Texas Education Agency
Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here. Received Texas Education Agency 2014 JAN 22 PM 2:22 Document Control Center
Submittal information:	**Four** complete copies of the application, at least three with original signature (blue ink preferred), 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:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1		
Abilene Independent School District	75-6000004	P.O. Box 981		
Mailing address line 2	City		State	ZIP Code
	Abilene		TX	79604-0381
County-District # Campus number and name	ESC Region #	US Congressional District #	DUNS #	
221901	14	TX-019	073142846	

Primary Contact

First name	M.I.	Last name	Title
Don		Kuciemba	Program Manager
Telephone #	Email address		FAX #
325-677-1444 ext 7313	donald.kuciemba@abileneisd.org		325-794-1493

Secondary Contact

First name	M.I.	Last name	Title
Misty		Tom	Special Programs Accountant
Telephone #	Email address		FAX #
325-677-1444 ext 1563	misty.tom@abileneisd.org		325-794-1323

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
Heath		Burns	Superintendent
Telephone #	Email address		FAX #
325-677-1444 ext 7639	heath.burns@abileneisd.org		325-794-1498
Signature (blue ink preferred)			Date signed
Heath Burns			January 21, 2014

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 221901	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)	☐	☐
8	Professional and Contracted Services (6200)	☐	☐
9	Supplies and Materials (6300)	☐	☐
10	Other Operating Costs (6400)	☐	☐
11	Capital Outlay (6600/15XX)	☐	☐
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	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 221901	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.		
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.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 221901	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.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 221901	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 Abilene Independent School District serves over 17,000 students, more than 68% of which are considered economically disadvantaged. These students face ever increasing challenges as not previously seen in education. It is imperative that school districts be able to recruit, train, and retain effective teachers to meet the needs of all students. According to a 2013 report from Pearson's Research and Innovation Network, nearly half of the nation's teachers plan to retire over the next decade. Districts must act now to begin replacing these experienced teachers, and create programs to efficiently train and retain new teachers.

In order to accomplish this, Abilene ISD proposes the development of a structured mentoring program to be implemented district-wide. This will address deficiencies which currently exist within the district. Research shows that teachers improve their proficiency and effectiveness the most during the first seven years of teaching, and the failure to provide comprehensive, high quality induction programs is costly in terms of lost human capital and diminished teacher effectiveness in the early career stages (Carroll & Foster 2010). Mentors will be trained utilizing a book study, *Teach Like a Champion* by Doug Lemov, and professional development for mentees using "Teaching Practices" from *The Ten-Minute In-service: 40 Simple Training Sessions that Build Teacher Effectiveness* by Todd Whitaker and Annette Breaux. Campus administrators will ensure common planning times for mentors and mentees so that they may meet a minimum of once per week. Co-planning time is available daily so teachers learn from each other and their mentors as they plan and deliver instruction. This collaboration is essential to sharing ideas, pedagogical practices, and addressing concerns of the mentee teachers. Recent research provides growing evidence that teacher collaboration improves the effectiveness of teachers, especially of inexperienced teachers, and positively affects student learning (Goddard et al., 2007; Gallimore et al., 2009; Jackson & Bruegmann, 2009). Training for new teachers will include capturing sample lessons on video allowing teachers to critique their lesson presentation as well as the reactions and engagement of students in class. The purchase of a video capture and software system, which is capable of providing panoramic views of the classroom, allows the practice of self-reflection by the mentee and open discussion of the lesson with mentors. External evaluators will be hired to observe mentees once per semester providing an unbiased evaluation of the teachers' strengths and weaknesses as the evaluators will have no campus affiliation. These evaluators will then meet with both the mentee and mentor to discuss the observations and ratings. Research, Abbott & McKnight 2010, suggests that teacher collaboration cultivates distributed leadership for teachers, which enhances job satisfaction and teacher retention. Therefore, the program director will schedule three meetings throughout the year to discuss topics related to identified needs and general district interests for mentees. District curriculum personnel and top-level teachers will present at these meetings, and time will be allotted for open discussion to share ideas and challenges among the mentee teachers.

