state’s progress monitoring assessment will be administered at regular intervals (monthly, three times each year, etc.) based on grade level and the specific beginning reading skills students need to master at that grade level. Assessment results will determine if individual students require Tier II or Tier III instruction.
- d. Screening assessments will be used to flexibly group students by ability at the beginning of the year for initial instruction and to move students into more advanced groups as their skills increase. If assessment data show that students are failing to master beginning reading skills, we will provide professional development for teachers on instructional strategies to teach those skills.

2. Diagnostic Assessments

- a. We will use the TPRI and an assessment listed on the 2003-2004 Commissioner’s List of Reading Instruments.
- b. The assessments will diagnose beginning reading skills as follows:
- Kindergarten – phonemic awareness, phonics, listening comprehension, and vocabulary.
 - 1st Grade – phonemic awareness, phonics, fluency, comprehension, and vocabulary.
 - 2nd Grade – phonics, fluency, comprehension, and vocabulary.
 - 3rd Grade – phonics, fluency, comprehension, and vocabulary.
- c. The state’s progress monitoring assessment will be administered at regular intervals (monthly, three times each year, etc.) based on grade level and the specific beginning reading skills students need to master at that grade level. Assessment results will determine if individual students require Tier II or Tier III instruction.
- d. Diagnostic assessments will give teachers an in-depth analysis of students’ strengths and determine their need for different kinds of instruction. We will address gaps in student progress through professional development on those specific areas to give teachers new classroom strategies.
- e. Assessment results will be used to adjust the classroom lesson plan for each student, and to determine if the student requires Tier II or Tier III instruction.

3. Progress Monitoring Assessment

- a. We will use the progress monitoring assessment to track rates of reading improvement, identify students who are failing to make adequate progress and who are in need of different forms of instruction, and to determine which forms of instruction are most effective.
- b. The assessment will monitor the following beginning reading skills:
- Kindergarten – phonemic awareness, phonics, fluency, comprehension, and vocabulary.
 - 1st Grade – phonemic awareness, phonics, fluency, comprehension, and vocabulary.
 - 2nd Grade – phonics, fluency, comprehension, and vocabulary.
 - 3rd Grade – phonics, fluency, comprehension, and vocabulary.
- c. The assessment will be administered at regular intervals (see #4 below) to determine if individual students require different forms of classroom instruction, or Tier II or Tier III instruction.
- d. Assessment results will be used to adjust the classroom lesson plan for each student. If students continue to struggle with attaining specific beginning reading skills, we will provide professional development in those areas to give teachers new classroom strategies.
- e. Progress monitoring will allow teachers to provide early intervention and to design individual lesson plans to address learning gaps.

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RESPONSE TO #101 - Criterion Number (2) Criterion Name: Instructional Assessments

4. Assessment Schedule

Screening:

- Kindergarten for phonemic awareness, phonics, fluency, listening comprehension, and vocabulary in January and May.
- 1st Grade for phonemic awareness, phonics, comprehension, and vocabulary in August, January, and May; for phonemic awareness, phonics, fluency, comprehension, and vocabulary in January and May.
- 2nd Grade for phonics, fluency, comprehension, and vocabulary in August.
- 3rd Grade for phonics, fluency, comprehension, and vocabulary in August.

Diagnostic:

- Kindergarten for phonemic awareness, phonics, listening comprehension, and vocabulary in January and May.
- 1st Grade for phonemic awareness, phonics, comprehension, and vocabulary in August, January, and May; for phonemic awareness, phonics, fluency, comprehension, and vocabulary in January and May.
- 2nd Grade for phonics, fluency, comprehension, and vocabulary in August, January, and May.
- 3rd Grade for phonics, fluency, comprehension, and vocabulary in August, January, and May.

