



2019-2021 School Action Fund - Implementation

COMPETITIVE GRANT Application Due 5:00 p.m. CT, May 2, 2019

NOGA ID

Authorizing legislation

P.L. 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Section 1003(g)

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. Applications cannot be emailed. Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494



Grant period from July 1, 2019 to July 31, 2021

X Pre-award costs are not permitted.

Required Attachments

No attachments are required to be submitted with this application.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization Livingston ISD CDN 187907 Vendor ID 1746001620 ESC 06 DUNS 787203814
Address 1412 South Houston City Livingston ZIP 77351 Phone 936-328-2100
Primary Contact Dr. Brent Hawkins Email bhawkins@livingstonisd.com Phone 936-328-2100
Secondary Contact Ms. Janan Moore Email jmoore@livingstonisd.com Phone 936-328-2100

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. 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 certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- X Grant application, guidelines, and instructions
X Debarment and Suspension Certification
X General Provisions and Assurances
X Lobbying Certification
X Application-specific Provisions and Assurances
X ESSA Provisions and Assurances requirements

Authorized Official Name Dr. Brent Hawkins Title Superintendent

Email bhawkins@livingstonisd.com Phone 936-328-2100

Signature [Handwritten Signature] Date 4/30/19

Grant Writer Name Brent Hawkins Signature [Blank] Date 5/1/2019

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

8019-019640

701-19-106-003

Shared Services Arrangements

SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Grades 3-5 and all subjects at Approaches Grade Level or Above currently at 68% which is 9% below current state performance. These scores are from Livingston Intermediate Campus which is Improvement Required... See Attachments	LISD Curriculum and Instruction Model has changed to use the TEKS Resource System to provide a tighter alignment with the state standards. The district has started an intensive staff development model that will provide greater content depth for our staff as they deliver instruction. Reassigning the large number of students and staff will only be successful if these funds are approved for intensive staff development and training. See Attachments
Grades 3-5 all subjects Meets Grade Level at 37% which is 11% below state average. These scores are from Livingston Intermediate Campus which is Improvement Required and a Comprehensive Campus by State of Texas See Attachments	The LISD Curriculum change also added greater aligned resources that will allow for a greater depth of training of the staff for delivery of resources at greater levels of rigor. The District assessemnt plan allows for the monitoring of the depth of instruction and in the professional learning community model that allows for...See Attachments
46% of 4th Grade ELA/ Reading in Student Progress Domain and 45% of 4th Grade Math in the Student Progress Domain. This is 18 and 20% respectively below state average. These scores are from Livingston Intermediate Campus which is Improvement Required	The district is reconstituting our response to intervention model and procedures. RTI will be addressed through Tier I best practices for all students. Tier II and III will be more targeted and research based to meet the individual needs to move students through the process for increased academic growth and progress. See Attachemnts

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

In the Spring of 2020, 48% of students in grades 3-5 will Meet Grade Level or above according to the State of Texas Assessment of Academic Readiness (STAAR) scores which is a 11% increase and will put the district in line with state averages as well as in the Spring of 2021 58% of the students in grades 3-5 will Meet Grade Level on the STAAR assessment.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

The district has developed an assessment plan with timelines and high quality assessments over the past three years with high levels of correlation of scores to the STAAR assessments. These assessments are integrated into the district's data monitoring system that allow for disaggregation of data to ensure that students are meeting progress measures and allows for grouping of students to address areas of their academic needs. All 3rd-5th grade students should show 25% growth toward Meets Grade Level or Above goal on the district assessments by the end of the first quarter in all subjects tested.

Measurable Progress (Cont.)

Second-Quarter Benchmark

The district has developed an assessment plan with timelines and high quality assessments over the past three years with high levels of correlation of scores to the STAAR assessments. These assessments are integrated into the district's data monitoring system that allow for disaggregation of data to ensure that students are meeting progress measures and allows for grouping of students to address areas of their academic needs. All 3rd-5th grade students should show 50% growth toward Meets Grade Level or Above goal on the district assessments by the end of the first quarter in all subjects tested.