The program director will establish an ongoing relationship with local universities focused on identifying teacher candidates early during their college career. Remaining in contact with these candidates, building a relationship through meaningful communication, allows both the candidate and district to gain knowledge of one another prior to the interviewing process. By offering an early notification of departure incentive funded by this program, AISD will have the ability to hire these top candidates before the market becomes so competitive. In recent history, more than 50% of new teachers hired by AISD were contracted shortly before the start of the school year. The preparation time for the teacher and district alike is limited with these untimely hires. New teachers will have a better introduction into the profession when appropriate, quality time is spent with a mentor prior to the beginning of the school year. The early notification of departure will allow the local campus time to make meaningful partnerships between the mentee and the mentor. With the right beginning, more teachers will stay in the profession.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 221901	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	
Project period: April 1, 2014, through August 31, 2016	Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$614,062	$	$614,062	$649,188	$	$649,188
Schedule #8	Professional and Contracted Services (6200)	6200	$47,177	$	$47,177	$35,692	$	$35,692
Schedule #9	Supplies and Materials (6300)	6300	$26,525	$	$26,525	$3,700	$	$3,700
Schedule #10	Other Operating Costs (6400)	6400	$3,000	$	$3,000	$2,000	$	$2,000
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$	$	$	$	$	$
	Total direct costs:		$690,764	$	$690,764	$690,580	$	$690,5802
	Percentage% indirect costs (see note):		N/A	$15,284	$15,023	N/A	$15,468	$15,468
	Grand total of budgeted costs (add all entries in each column):		$689,764	$15,023	$706,048	$690,580	$15,468	$706,048

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$706,048	$706,048
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$70,604	$70,604

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.

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 221901			Amendment # (for amendments only):		
	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher			$	$
2	Educational aide			$	$
3	Tutor			$	$
Program Management and Administration					
4	Project director	1		$73,750	$54,045
5	Project coordinator			$	$
6	Teacher facilitator			$	$
7	Teacher supervisor			$	$
8	Secretary/administrative assistant			$	$
9	Data entry clerk			$	$
10	Grant accountant/bookkeeper			$1,700	$1,200
11	Evaluator/evaluation specialist			$	$
Auxiliary					
12	Counselor			$	$
13	Social worker			$	$
14	Community liaison/parent coordinator			$	$
Other Employee Positions					
15	Title			$	$
16	Title			$	$
17	Title			$	$
18		Subtotal employee costs:		$75,450	$55,245
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay		$40,000	$40,000
20	6119	Professional staff extra-duty pay		$350,000	$404,055
21	6121	Support staff extra-duty pay		$	$
22	6140	Employee benefits		$48,612	$49,888
23	61XX	Early Notification of Departure		$100,000	$100,000
24		Subtotal substitute, extra-duty, benefits costs		$538,612	$593,943
25		**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		$614,062	$649,188

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 221901 | 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.

	Expense Item Description	Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	**$**	**$**

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		☐	$	$
2		☐	$	$
3		☐	$	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$	$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

1	Specify topic/purpose/service:Evaluator Services		☐ Yes, this is a subgrant
	Describe topic/purpose/service: External evaluators will observe mentee teachers once per semester with follow up		
	Contractor's Cost Breakdown of Service to Be Provided	**Year 1**	**Year 2**
	Contractor's payroll costs — # of positions: 2	$10,625	$7,500
	Contractor's subgrants, subcontracts, subcontracted services	$	$
	Contractor's supplies and materials	$	$
	Contractor's other operating costs	$	$
	Contractor's capital outlay (allowable for subgrants only)	$	$
	Total budget:	$10,625	$7,500

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 221901 | Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

2	Specify topic/purpose/service: Video capture and software system product training & support		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Mentees will periodically video lessons for self-reflection and mentor discussion			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions: 2	$35,552	$27,192
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$
3	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$
4	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$
5	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 221901		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)			
6	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	**Year 1**	**Year 2**
	Contractor's payroll costs # of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services	$	$
	Contractor's supplies and materials	$	$
	Contractor's other operating costs	$	$
	Contractor's capital outlay (allowable for subgrants only)	$	$
	Total budget:	$	$
7	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	**Year 1**	**Year 2**
	Contractor's payroll costs # of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services	$	$
	Contractor's supplies and materials	$	$
	Contractor's other operating costs	$	$
	Contractor's capital outlay (allowable for subgrants only)	$	$
	Total budget:	$	$
8	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	**Year 1**	**Year 2**
	Contractor's payroll costs # of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services	$	$
	Contractor's supplies and materials	$	$
	Contractor's other operating costs	$	$
	Contractor's capital outlay (allowable for subgrants only)	$	$
	Total budget:	$	$
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$46,177	$34,692
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**	$	$
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**	$	$
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**	$46,177	$34,692
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**	$1,000	$1,000
	(Sum of lines a, b, c, and d) Grand total	$47,177	$35,692