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Progress Monitoring:

- Kindergarten – for all skills in August, January, and May, and again in October and March for struggling students; monthly for phonemic awareness and phonics, and for students who are significantly at risk of reading problems.
- 1st Grade – for all skills in August, January, and May, and again in October and March for struggling students; monthly for phonemic awareness and phonics, and for fluency beginning in January; monthly for students who are significantly at risk of reading problems.
- 2nd Grade – in August, January, and May, and again in October and March for struggling students; monthly for students who are significantly at risk of reading problems.
- 3rd Grade - in August, January, and May, and again in October and March for struggling students; monthly for students who are significantly at risk of reading problems.

Outcome Measures:

- Kindergarten – for phonemic awareness, phonics, comprehension, and vocabulary in May.
- 1st Grade – for phonemic awareness, phonics, fluency, comprehension, and vocabulary in May.
- 2nd Grade – for phonics, fluency, comprehension, and vocabulary in May.
- 3rd Grade – for phonics, fluency, comprehension, and vocabulary in May.

5. Alignment with the Instructional Program

The current basils and supplemental reading instruction programs recommend continuous assessment to drive instruction. We will utilize TPRI and assessments from the Commissioner’s List of Reading Instruments to adjust students’ lesson plans as needed. We may also utilize the daily informal assessments, lesson planners, and unit assessments that come with our textbooks. These will provide additional tools that teachers can use to monitor progress, spot problems areas, and determine intervention strategies, but they will not replace our selected assessments.

6. Coordination of Assessments

Screening and diagnostic assessments will provide the data we need to group students for classroom instruction and design lesson plans that will meet individual student learning needs. The progress monitoring assessment will determine if students are acquiring beginning reading skills at a sufficient rate to attain grade level proficiency by the end of the year. Regular assessments will allow teachers to design appropriate lessons, provide early intervention in the classroom, and select appropriate Tier II or Tier III instruction in time for students to achieve grade level proficiency by the end of the school year.

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RESPONSE TO #101 - Criterion Number (3) Criterion Name: Instructional Strategies and Programs

• ***Description of how core reading program and instructional intervention materials are aligned***

The basic method of aligning the core reading programs and the instructional intervention materials that are being used at each of the three tiers is based on TAKS alignment. The basils and other current reading interventions currently in place are based on researched methods of teaching reading that are aligned to the TAKS. The vendors are currently updating this alignment and providing it to each of the campuses. This TAKS alignment contained in the current programs allows them to align with the HOSTS program because it has also been aligned with the TAKS. Further, the prescriptive assessment of the HOSTS program which drives the instructional intervention materials chosen to assist the students in making AYP uses these TAKS aligned materials to build a personalized instructional plan for each of the students that the mentors uses in working with their student. Lastly, HOSTS provides updated TAKS alignments of new instructional materials so that they can also be aligned in a similar manner.

The alignment of core programs and intervention materials are being done in the following manner:

- a. Our core and intervention programs provide explicit and systematic instructional in oral language, phonemic awareness, alphabetic knowledge, phonics, decodable text, fluency, vocabulary, listening comprehension, and text comprehension. All materials are aligned to TAKS.
- b. Each foundational skill is addressed specifically at the appropriate grade level. Our basil and current supplemental materials guide our teachers on how, when, and why to use them during primary instruction.
- c. Students practice and apply newly learned skills every day during primary instruction.

All of which is being done so that the various programs will blend into a seamless instructional method designed to promote the goals stated in Read First.

We will use assessment data to drive instruction, interventions, professional development, and budgets. Screening and diagnostic assessments will provide the data for grouping students during classroom instruction and for designing lesson plans that will meet individual student learning needs. Students who are referred to HOSTS tutoring will be assessed to identify specific reading objectives so that teachers can prescribe assignments that are cross-referenced to these skills. Progress monitoring assessments will determine if students are mastering beginning reading skills with Tier I and/or Tier II instruction at a sufficient rate to attain grade level proficiency by the end of the year. Assessment data will also reveal the specific instructional strategies in which teachers need additional professional development, and will also determine in which areas we need to add books and other instructional resources for teaching and student practice. Budgets will be developed to provide the necessary training and materials for all K-3 students and teachers, and the K-12 special education teacher. We believe that this will allow the consortium members to better align all of the parts of the Read First program.