Third-Quarter Benchmark

The district has developed an assessment plan with timelines and high quality assessments over the past three years with high levels of correlation of scores to the STAAR assessments. These assessments are integrated into the district's data monitoring system that allow for disaggregation of data to ensure that students are meeting progress measures and allows for grouping of students to address areas of their academic needs. All 3rd-5th grade students should show 75% growth toward Meets Grade Level or Above goal on the district assessments by the end of the first quarter in all subjects tested.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

We will use the timeframes set out in the comprehensive improvement plan to review that plan quarterly. The district employs a team approach to school improvement in which at the campus levels teams of teachers are reviewing data through the professional learning community format and the district holds an instructional leadership team meeting monthly. There are various data points that we use to insure fidelity of the curriculum instruction and assessment model. The district has an assessment plan and built into our curriculum is assessments that are used on the campus level to gauge student learning. The teachers instructional delivery is not only assessed by the TTPSS system, but we have data collections that are modeled after the Carolyn Downy 3 minute walk through to measure the district curriculum and instruction delivery. This data rich culture that we are developing with the various meetings we can ensure that our students stay on track to meet our benchmark and summative SMART goals. Our benchmarks are locally developed assessments that have been developed over three years. These assessments have been constructed, taken through a quality assurance committee, and approved by the district curriculum department. We use these assessments to monitor the students progress of mastery of the state standards. When the instructional leadership team meets to review the progress and targets have not been met for those particular standards, the principal leads the campus or grade level to use the data with the team of teachers to regroup the students and reteach the learnings not mastered in a different modality of instruction. During that time the principal and central office staff observe these areas and collect walk through data. The principal has two weeks to bring back data showing the student mastery of those objectives. In the event that progress is still not shown the positions funded by the grant of instructional specialist will prescriptively direct the next reteach on the objectives with different resources and strategies.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 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.
- 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.
- The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 School Action Fund - Implementation Program Guidelines.
- The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2021 School Action Fund - Implementation Program Guidelines, and shall provide the Texas Education Agency and the matched school action technical assistance provider, upon request, any performance data necessary to assess the success of the program.
- The applicant provides assurance that it will contract and work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.
- The applicant will budget at least 25% of the total award as "Matched School Action Technical Assistance Provider" on schedule 6200.
- The applicant assures that contracts with matched school action technical assistance provider will be negotiated and signed by October 1, 2019.
- The applicant assures that a project manager will be identified. Please note: this position may be funded other grant funds.
- The LEAs pursuing a partner-managed model assure that a financial spending analysis will be performed in accordance with TEA requirements.
- The applicant assures that all fidelity of implementation revisions will be complete on or before October 15, 2019.
- The applicant assures access will be provided for onsite visits to the LEA and campus by TEA and its contractors.
- The applicant assures attendance and participation in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- The applicant assures partners operating campuses under the partner-managed option must commit to Lone Star Governance participation.
- The applicant assures Pre-K "New Schools" will designate a feeder comprehensive campus by May 1, 2020.
- For LEAs pursuing the Create a new school action model:** The applicant assures enrollment at a new school must prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted school.
- For LEAs pursuing the Partner-managed model:** The applicant assures commitment to the Adoption of Model Authorizing policy and participation in the Texas Authorizer Leadership Academy.

Statutory Requirement

Please refer to the Program Guidelines page 8 and address the six questions below:

1)

Livingston ISD will develop a district and individual campus plans that serve to guide district and campus staff in the attainment of the District's vision and goals through a continuous cycle of improvement for all campus with students from the Improvement Required/Comprehensive School. This plan will encompass the goals and objectives of the district, the annual performance objectives, the improvement strategies to achieve each objective, the staff responsible for oversight of each strategy, a timeline for ongoing monitoring of the activities, the resources needed to implement the identified strategy, and the summative indicator for each objective.

As part of the continuous improvement cycle, a comprehensive performance evaluation will be conducted to study multiple type of data on student performance and targeted outcomes, to analyze trend and patterns within and across data and to identify causal factors. The results of this comprehensive performance evaluation will be used in the development of the annual performance objectives and strategies that will ensure the attainment of the District's and campus goals for school improvement.

Campus Improvement Teams will work with their principals to analyze current and historical performance data, identify needs, and develop detailed action plans and targets for improvement. Campus Improvement Plans are an integral component to the overall district planning system, and serve as the primary conduit for implementing the Strategic Plan at the campus level.