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 221901	Amendment number (for amendments only):

Expense Item Description

	Technology Hardware—Not Capitalized						
	#	**Type**	**Purpose**	**Quantity**	**Unit Cost**	**Year 1**	**Year 2**
6399	1	Laptop	Program Director	1	$1,086	$19,096	$
	2	Monitor	Program Director	2	$320		
	3	Docking Station	Program Director	1	$98		
	4	Panoramic Camera Kits	Video lessons for training and mentoring	8	$2,199		
	5				$		
6399	Technology software—Not capitalized					$	$
6399	Supplies and materials associated with advisory council or committee					$	$
	Subtotal supplies and materials requiring specific approval:					$	$
	Remaining 6300—Supplies and materials that do not require specific approval:					$7,429	$3,700
	Grand total:					**$26,525**	$3,700

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 221901		Amendment number (for amendments only):	
Expense Item Description		**Year 1**	**Year 2**
6411	Out-of-state travel for employees (includes registration fees) Specify purpose:	$	$
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$	$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$	$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$	$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$	$
6429	Actual losses that could have been covered by permissible Insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$	$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$	$
	Subtotal other operating costs requiring specific approval:	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$3,000	$2,000
	Grand total:	**$3,000**	$2,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 221901			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	**Description/Purpose**	**Quantity**	**Unit Cost**	**Year 1**	**Year 2**
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX/15XX—Technology hardware, capitalized					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX/15XX—Technology software, capitalized					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	$
			Grand total:	**$**	**$**

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 221901 | Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: **17,211**

Category	Number	Percentage	Category	Percentage
African American	2048	11.8%	Attendance rate	96.4%
Hispanic	7313	42.2%	Annual dropout rate (Gr 9-12)	0.1%
White	6907	39.8%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	75%
Asian	326	1.9%	TAKS commended 2011 performance, all tests (sum of all grades tested)	14%
Economically disadvantaged	11,363	65.5%	Students taking the ACT and/or SAT	56%
Limited English proficient (LEP)	692	4.0%	Average SAT score (number value, not a percentage)	481
Disciplinary placements	921	5.35%	Average ACT score (number value, not a percentage)	20.1

Comments

Abilene ISD further classifies student demographics into the following categories which account for the remaining 4.3% of the total student population:
American Indian: 64 students = 0.4%
Pacific Islander: 18 students = 0.1%
Two or more races: 663 students = 3.8%

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	41	3.63%	No degree	0	0
Hispanic	99	8.69%	Bachelor's degree	912	80.7%
White	985	87.24%	Master's degree	215	19.03%
Asian	5	0.44%	Doctorate	3	0.27%
1-5 years exp.	324	16.99%	Avg. salary, 1-5 years exp.	39,750	N/A
6-10 years exp.	192	16.99%	Avg. salary, 6-10 years exp.	42,400	N/A
11-20 years exp.	261	23.1%	Avg. salary, 11-20 years exp.	47,985	N/A
Over 20 years exp.	353	31.24%	Avg. salary, over 20 years exp.	58,477	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 221901 | Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	861	1537	1482	1439	1400	1358	1237	1243	1235	1229	1238	1055	998	899	17,211
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	11	23	23	23	19	21	19	19	19	19	21	21	19	21	278
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 221901	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through an annual needs assessment, conducted by the District-Wide Consultation Committee, Abilene ISD has identified the ability to "secure and retain an effective staff that is reflective of and responsive to the district's student body" as one of the top four goals in the 2013-2014 report. A comparison of student and teacher demographics in Schedule #12 above shows a disparity in the representation of certain ethnicities between teacher and student populations. The action plan listed for addressing this goal in the report is to "attend university job fairs to recruit highly qualified personnel." While this is a good practice, it does nothing to differentiate Abilene ISD from other job fair participants. The early identification and communication program outlined in Statutory Requirement #7 of this application explains how a designated person (program director) could work closely with universities to address this issue.