• ***Description of how district and campus administrators will monitor the Texas Reading First implementation plan and ensure that the core reading program and supplementary materials based on scientific research will not be layered on top of non-research based programs currently being used.***

The instructional staff will submit lesson plans to the campus administrator and project director so that they can assess how the basil, current supplement, and grant purchased supplement materials are being integrated and used in the instruction of the students in reading. The project director will monitor a list-serve which will be used by the instructional staff to communicate among the schools, the TTU staff, and the administration so that formative evaluations can be done to improve the program on an ongoing basis. This will also allow the staff's of each of the schools to discuss what they are learning in the various staff development programs and ask questions directly related to students who are not making AYP and/or who are not responding well to the first tier instruction at each of the schools. Because of the nature of the backgrounds of the TTU staff and the program director, they will suggest other instructional methods that are based in research and the TTU pre-service student will assist in bring these instruction materials and methods to the campus instructional staff.

The ESC 17 staff development and TTU staff development will increase the instructional staff's awareness of what in scientifically based reading instruction. We believe that this will help in them understanding the importance of having instruction that has this firm foundation and will promote modifications in their current teaching practices to include only those methods which have a basis in research.

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RESPONSE TO #101 - Criterion Number (3) Criterion Name: Instructional Strategies and Programs

The following information is given to provide a scientific base for the second and third tier programs that will be used by all of the schools in the consortium. **HOSTS:** Research shows that one-to-one mentoring increases mastery of academic skills, improves self-esteem and self-confidence, and improves students' attitudes toward school (Fager, 1996; Gaustad, 1992). One-to-one mentoring is one of the most effective forms of instruction for helping students address reading problems and for ensuring that all students without serious learning disabilities learn to read. This is particularly true if the instruction involves regular assessment to measure progress and is tied appropriately to gaps in learning (Johns Hopkins University, 1990). Effective one-to-one mentoring has been found to be a useful tool in improving learning and preventing student reading failure (Ainsworth, 1995). In addition, mentoring can reduce the number of inappropriate placements in special education classes aimed at students with mild learning disabilities (Education Commission of the States, 1996). **Kurzweil:** Elkind (1998), when studying the use of computer reading machines for poor readers, found that this type of person greatly benefited from the use of these systems. The effect was two fold. First, the students were better able to process the information auditory. Second, the method of presentation of the words – highlighting the word being said – seemed to improve these students' independent reading abilities. Higgins and Raskind (1997) found similar results in that poor readers benefited from this technology even though skilled readers did not. Leong (1995) also found that poor readers would benefit from the use of this type of technology. This suggested that by using this type of technology, poor readers can experience benefits directly related to using the technology. Additionally, poor readers reported that they felt better about themselves because, through working on the computer, they did not need to ask someone to read to them.

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RESPONSE TO #101 - Criterion Number (4) Criterion Name: Instructional Materials

- ***Extent to which applicant addresses oversight for full implantation of core reading program.***
 The instructional and administrative staff on each of the campuses will receive additional reading staff development that is designed to extend their knowledge of the current resources that they have on their campuses. This will be in addition to the current reading instruction that the staff members have received. The campus administrators will monitor lesson plans to determine the use by the staff of current core programs. The list-serve will be used by the project director to assist in the formative evaluation of the implantation of the core reading programs at each campus. The project director will also make frequent site visits to the campuses to make himself available to answer questions concerning the integration of the core reading programs with the new Read First programs. The current level of staff development concerning the core reading programs will be maintained and these vendors will be asked to provide any "new" TAKS alignment information and/or staff development as it relates to their alignment with the goals of the Read First program.
- ***Description of how district and campus administrators will monitor the Texas Reading First implementation plan and ensure that the core reading program and supplementary materials based on scientific research will not be layered on top of non-research based programs currently being used.***
 The instructional staff will submit lesson plans to the campus administrator and project director so that they can assess how the basal, current supplement, and grant purchased supplement materials are being integrated and used in the instruction of the students in reading. The project director will monitor a list-serve which will be used by the instructional staff to communicate among the schools, the TTU staff, and the administration so that formative evaluations can be done to improve the program on an ongoing basis. This will also allow the staff's of each of the schools to discuss what they are learning in the various staff development programs and ask questions directly related to students who are not making AYP and/or who are not responding well to the first tier instruction at each of the schools. Because of the nature of the backgrounds of the TTU staff and the program director, they will suggest other instructional methods that are based in research and the TTU pre-service student will assist in bring these instruction materials and methods to the campus instructional staff.
 The ESC 17 staff development and TTU staff development will increase the instructional staff's awareness of what in scientifically based reading instruction. We believe that this will help in them understanding the importance of having instruction that has this firm foundation and will promote modifications in their current teaching practices to include only those methods which have a basis in research.
 The project director will provide reports to the district administration through the list-serve system on the ongoing effects of the program. He will also make regular site visits to the campuses to conduct formative evaluations of the effects of the programs on the students reading performance.

