

Schedule #5—Program Executive Summary

County-district number or vendor ID: 015907

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.

SAISD plans to implement a TTIPS-funded school reform strategy at Douglass Elementary School that corresponds to existing campus needs and will facilitate academic improvement. Key areas for remediation or support identified in a Campus Needs Assessment included: a) increasing the time teachers spend planning in both vertical and horizontal groups; b) increased professional development for teachers to support improved instruction in math and reading; and, c) implementation of a vertically aligned tool for assessing student progress in math and reading. After reviewing recommended turnaround models, the Transformation Model was shown to have the greatest potential for addressing these needs and benefiting Douglass' students.

The Douglass campus leadership team has identified multiple strategies for improving student academic performance, using data to drive instruction, increasing leadership time, improving leadership and teacher effectiveness, improving school climate and increasing family and community engagement. Critical examples follow.

A. Since Douglass has a large number of ELL students (26.9%), including a greater than average number of overage students who began their education in another country, the Douglass Team identified the need for stronger instructional practices of proven benefit to ELL students. Their recommendation is for all teachers to complete a 3-day Beginning Of Year training in SIOP (Sheltered Instructional Observation Protocol). SIOP allows English learners to acquire academic knowledge as they develop English language proficiency, mitigating the common delay in skill development while a new language is acquired. This approach will assist Douglass' ELL students in attaining and remaining on grade level. Also, Douglass will launch the Douglass Learning Channel featuring video lessons developed in correspondence to the learning needs of all students, including sub populations. Channel content will be developed and presented by campus leaders and teachers, primarily, with support and guidance from students, parents, local churches, community groups and businesses. Parents and students will receive training in effective ways of using this resource during in and out of school time. A technology lending library will be developed to ensure students without home access to computers and/or the Internet also will benefit.

B. The Principal at Douglass Elementary was assigned within the last two years, is showing great progress in student achievement and will remain. Professional development will accelerate using new resources, e.g., Texas Elementary Principals and Supervisors Association, targeting implementation of school reform strategies and turnaround models.

C. Year 1 will be devoted to rich, continuous professional development for teachers, provided by the Principal (e.g. balanced literacy, collaborative lesson planning, and Lead4ward). At the end of Year 1, the campus leadership team will post a Request for Qualifications with regional colleges and universities asking for their interest in partnering with Douglass and SAISD in the development of a LAB SCHOOL. Proposals will be reviewed by Douglass leaders and the SAISD TTIPS Support Team and a partner selected prior to the end of the school year. During Years 2 and 3, the selected university or college will accelerate the value of Year 1's professional development using CCTV-enabled remote classroom observation and continuous structured feedback to support implementation and use with fidelity of best practices in instruction, data analysis and application, development of a quality afterschool program aligned to TEKS, and improving school climate. This tiered approach will build capacity within Douglass' existing teaching staff and these committed professionals will be responsible for training new teachers hired or transferring to the campus, thereby sustaining the Douglass model over time.

C. Douglass teachers and the Principal will create Campus Based Assessments in reading and math and will use technology to score the assessments and analyze scores based upon standardized criteria. Douglass will create a vertically aligned data collection system and teachers will meet monthly to review the data. Teachers will be able to view and use school-wide data via an Intranet and common access points.

D. Douglass will help parents become or remain their children's first and best teachers by offering monthly Family Fun Nights that include training sessions in helping with homework and building reading skills at all grade levels. Douglass will expand an existing partnership with a large church adjacent to school property to facilitate mentoring and tutoring relationships and provide volunteers for the classroom and school events.

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Schedule #5—Program Executive Summary (cont.)

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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.

SAISD has committed significant resources to the full implementation of TTIPS and the school reform strategies contained within a Transformation Model. A District-level TTIPS Support Team has been appointed and will be led by SAISD's District Coordinator of School Improvement (DCSI) and will include the Deputy Superintendent, the Assistant Superintendent for School Leadership, the Associate Superintendents for Human Resources and Finance and the Douglass Principal. The Team will be responsible for enacting meaningful school reform throughout the District, including administering and ensuring the success of TTIPS strategies and interventions at Douglass Elementary. The DCSI will serve as a mentor and liaison to the Douglass Principal and teaching staff, overseeing accountability, conducting performance-based monitoring and developing rapid cycle improvement strategies. The DCSI will have a direct line of communication to the SAISD Superintendent and Deputy Superintendent, which will assist in quickly eliminating any barriers that hinder improvement.

The Support Team also will help the Douglass Principal transition to the Charlotte Danielson Framework for teacher evaluation and the ~~Assistant Superintendent for School Leadership~~ also will begin using Charlotte Danielson to evaluate the Douglass Principal. Application of the Charlotte Danielson Framework will foster effective recruitment, high quality staffing and retention of qualified personnel. Finally, the Associate Superintendent for Human Resources and the DCSI will lead the Support Team in developing a cohesive, equitable reward and incentive system for teachers and principals, to be approved for implementation by the Superintendent.

SAISD has designed a comprehensive evaluation model to analyze and quantify TTIPS impact using a six step process: a) summarize the major components of the initiative; b) describe the characteristics of the Douglass students (including any enrollment, attendance, and performance trends) and instructional personnel (including measures of effectiveness); c) compile a review of the most current research on instructional programs, with the focus on program implementation and proven strategies; d) assess the level of program implementation (intended versus actual) with specific metrics described in Schedule #15, Part 1; e) assess the achievement level of program students based on the amount of growth in performance and their performance on State assessments using the specific metrics described in Schedule #15, Part 1; and, f) prepare a summary of findings with recommendations for program managers as well as Douglass and District administrators. Evaluation results will be reviewed every nine weeks by the TTIPS Support Team, including data related to student achievement indexed against teacher professional development activities. Areas of under-achievement will require a corrective action plan by the Douglass Elementary Principal, the components of which are expected to address refinements to instructional strategies and/or stepped up or more targeted professional development activities. By regularly reviewing impact on a short-cycle, problems will be quickly identified and professional development, new instructional tools or policy modifications can occur with equal speed, ensuring that unanticipated issues do not become barriers to planned outcomes.

SAISD is committed to sustaining the improvements enabled by the requested TTIPS grant, maintaining critical elements in future campus operational budgets via local and Title I funds. For example, the positions of Reading Specialist with a Bilingual Concentration, essential to planned literacy instruction improvements for ELL students, and of Technology Specialist, essential to ensuring highest and best use of technology upgrades purchased with TTIPS funding, will be continued as needed, as will afterschool enrichment activities. These investments, coupled with the durable, long-term improvements to teaching and leading that will accrue from establishment of a Lab School, in partnership with a local college or university, and implementation of the Charlotte Danielson teacher and principal evaluation framework, will preserve all realized improvements to teaching and leading and student improvement.

SAISD has methodically built the capacity to fully benefit from TTIPS funding. The skills and competencies of the Superintendent's Cabinet members have been improved, data analysis and interpretation has been embedded as standard operating practice at the campus and district levels and the Curriculum and Instruction Department has significantly improved resources for teachers to promote student achievement, including readily available, continuous coaching and support for content development and delivery. These assets have enabled SAISD to receive and maximize new federal and state funding through GEAR UP, the High School Graduation Initiative and TTIPS Cycles 1 and 2, all of which have contributed to improvement in student achievement.

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