Additionally, approximately 50% of new hires in AISD for the current school year were considered 'late' hires (within 30 days of their start date). In order to hire from the top pool of candidates, it is necessary to identify top educational students early in their college career and monitor their progress while building a relationship that can transition to an employment opportunity with ease.

In reviewing surveys of teachers in their first year with AISD during the 2012-2013 school year, some of the common responses were:

- The need to meet, get to know, and plan with the mentor prior to the beginning of school;
- The need to better manage time for various tasks;
- The need for assistance with classroom management;
- Assistance in writing effective lesson plans;
- Guidance in communicating with parents;
- Assistance with district technology programs

Currently, AISD has each campus randomly assign mentors to new teachers. In some cases, administrators are assigned as mentors. These mentors are often given no instructions on how to work with mentees. The relationship is primarily based on the question, "How can I help you?" Newly hired teachers often do not know what help to ask for until there is a problem. By training mentors and giving them district-wide guidelines, they will be able to better assist new teachers and help them with issues not yet encountered. These issues would be addressed in mentor training and monitored throughout the year with the implementation of this program. If needs are identified that are beyond the scope of the mentor's expertise, professional development will be provided to the mentee.

The program will allow the district to meet the identified goal of eliminating some of the common obstacles which frustrate new teachers and in some cases cause them to leave the profession. Further, by assisting new teachers with pedagogical strategies, which have been honed by experienced teachers, highly effective instructional levels will be attained sooner.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 221901 | Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The need to have new teachers attain excellence of instruction, for the benefit of student growth and learning, at a faster pace than in the past.	This can be achieved through interaction with an experienced mentor including planning, observations, and pedagogical discussions. Targeted professional development and designed self-reflection will help improve this area.
2.	Systematic way, with accountability, of retaining teachers by supporting new teachers as they develop the art of teaching.	This can be improved by working with an experienced mentor and program director to avoid, or help deal with, the struggles and frustrations new teachers face due to unknown factors for which they may not be adequately prepared.
3.	Training experienced teachers to become effective coaches for teachers who are struggling to meet the needs of all of the students.	Through this grant program AISD will have the means to train experienced teachers (mentors) to pass along their valuable experiences. Often, these veteran teachers do not have the necessary time or training to effectively work with less experienced colleagues.
4.	Identifying and aggressively recruiting top college candidates for vacant teacher positions earlier in the year.	An Early Notification of Departure incentive program will prompt employees to notify AISD by the end of January of their intent to retire/resign. Relationships with local universities to identify top candidates in needed teaching fields early in their college careers enables AISD to recruit top new teachers.
5.	Employee a faculty which better represents the demographics of the student population.	Grant funds would allow the hiring of a designated person (program director) to actively recruit qualified candidates which better match student demographics.

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Schedule #14—Management Plan