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RESPONSE TO #101 - Criterion Number (5) Criterion Name: Instructional Leadership

- ***Describes plan for training administrators and teachers at non-funded schools.***
 All of the campuses at each of the three school districts are receiving TRF funds and are included in the programs.
- ***Applicant identifies names, positions, duties, and qualifications of all administrative and instructional leaders who will be responsible for overseeing the implementation of the district and/or campus TRF plan.***
 Gary Lee Frye, Ed.D. will be the project director and evaluator. (His resume is included at the end of these responses.) He was selected for this role because of the certificates that he possesses, his ability to manage and evaluate other grant funded programs for several school districts, his ability to present his studies at regional, national and international conferences, and the role that he played at Lubbock-Cooper ISD as their former Dyslexia Coordinator in establishing a district-wide supplement reading programs and out-of-school-time programs that allowed them to obtain exemplary ratings from TEA as a district and on all of their campuses at one time over the last three years. His duties will be to coordinate the program on each of the campuses, oversee the list-serve, provide summative and formative evaluations of the programs effects, interface with TTU and vendor staff, and to inform the administrators at each of the campuses on the progress being made to allow them to integrate the Read First program into their ongoing campus and district improvement planning process. He will also work with the TTU staff to develop papers for publication on the effects of the program and in conducting research based assessments of the effectiveness of the programs at the campuses. (He has published studies that have used both qualitative and quantitative research data collection methods and will be able to use this background to develop mix-method studies of the effects of these instructional methods.)
 The campus level oversight will be provided by the current campus principals who are fully certified by TEA for their position. These administrators will also be involved in the reading staff development staff development which should provide them greater insight into this specific type of instruction. They will use the current methods for Campus Improvement Planning to integrate the evaluations from this program into this ongoing process.
- ***Names and describes Local Campus Coach(es), including individual(s) who will serve as Coach(es). If Coaches have not been selected, descriptions of selection process to ensure that individual have deep understanding of scientifically based research.***
 The Local Campus Coaches have not been selected, but a basic change in what we are going to do from the time that the proposal was written is being made. First, each campus will have a full-time Campus Coach instead of half-time. (We are having a part-time project director instead of Lead Coach and Lead Evaluator so that more staff can be placed on each campus to provide direct services to the students.) This person will be someone who has extra training/certifications in reading and the ability to work with staff and students. They will be informed that taking this position will require extra staff development – provide by TTU – that will allow them to have a better understanding of scientific based reading programs. They will also have training in the vendor programs and ESC 17 reading staff development so that they can serve as a resource to the other teachers on their campus. Because of the mid-year start of the grant, preference will be given to current staff members who have these qualifications so that they will already have a “feel” for the culture of the campus as it relates to reading instruction.
 To provide for the implementation support that will be needed to ensure the success of the program the following items will be done in the four areas that we have determined to be critical to the success of program.

Communication:

 - We will ensure regular and frequent communication about our Reading First program. Assessment and testing data will be furnished to administrators, the Campus Coach, teachers, and the State Technical Assistance Specialist after each administration. Teachers and school administrators will receive updates via e-mail list-serve and/or in faculty meetings.

Monitoring:

 - The Reading First staff and the State Technical Assistance Specialist will meet to plan program modifications and analyze student progress.