2)

In accordance with Federal accountability requirements, the district provides ongoing monitoring of campuses, namely those campuses and improvement strategies that are tied to Federal Title Funding mechanisms. Monitoring activities include the development of a targeted improvement plan, monthly campus site visits to assess conditions and progress, assessment of the targeted improvement plan effectiveness and revisions of strategies needed. Oversight of Professional Service Providers who are contracted for onsite technical assistance is done at both the district and campus level to ensure fidelity of program implementation.

During the monthly campus site visits the improvement plan strategies will be evaluated and actions will be adjusted as needed to address updated data point information, current progress measures of lack of progress, and formative evaluation of resources needed for successful implementation of the identified improvement strategies.

a)

In planning and designing the district and campus priorities for school improvement, the focus will be programmatic design of the strategies based on the needs assessment data for optimum improvement results. Funding resources will then be aligned to the strategies based on factors that align with the goals and priorities of this subsection.

b)

The district will implement a collaborative and ongoing process for the improvement that aligns the functions of the school with expectations for student learning and success. The district will sustain improvement efforts and demonstrate progress in improving student performance and school effectiveness through ongoing monitoring, evaluation, and adjustment of the targeted strategies as appropriate. The district will design and implement assessment systems that evaluate effectiveness of curriculum and instruction and are used to determine the quality of interventions to improve student performance.

3)

The district takes all vendor and partnership services from a critical lens. Once the district determines that a need has been established for partnership or a vendor is needed the district holds an informational meeting. Vendors then submit proposals outlining specific services or products needed by the district to Central Office Staff. These proposals are vetted by a committee and reviewed for criteria established by the district to select the vendor. The Superintendent recommends the proposal or expenditure to the board of trustees for consideration. Once awarded evaluations of those services are made to determine the desired student outcomes and future actions are recommended based on that performance

Statutory Requirement (Cont'd)

4)

Livingston ISD leaders in the area of Program, Compliance, and Finance offices will work closely together with Livingston's Central Office leadership to ensure that all State, Federal, and Local resources to carry out the activities supported with funds under this subsection are aligned. This includes internal district processes for coding funds and keeping them separate and allocated and then distributed appropriately.

5)

Livingston ISD leaders will modify, as appropriate, and practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Throughout the planning and implementation process of school action, there will be multiple check points with all important key stakeholders, including the Livingston ISD Board of Trustees, community partners, staff members, and district staff. Stakeholders will be asked to identify and report on any practices and policies that would offer flexibility to implement the action more effectively. These practices will be reviewed, and our leadership will ensure that changes are made to provide the necessary flexibility.

6)

At our newly restructured PK-K School and our three 1st-5th grade school one of which is the new Creekside Elementary, there will be many evidence-based practices implemented including:

- 1) RTI, response to intervention, which will be totally recreated in both implementation and procedures. Students that do not learn in the first instruction will have a process in place that includes new interventions that will accelerate the students learning and catch that child up with his or her peers. These interventions will all be from research based programs with prior history of success in accelerating learning.
- 2) Professional Learning Communities, PLCs, will be implemented that allow time for staff to have a professional development delivery that does not pull the instructor away from the students. This hands on learning will be lead by the grant funded personnel as well as grant contracted personnel. The PLC will also offer the opportunity to disaggregate data crucial in the RTI process.
- 3) Regular Benchmark Assessments, this allows us the opportunity to progress monitor our students as they move through the curriculum and present staff with an opportunity to ensure mastery of the state standards.
- 4) Carolyn Downey Three Minute Walkthrough will be used to insure the district curriculum is being taught and that it is being taught deeply. The process includes the reflection piece necessary for professional growth.
- 5) High Yield Instructional Strategies, we will have Marzano's high yield instructional strategies that are embedded into the staff development process that will accelerate the students learning.

TEA Program Requirement 1

Please identify one of the following eligible school action models. Once selected, please indicate whether the school action model will be district or partner-managed. *Note: The district or partner-managed option should only be selected if the LEA chooses from one of the following school action models: "Restart a struggling school" or "Create a new school". Additionally, the LEA may only select the partner-managed option for the "Replicate a successful school" model.