County-district number or vendor ID: 221901 | Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Program Director	Bachelor's degree from a 4 year accredited college required; Master's degree preferred; minimum of 5 years teaching experience; good public and interpersonal communication skills and strong computer skills; prior experience managing grant funded programs preferred.
2.	Mentor	Five years effective teaching experience as evidenced by formal evaluations and student growth/success documented on three years of STAAR results if in an assessed grade level.
3.	External Evaluator	Master's degree with education administrative certification required; at least 15 years of experience in public education; good public and interpersonal communication skills; certification in PDAS and ISLLC.
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Identify and train mentor teachers	1.	Hire program director	4/1/2014	4/30/2014
		2.	Identify potential mentor teachers	5/1/2014	5/31/2014
		3.	Meet with potential mentors for orientation and to sign mentor agreement	6/1/2014	6/7/2014
		4.	Mentor book study	6/1/2014	6/30/2014
		5.	Train in use of panoramic video equipment	8/1/2014	8/31/2014
2.	Work with new teachers to assist them in developing the craft of teaching	1.	New teacher orientation	8/1/2014	8/31/2014
		2.	Weekly meetings with mentor	8/15/2014	5/29/2014
		3.	External evaluations with follow up	10/15/2014	2/28/2015
		4.	Mentor/mentee observations	9/1/2014	2/28/2015
		5.	Targeted professional development (district)	11/1/2014	5/31/2015
3.	Develop teachers that use self-reflection as a tool for growth	1.	Teachers perform pre-observation self-assessments	9/1/2014	5/31/2015
		2.	Train in use of panoramic video equipment	9/1/2014	9/30/2014
		3.	Weekly discussions with mentor addressing areas of concern	8/1/2014	5/31/2015
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
4.	Identify and aggressively recruit top college teacher candidates	1.	Hire program director	4/1/2014	4/30/2014
		2.	Meet with local universities to explain program and build protocol for working with students and instructors	6/1/2014	6/30/2014
		3.	Communicate with personnel director to identify areas of teacher need	5/1/2014	8/31/2016
		4.	Correspond with candidates and invite them to participate in district activities	6/1/2014	8/31/2016
		5.	Provide early notification of departure incentive	1/31/2015	1/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 221901	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District goals are largely determined through an accumulation of campus needs. Campus needs are prioritized by campus consultation committees based in part on state assessment scores. These campus plans are reviewed by principals with the Associate Superintendent for Curriculum and Instruction. The plans are further reviewed and progress is monitored at mid-year. Adjustments are made as needed. Also, curriculum content area directors monitor student progress on common assessments during each grading period. They work with instructional specialists and directly with teachers to supply materials and strategies which address areas of low performance.

District plans are discussed and agreed upon through regularly scheduled administrative team meetings involving all campus principals and key instructional personnel. This information, along with campus plans, is delivered through faculty meetings/staff development to teachers so they, as well as campus administrators, can communicate with students and parents. Additionally, campus and district improvement plans are posted on their websites.

Part 4: Sustainability and Commitment. 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? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Abilene ISD currently conducts a two day new teacher orientation which serves primarily as a general information session. Upon award of this grant, a portion of that time will be utilized for mentors to meet and get to know mentees. In addition, the parameters of the mentoring program will be explained to all involved. At this time, AISD's mentoring program is left to the campus to organize and execute. The ability to have a director whose sole job is to ensure that this program is implemented with fidelity will maximize the impact of the grant funds during the grant period. The support that the program director can provide to the mentor and mentee alike will allow both parties to remain committed to this project The video capture and software system that will be purchased with grant funds will be used during the term of the grant and subsequent years to begin a library of videoed lessons that focus on specific exemplar teaching strategies. This library will be used after grant funds have expired to allow new teachers to observe and learn from successful teachers. The cameras will allow self-observation/reflection to continue which can grow teachers with no experience as well as those with multiple years' experience.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 221901 | Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Mentor observations of mentee	1.	Improvement on observation form
		2.	Reduced need for assistance as documented in notebooks
		3.	Positive feedback to program director by mentors
2.	Student scores on common assessments and STAAR	1.	Improvement on student scores for six week common assessments
		2.	STAAR scores comparable to district averages
		3.	
3.	Surveys of mentor/mentee relationship	1.	Positive response on both sides
		2.	Evidence of progress between surveys
		3.	
4.	Data relating to number of late hires of new teachers	1.	Reduction from current 50% to 20%
		2.	
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. 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.

Teacher participation in district-level meetings will be tracked by using sign-in sheets and documenting in eduphorial. Mentor/mentee collaboration will be documented with observation forms and the completion of discussion notebooks. Outside evaluator observation forms will be sent to the program director.

Formal student-level academic data will be gathered through the use of common assessments during each six week period. This data will be tracked in eduphoria! Aware so that growth can be measured. Academic achievement can then be compared to state assessment results. Informal student-level data will be collected through the use of a common student survey form. Student attendance data can be tracked through the use of the district's Data Dashboard.

Problems with project delivery should be identified promptly through the ongoing communication between mentors, mentees, and the program director. Individual instances can be resolved through collaboration among these parties and the campus principal if needed. Systemic problems can be discussed during the district-wide meetings so that all parties are involved in the resolution of that problem.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 221901	Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

All new teachers to AISD will be matched with a mentor on their home campus. Mentors will be selected by campus principals in collaboration with district administrators to ensure that only the highest quality instructors are selected.

