#2—Build A Foundation in Reading and Math

Statutorily allowable use of funds:

**Title I, Part A: Improving Basic Programs—Schoolwide Programs:** (A) Supplemental programs or activities that strengthen the academic program of the school, targeting specific, identified needs and providing students, particularly those failing, or at risk of failing to meet standards, opportunities to meet State academic standards. (B) Programs should increase learning time and provide enriched/accelerated curriculum, which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, other strategies to improve students' skills outside the academic subject areas.

**Title IV, Part A: Student Support and Academic Enrichment, Safe & Healthy Students** Programs or activities that integrate health and safety practices into school or athletic programs; help prevent bullying and harassment; improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment; or establish learning environments and enhance students' effective learning skills that are essential for school Readiness and academic success, such as by providing integrated systems of student and family supports.

## Project Summary

School safety, culture, and climate programs support the goals of building a foundation of reading and math and connecting high school to career and college by addressing positive traits and supporting development of positive school climate. Current research documents that school environment is key to supporting teaching and learning and promoting student achievement (Kraft et al, 2016). Programs designed to change school culture by implementing new norms reduce school violence, bullying, and teen suicide. Schoolwide safety, culture and climate programs can help increase academic achievement for all learners, reduce discipline referrals, and develop students into good citizens. Specific topics addressed in many culture and climate programs include bullying prevention, school safety, and academic integrity. Safety, culture and climate programs address traits including courage, trustworthiness (honesty, reliability, punctuality, and loyalty), integrity, respect and courtesy, responsibility (accountability, diligence, perseverance, and self-control), fairness (justice and freedom from prejudice), caring (kindness, empathy, compassion, consideration, patience, generosity, and charity), good citizenship (patriotism, concern for the common good and the community, and respect for authority and the law), and school pride. These programs should use integrated teaching strategies and can be addressed as part of instruction to address various Texas Essential Knowledge and Skills.

## LEA Financial Commitment (estimated start-up and annual costs)

### Start-Up Costs

<table>
<thead>
<tr>
<th>Expense</th>
<th>Estimate</th>
<th>Expense</th>
<th>Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel salaries, wages and benefits</td>
<td>$0</td>
<td>Consulting services</td>
<td>$3,500-$20,000</td>
</tr>
<tr>
<td>General supplies and materials: classroom kits or annual subscriptions</td>
<td>$150-$1200</td>
<td>Miscellaneous operating expenses: staff training</td>
<td>$10-$795 per person</td>
</tr>
<tr>
<td>Equipment</td>
<td>$0</td>
<td></td>
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</tbody>
</table>
### Project Description

#### Goals and Student Achievement Objectives

The goal of culture and climate programs is use integrated teaching strategies to provide non-academic, age-appropriate instruction related to positive character traits in concert with academic instruction to increase overall student achievement. In selecting a culture and climate program, districts should consult with parents of students, educators, and members of the community, including community leaders. Programs can be implemented in a variety of settings including before-school and after-school programs or during the school day. Programs can also be incorporated into enrichment education including physical activity such as martial arts or team sports, fine arts, or health education.

A school may be designated as Character Plus if the school implements a culture and climate program that addresses all the characteristics outlined in Texas Education Code §29.906 and is approved by a committee of parents of district students, educators, and other members of the community including community leaders.

Culture and climate resources are available through age-appropriate presentations to students, professional development workshops for educators, as annual subscriptions, classroom kits, grade level materials, or individual student and teacher materials. Many programs include training for teachers and training for parents.

#### Expected Outcomes

Expected outcomes include increased student achievement, increased attendance, decreased discipline referrals, and reduced dropout rates. Certain programs are designed to achieve the following:

- decrease in conduct problems, such as classroom misbehavior and aggression
- decrease in emotional distress, such as anxiety and depression
- improvement in attitudes about self, others, and school
- improvement in social and emotional skills
- improvement in school and classroom behavior
- gain in academic achievement as documented through standardized test scores

#### How Will Success Be Measured and Data Sources Available

Success will be measured based on increased student achievement as indicated by performance on state reading and math assessments, increases in the number of students who are promoted to the next grade without need for grade placement committees, documented discipline referral decreases, and increases in graduation rates.

### Annual, Ongoing Costs

<table>
<thead>
<tr>
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<tr>
<td>Equipment</td>
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<td></td>
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</tr>
</tbody>
</table>

*When possible, TEA staff has estimated costs by major expenditure categories used in the ESSA Consolidated Application and the Expenditure Reporting (ER) System. Costs, such as locally-determined salaries, benefits, and wages, could not be estimated.*
Training or Support TEA Offers

Lists of programs used by campuses designated as Character Plus schools are available from TEA Learning Support and Programs page.

Required Activities or Components

Required activities include the following:

- Selection of a program that addresses characteristics outlined in TEC §29.906 with input from a committee of parents of district students, educators, and other members of the community including community leaders
- Training for educators, administrators and parents related to the selected program
- Documentation of changes from one year to the next in student achievement on applicable state reading and mathematics assessments, promotion/retention rates with and without grade placement committee decisions, attendance rates, discipline referrals, and dropout rates.

Program Duration, Timeline, Significant Milestones

The first step an LEA should take is to convene a committee to identify a culture and climate program prior to the start of the school year. Additionally, training on the selected program for educators and administrators should occur prior to the start of the school year. Implementation of the culture and climate program should occur throughout the entire school year.

Staffing Requirements for LEAs

There are no additional staffing requirements. Culture and climate should be integrated into the general school day and should be addressed, as appropriate, by teachers, administrators, parents, and members of the community.

Additional General Information, LEA, Charter, or Other Organizations Need

No other information required.

Resources *

- TEA's Culture and Climate web site
- Rachel's Challenge: https://rachelschallenge.org/programs
- KickStart Kids: http://www.kickstartkids.org/

TEA Contact Information

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