Select one of the following models:

Select one:

- Restart a struggling school
 - Create a new school
 - Replicate a successful school (must select Partner-managed option)
 - Reassign students from a struggling school (type of management does not apply)
- District-managed
 - Partner-managed

TEA Program Requirement 2

A) Please describe the evaluation process and criteria utilized for selecting the school action model.

The Board of Trustees asked the Superintendent on the 14th of November of 2019 to study the school configuration and the success of the district's elementary model in a manner that gave the trustees a clear picture of where our quality of performance was and options to better serve our students. The Superintendent used a task force that studied the configuration and designed options to present to the Board of Trustees. The task force meet three to four days per week over the course of the month to study the situation. On December 17th, 2018 the Board was presented with the findings and options in a duly called public meeting and the board approved the new model at that same meeting. On January 14, 2019 the Board of Trustees approved the Superintendent funding for the logistics of the moves. The board approved moving from three pre-k to 3rd grade campuses and one intermediate school (4th-5th) to a primary school (Prek-Kinder) that feeds to three elementary schools (1-5) campuses. The district felt this would allow a transition at an early stage that minimized the student psychosocial issues and minimized the obstacles due to child growth and development. The students will benefit from a more nurturing elementary model through 5th grade instead of the quzi secondary model beginning in fourth grade. The other numerous benefits allow for better collaboration of students and curriculum across the grade level, equally distributed accountability of state standards in grades that aren't tested at that point in the state testing sequence, allows for balancing of teacher strengths across the district to ensure that are teachers are moved from one campus to another we can place the best balance of teams for our students needs. The LISD Board of Trustees was given an update on the reconfiguration at the February 25, 2019 meeting. The details from that meeting as presented followed up by the Superintendent by appointing the Chief Academic Officer to plan the moving as described to assign teachers to new campuses as well as the students. In April 2019, the Superintendent reviewed the documents from the School Action webinar with Sarah Wright an employee from Region 6 Education Service Center. We then consulted with a TEA Technical Assistance Provider who guided us to select the best fit and bold school action that fit the description of the vision Livingston ISD was ready to implement in the fall. The Superintendent then met with the Livingston ISD Task Force to discuss the decision. The Task Force has researched other districts that had taken similar action in South East Texas. The Superintendent and Chief Academic Officer decided to apply for the SAF Implementation Grant in order to receive additional funding to support these bold and costly school improvement plans. If Livingston is able to receive funding to assist with our plans they will be able to fully fund the cost of staff development which has been impossible over the past five years due to lack of funds as these funds are the heart of the improvement and without them true acceleration of learning will be near impossible. As a School Action Fund Grantee, LISD will be able to focus on the implementation of these school improvement plans for Livingston ISD, receive step by step guidance from our TEA Technical Assistance Provider, and collaborate more easily with other districts taking similar action to learn from their mistakes and best practices. We are also using the services of Region 6 Education Services Center through what is referred to as the 2018-2019 School Improvement Pilot. This process has been approved by TEA as an approach to support the needs of IR Campuses with some changes and more stringent vetting of personnel.

TEA Program Requirement 2 (Cont'd)

B) Please describe the district vision for improving the campus(es) through the implementation of a school action

It is the professional judgement of the administration and those that have helped in the needs assessment process that an intervention of Managed Instruction must take place at the state of student learning. As our staff grows professionally and develops skills to delivery higher levels of instruction and take students through more tightly aligned systems of support than in five years the district will be one of more autonomy in the Great Schools Model. The Board of Trustees asked the Superintendent to study the school configuration and the success of the district's elementary model in a manner that gave the trustees a clear picture of where our quality of performance was and options to better serve our students. The board approved moving from three pre-k to 3rd grade campuses and one intermediate school (4th-5th) to a primary school (Prek-Kinder) that feeds to three elementary schools (1-5) campuses. The district felt this would allow a transition at an early stage that minimized the student psychosocial issues and minimized the obstacles due to child growth and development. The students will benefit from a more nurturing elementary model through 5th grade instead of the quzi secondary model beginning in fourth grade. The other numerous benefits allow for better collaboration of students and curriculum across the grade level, equally distributed accountability of state standards in grades that aren't tested at that point in the state testing sequence, allows for balancing of teacher strengths across the district to ensure that are teachers are moved from one campus to another we can place the best balance of teams for our students needs. The district also received resignations from 30 staff members due to courtesy letters given out for performance reasons. We have adopted new hiring procedures to improve incoming staff quality. The district purchased new curriculum in January and have started training in this area to use more rigorous resources. We partnered with Region 6 ESC to access our staff development needs and create a staff development plan that not only customized to our teachers' needs but to also fit within our district calendar and professional learning community structure. We feel with the reconfiguration of staff and student and investing in the philosophy of curriculum instruction and assessment being aligned more tightly then student success will accelerate.