To participate in this program, mentors must meet the following requirements:

- Minimum 5 years teaching experience
- Scored at the highest level on formal evaluations for the past 3 years
- Documented student growth/success on the STAAR reports for the last three years (if in assessed grade level)

Mentor responsibilities include:

- Be trained in observation protocol.
- Participate in a book study reading *Teach Like a Champion* by Doug Lemov. (This will serve as a common guide for mentor/mentee discussions district-wide.).
- Attend mentor training during the summer 2014.
- Set up personal classroom early to ensure the first week of contract can be spent working with mentee.
- Assist the mentee with writing and executing differentiated lessons that meet the needs of all students, establishing routines, and developing long and short term planning strategies.
- Provide moral and emotional support assuring the highest level of confidentiality.
- Have a minimum of 25 contact hours with the mentee each semester to focus on effective teaching, understanding procedures, meeting timelines, and expectations of the school district.
- Observe the mentee teaching 2 times per semester with follow up coaching sessions documented on a collaboration form.
- Maintain a mentor notebook (This will serve as documentation and a resource.).
- Allow the mentee to observe the mentor teaching 2 times per semester using the collaboration form for reflection and follow up discussion.
- Work closely with the program director to find additional support as needed and to ensure grant and program compliance.
- Commit to being a mentor for 2 years.

Mentors and mentees will be brought together prior to the beginning of the school year for orientation and to begin building the relationship which will be pivotal to the success of the program. Discussions will be documented detailing the aspects of the mentoring program and goals of the mentors and mentees. . Mentors will meet as a group to collaboratively discuss the strengths and weaknesses of the program. Mentors will be eligible for a $2000 yearly stipend upon completion of all assigned duties in the mentorship program.

Mentee responsibilities include:

- Attend 2 day new teacher orientation (already provided by the district).
- Attend 3 half day meetings with the program director and guest presenters. Topics sensitive to that time of year, district programs and priorities, and other identified areas of discussion will be presented. This will allow for collaboration among new teachers.
- Maintain a mentee notebook (This will serve as documentation and as a resource.).

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- Observe the mentor teaching 2 times per semester using an observation form to document practices and teaching strategies which they could incorporate into their teaching.
- Use a video capture and software system to video a lesson one time per semester and complete a self-reflection form to discuss with mentor.
- Work closely with the program director communicating needs, concerns, and successes.

Mentees will be compensated for any activities required outside of contract times.

Campus principal responsibilities include:

- Identifying mentor candidates during spring 2014.
- Assigning mentor teachers to mentees prior to new teacher orientation.
- Provide common planning time in the mentor and mentee schedules.
- Provide support and be a resource for both the mentor and mentee.
- Work closely with the program director.

Outside evaluator responsibilities include:

- Observe each mentee once per semester using an evaluation tool created specifically for this program.
- Conduct a follow up meeting with the mentee and mentor to discuss the observation.
- Provide copies of evaluations to the program director.

Observation forms designed by the district utilizing a rating scale for indicators in each domain will be utilized. This will allow for growth measurement throughout the year. The use of outside evaluators will allow for a candid observation which will not involve any campus bias and will not jeopardize the mentor/mentee relationship. The program director will also conduct 'walk through' observations throughout the semester and provide feedback to both mentor and mentee.

AISD will also utilize a video capture and software system to video various master teachers throughout the district, representing different grade levels and content areas, as they present high quality lessons. Mentees will view these, completing an observation form, and discuss with his/her mentor. As this video library is built, it can be utilized for future training opportunities.

Program funds will provide substitutes as needed for the various meetings.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 221901	Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Mentors will be trained in the use of the observation rubric to be used. Mentees will be informally observed twice each semester by their assigned mentor and once each semester in a self-reflective, collaborative response format. Pre-observation meetings will be held to allow the mentee to explain his/her purpose in teaching the lesson and the rationale behind using the teaching strategies that were chosen.

After each observation, the mentor and mentee will review the lesson using a rubric that examines teacher behaviors paired with student behaviors; observable evidence of student mastery of the objective; appropriate lesson objective; effective teaching strategies; positive behavior strategies, discipline strategies, and evidence of differentiated instruction.