Support:

 - The Administration, Project Director, and Campus Coach will attend the monthly staff meetings to ensure that district and campus support are sufficient to guarantee success of the Reading First Initiative.

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Mentoring:

- The full-time Campus Coach will conduct classroom observations, model lessons, and otherwise mentor the Reading First teachers and staff. This will provide timely feedback so that teachers can make adjustments in their classroom strategies and upgrade their skills and performance.

All of these items will combine to allow the three school district to work together to increase the performance of their students on obtaining AYP in reading.

We have developed our plan for instructional leadership on four foundational principles which are as follows:

1. Accountability – Using assessment data to improve reading instruction.
 - Our teachers will use assessment data to plan instruction and intervention.
 - Our Campus Coach will use assessment data to plan professional development, classroom modeling, and coaching.
 - Our principals will review assessment data to identify those teachers who need extra help in order to be successful in the classroom.
2. Commitment – Resolving that all students will learn to read.
 - Reading First aligns with our school improvement goals for increasing reading achievement.
 - We will coordinate funding and programs to support high-quality reading instruction.
3. Sharing – Bringing teachers and administrators together to learn from each other.
 - Teachers and administrators will engage in regular meetings to share their success and plan for the future.
 - Teachers will work to make sure the curriculum is aligned both horizontally and vertically for maximum student success.
 - Professional development will be consistent with our SBRR approach to reading instruction.
4. Leadership – Maintaining clarity of focus on reading and working to bring about significant improvements in reading instruction.
 - The principal will established a clear focus on reading achievement.
 - Our teachers will have the resources they need to improve reading instruction.
 - We will work to remove any barriers that may keep any student from learning to read.
 - Instructional leaders will make regular classroom observations to monitor student and teacher performance.

This will provide leaderships by example which we feel will bring about the most change in the ongoing improvement planning process for each campus and district. This will cause the changes that are started with the Read First grant to become part of the culture of each school and will promote the goal of have all of our students performing at or above grade level in reading.

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by telephone/FAX on _____
by _____ of TEA.

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
NO CHILD LEFT BEHIND
Reading First
School Year 2003-2004
SCHEDULE #4B--
Program Description - Part 2
Program Approach and Rationale

153-903
 County District No.

RESPONSE

Amendment No. 1

Description is limited to two pages per criterion. On pages 132a and 132b, space is provided for both the description of approach (all of 132a and the top of 132b) and the description of underlying rationale/research (bottom of 132b). May copy pages 132a and 132b to address each criterion: 2, 3, 4, 5, 6, 7, 9, and 11. Applicant must address each component under the respective criterion listed in Part I Section II(F) of this application. The submission must be front side of the paper only, font size not less than 9-point, and is limited to the space provided.

RESPONSE TO #101 - Criterion Number (6) Criterion Name: District and School Based Professional Development

- ***Describes how professional development will prepare teachers and administrators to implement a comprehensive core reading program.***

The instructional and administrative staff on each of the campuses will receive additional reading staff development that is designed to extend their knowledge of the current resources that they have on their campuses. This will be in addition to the current reading instruction that the staff members have received. The campus administrators will monitor lesson plans to determine the use by the staff of current core programs. The list-serve will be used by the project director to assist in the formative evaluation of the implantation of the core reading programs at each campus. The project director will also make frequent site visits to the campuses to make himself available to answer questions concerning the integration of the core reading programs with the new Read First programs. The current level of staff development concerning the core reading programs will be maintained and these venders will be asked to provide any “new” TAKS alignment information and/or staff development as it relates to their alignment with the goals of the Read First program.
- ***Specifies content of training activities and describes how they will address identified teacher and administrator needs.***
 - 1. Professional Development Needs**