The program director will conduct walk through observations throughout the entire school year. Information from these walkthroughs will be shared with the mentee to encourage positive aspects observed and strategies to correct those practices and procedures which do not yet meet expectations.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 221901	Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Outside evaluators will be trained to use a formal observation rubric which includes the domains: teaching and learning, use of assessment, culture and climate, and professionalism. Each new teacher will be observed for 45 minutes once per semester. Prior to each observation, teachers will complete a self-assessment form to rate what they perceive to be their areas of strength and weakness. Teachers will be rated as unsatisfactory, developing, effective, or distinguished with points applied within each domain so that growth between observations can be easily measured. Post-observation meetings will then be conducted with both the mentee and mentor to explain how each rating was derived. This will allow new teachers to ask questions and receive feedback from an observer who has no affiliation with the campus. This information can then be compared to observations made by the mentor to address areas for growth.

Campus principals and/or other campus administrators will conduct walk-through observations throughout the year providing feedback to the mentee. Campus principals will also conduct the formal PDAS observation for new teachers. Principals will have access to all observation data compiled by mentors and outside evaluators to allow for a more accurate assessment of new teacher performance including growth shown during the year. The summative conference will address the entire scope of a mentee's duties including lesson plans, content knowledge, student engagement, student growth, differentiated instruction, effective questioning, data analysis, goal setting, use of multiple forms of assessments, feedback to students and parents, student safety, appropriate professional development, collaboration with colleagues, adherence to policies and procedures, and professional conduct.

The program director will provide student evaluation forms allowing students to express their ideas of the teacher's strengths and weaknesses. While this would not be part of the formal evaluation, it could identify areas the teacher had not previously considered leading to a growth opportunity.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 221901	Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Building principals will schedule common planning times for the mentor and mentee. This will allow the mentor to assist the mentee in developing differentiated and engaging lesson plans. Twenty-five contact hours will be required between the mentor and mentee each semester. One planning period each week will be set aside for pedagogical discussions. Notes of these discussions will be kept in the mentor/mentee notebooks.

Substitutes will be provided through grant funds as needed to allow for the required classroom observations and additional collaboration time.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 221901	Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Mentors will be involved in a book study over *Teach Like a Champion* by Doug Lemov as part of their mentor training. The strategies highlighted in this book will serve as short professional development opportunities the mentor will use to assist the mentee. In addition, mentors will use the "Teaching Practices" from *The Ten-Minute In-service: 40 Simple Training Sessions that Build Teacher Effectiveness* by Todd Whitaker and Annette Breaux during weekly mentee meetings as professional development opportunities. These will be used in the areas that are identified during the observation as needing additional support. These strategies, as well as those developed by the mentors through experience, will be used to address student needs as identified by the mentor through in-class observations, scores on district common assessments, distribution of grades, and other assignments/assessments.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 221901 | Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The largest part of the funding will be spent to compensate teacher mentors. Involvement in pedagogical conversations and periodic strategic feedback is the most impactful way of retaining and growing a teacher. The time spent for the mentor to participate in knee to knee coaching; offering professional development opportunities to the mentee; time working off contract and the expertise needed to fulfill this role suggests that this is the most appropriate use of grant funds. The effectiveness of these mentors will enable new teachers to more quickly have a positive impact on student learning and growth by helping to accelerate the learning curve faced by new teachers. Successful teachers have better probability to remain in the profession.

The program director would receive the next largest compensation package. The most effective program cannot run without accountability. Fidelity of implementation and daily operations is key to the success of this program. The program director has the weight of beginning a program that must have sustainability beyond the funding years.

Because it is the desire of the AISD to have unbiased, authentic evaluations, the evaluator must be a contracted position. Grant funds would allow for this compensation.

As the grant period ends, the district will determine if local funds could be available to continue a stipend program for mentors or if compensation can be attained through a reduced class load.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 221901	Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Under this program, Abilene ISD will have the program director work closely with the three local universities to identify teacher candidates particularly in needed teaching fields and to balance ethnic representation across the district. Candidates would be identified during their sophomore year in college to begin a relationship with the district and to monitor their progress through the remainder of their college career. These candidates would have additional observation time, student tutoring time, and involvement in teacher meetings so that the district could better gauge the quality of each candidate over an extended period of time. Applicants would be evaluated on their academic achievement, success as a student teacher, answers to interview questions, and feedback from cooperating teachers. Likewise, the university students would gain a better understanding of public school education, particularly in AISD, which would allow for an easier transition from college student to classroom teacher. The program director would also work with the district's director of personnel to recruit qualified candidates from other accredited universities in the surrounding area. Recruitment in and around Abilene would aid in teacher retention.