We will administer a professional development needs assessment and review testing and assessment data to determine the specific needs of teachers and administrators regarding instruction in the five essential components of reading. This will allow us to tailor our intensive professional development workshops to address effective teaching of phonemic awareness, phonics, fluency, vocabulary, and text comprehension. We will also revisit and extend the work we did in 2002-2003 for training new teachers and supporting returning teachers in the development of content and contexts aligned with TEKS/TAKS.
 - 2. Content of Training Activities**
 - a. Training will address the essential components of reading instruction. The training will complement the required Reading First professional development to be provided by ESC 17 and supplemental training provided by TTU.
 - b. Our core and supplementary programs are research-based and aligned with TEKS/TAKS, TPRI, and each other. Training will address how strategies and materials are effectively utilized in the classroom.
 - c. Teachers will learn to use screening, diagnostic, and progress monitoring assessments to guide instruction and interventions. The assessment results will determine in which areas teachers require additional professional development.
 - d. The principal and Campus Coach will identify professional training for teachers on the Texas Reading First Initiative and its guidelines to ensure that all teachers are working toward common goals for raising schoolwide reading achievement.
 - 3. Follow-up**
 - a. We will communicate expectations for classroom implementation during weekly teacher meetings and regularly scheduled in-service.
 - b. Teachers will receive all materials for classroom, supplementary, and intervention programs in time to review the materials and formulate discussion questions before attending the training. The Campus Coach will monitor teacher performance and model classroom teaching practices of strategies learned during training.
 - c. The Campus Coach will collaborate with the Regional Technical Assistance Specialist and work one-on-one with K-3 teachers, the special education teacher, and administrators. The duties will include:
 - Leading the staff in aligning the curriculum to TEKS/TAKS.
 - Evaluating our reading programs to determine their effectiveness with K-3 students.
 - Analyzing achievement data and making classroom instructional decisions based on progress monitoring of student and teacher data.
 - Meeting with individual teachers or the faculty to review instructional strategies for students who are demonstrating reading difficulties.
 - Facilitating or leading professional development on the essential components of reading.
 - Communicating with administrators on the Reading First initiative.

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Program Approach and Rationale

153-903
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RESPONSE

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RESPONSE TO #101 - Criterion Number (6) Criterion Name: District and School Based Professional Development

- Working with the administrators to coordinate funding and programs in an integrated K-3 literacy program.
 - Collecting, analyzing, and reporting data as required.
- d. The Campus Coach will report to the administrators on all professional development, and monitor their effectiveness in raising student achievement.
- e. Progress monitoring assessment data will be the primary way we will identify teachers who may need additional assistance. The Campus Coach will closely monitor these classrooms and model teaching of the new reading skills and strategies. If necessary, the Campus Coach will select professional development from ESC 17, TTU and/or other providers to address the teacher's specific training needs.

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RESPONSE TO #101 - Criterion Number (7) Criterion Name: District Based Technical Assistance

To assure that the evaluation plan will be able to be accomplished the role of project director/evaluator is being modified. Gary Lee Frye, Ed.D. will be the project director and evaluator. (His resume is included at the end of these responses.) He was selected for this role because of the certificates that he possesses, his ability to manage and evaluate other grant funded programs for several school districts, his ability to present his studies at regional, national and international conferences, and the role that he played at Lubbock-Cooper ISD as their former Dyslexia Coordinator in establishing a district-wide supplement reading programs and out-of-school-time programs that allowed them to obtain exemplary ratings from TEA as a district and on all of their campuses at one time over the last three years. His duties will be to coordinate the program on each of the campuses, oversee the list-serve, provide summative and formative evaluations of the programs effects, interface with TTU and vendor staff, and to inform the administrators at each of the campuses on the progress being made to allow them to integrate the Read First program into their ongoing campus and district improvement planning process. He will also work with the TTU staff to develop papers for publication on the effects of the program and in conducting research based assessments of the effectiveness of the programs at the campuses. (He has published studies that have used both qualitative and quantitative research data collection methods and will be able to use this background to develop mix-method studies of the effects of these instructional methods.)

He will work with the Regional Technical Assistance Specialist and school district staff members to assure that the evaluations of the programs are designed to meet local and state needs. He will coordinate the work of TTU staff if it found that the TA/RA will be able to use the data from the schools in obtaining advanced degree(s) so that the information can be published.