The Early Notification of Departure incentive plan described in the Executive Summary would go hand in hand with this recruiting program. When openings are known earlier in the school year, the district can focus on the top candidates that closely resemble the student demographics of the district. The early notification plan calls for resignations to be submitted no later than January 31 of each grant year which would give the district the time needed to fill all openings prior to the end of that school year.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 221901	Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Mentor teachers in this program will gain expertise and training which will enable them to become future mentor trainers. As the grant period ends, these teachers would then become mentor leaders on their respective campuses allowing them to continue to impact new teacher development. These teacher leaders could also share pedagogical strategies with the entire campus. In addition, they could work with instructional specialists on each campus to assist with teacher collaboration activities among all levels of teachers.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 221901	Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 221901	Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. 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: 221901	Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Abilene ISD currently has no specific mentorship program for new teachers. The surveys of new teachers highlighted the need for such program. In order to fund an effective, quality program, AISD would have to go to an outside funding source. The Program Director, a non-instructional position, is a necessity to ensure this program is implemented and executed with fidelity. In a district with ever increasing class sizes, hiring non-instructional staff is not always seen as necessary. Because AISD is a district that continues to need teaching technology, a video capturing and software system is seen as a luxury and a difficult item to be added in the operating budget. Therefore, outside funding such as this grant would be the only way it could be purchased. This would enable new teachers to become successful sooner than they would without mentorship. Also, many of the frustrations new teachers face which cause them to leave the profession prematurely can be eliminated, or at least dealt with collaboratively.

The program director position will allow for more aggressive and more targeted recruitment of new teachers. Teacher shortage areas could more adequately be addressed with this program.

An important part of this proposal deals with mentor training and teacher evaluations. Grant funds will permit AISD to purchase training materials and the video capturing and software system. Teacher self-evaluation and mentor observation will be invaluable to new teachers in sharpening their skills. Funds for substitutes to allow for additional collaboration and professional development would not be available without the grant funds.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 221901 | Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This is a projected timeline for year one of the program. A similar timeline will be utilized during year two.

April 2014	Hire program director
May 2014	Secure mentor agreements
June 2014	Book study with mentors
	Program director contacts local universities
July 2014	Mentor/Mentee matches made
August 2014	Mentor/Mentee relationship begins
	Mentee orientation
September 2014	Mentor observes mentee
	Mentee observes mentor
	Weekly mentor/mentee meetings
	½ day mentee meeting with program director
October 2014	Mentor observes mentee
	Mentee observes mentor
	Program director walkthroughs
	Weekly mentor/mentee meetings
	Mentee self-reflection lesson
	First semester outside evaluator observations begin mid-October
November/December 2014	Weekly mentor/mentee meetings
	Outside evaluator observations continue
	Program director walkthroughs
	Mentors meet with program director
January 2015	Weekly mentor/mentee meetings
	Program director walkthroughs
	½ day mentee meeting with program director
	2nd semester outside evaluator observations begin
	Early Notification of Departure notices due by 1/31/2015
February 2015	Weekly mentor/mentee meetings
	Mentor observes mentee
	Mentee observes mentor
	Mentee self-reflection lesson
	Program director walkthroughs
	Outside evaluator observations completed
March 2015	Mentor observes mentee
	Mentee observes mentor
	Weekly mentor/mentee meetings
	Mentee formal observation by campus principal
April 2015	½ day mentee meeting with program director
	Weekly mentor/mentee meetings
	Program director walkthroughs
May 2015	Weekly mentor/mentee meetings
	Program director walkthroughs
	Year-end surveys of mentors, mentees, and students
	Mentors meet with program director

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 221901	Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Campus principals discussed the parameters of this plan with potential mentors. Over 90% of those teachers supported the program and wished to be considered for a mentoring position. 100% of campus principals support this initiative. The plan also has full support of district administration.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participation in this mentoring program will be district-wide in Abilene ISD. This will include 2 Early Childhood campuses, 15 Elementary campuses, 4 Middle School campuses, 3 High School campuses, and 2 Alternative campuses. AISD currently has a population of over 17,000 students and 1250 teachers.

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