C) Please describe how this grant aligns to and accelerates the district's broader strategy and theory of action.

It is the vision of the Superintendent and the district that within five years to move the district toward the System of Great Schools Model with a highly trained staff and supports in place to allow for greater autonomy. The district employs a Professional Learning Community model to improve the success of students in our district. The reconfiguration with this model we feel can accelerate the learning of our students exponentially. The district has partnered with Region 6 ESC to provide intensive staff development support to our district beginning this summer and continuing in the fall. In January the Board approved a change in the vertically aligned curriculum documents and instructional resources to increase the rigor levels of instruction for our staff and students. We have thoroughly evaluated our staff and used that data to drive employment decisions as the district currently has 30 openings due to courtesy letters and proposed non renewals of contracts. We need this grant to ensure the adequate depth and support of training of our staff and students. The district uses tightly held non-negotiables with the curriculum scope and sequence yet seeks to empower educators through the professional learning community to reach the board of trustees desired student learning outcomes. Given the state of where the district is the only way to move toward greater student success at this time is through the Managed Instruction Model. The district must bring about substantial change to our instructional delivery through this model with the intensive staff development plan that we have designed and accountability.

D) Please identify the district staff member to manage the implementation grant and the qualifications of the identified staff member.

The district has a position of School Transformation Coordinator that reports directly to the Chief Academic Officer. Christine Jackson has worked in various capacities in her years of service from classroom teacher, instructional specialist, curriculum coordinator and now her current position of School Transformation Coordinator. Christine has seven years of administrative experience and twenty five years of overall experience. She has presented at various state and national conferences over her years of service in the areas of curriculum and instruction. Her longevity with the district allows for insight into the strengths, differences and needs on day one of our project.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)

BUDGET

<input type="text" value="3 Instructional Specialist to be hired to ensure quality of implementation"/>	<input type="text" value="420,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

<input type="text" value="Staff Development for additional training with Region 6 ESC for curriculum based staff development"/>	<input type="text" value="150,000"/>
<input type="text" value="Matched School Action Technical Assistance Provider"/>	<input type="text" value="200,000"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

<input type="text" value="Class reading materials"/>	<input type="text" value="30,000"/>
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OTHER OPERATING COSTS (6400)

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY (6600)

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

Livingston ISD Attachments for Extended Response:

Quantifiable Need

Above currently at 68% which is 9% below current state performance. These scores are from Livingston Intermediate Campus which is Improvement Required and a Comprehensive Campus by State of Texas Assessment of Academic Readiness (STAAR) scores.

Grades 3-5 all subjects Meets Grade Level at 37% which is 11% below state average. These scores are from Livingston Intermediate Campus which is Improvement Required and a Comprehensive Campus by State of Texas Assessment of Academic Readiness (STAAR) scores.

46% of 4th Grade ELA/ Reading in Student Progress Domain and 45% of 4th Grade Math in the Student Progress Domain. This is 18 and 20% respectively below state average. These scores are from Livingston Intermediate Campus which is Improvement Required and a Comprehensive Campus by State of Texas Assessment of Academic Readiness (STAAR) scores.

Identify Address Needs

LISD Curriculum and Instruction Model has changed to use the TEKS Resource System to provide a tighter alignment with the state standards. The district has started an intensive staff development model that will provide greater content depth for our staff as they deliver instruction. Reassigning the large number of students and staff will only be successful if these funds are approved for intensive staff development and training. We have teachers that have been balanced across the new campuses but these start up costs and associated needs are crucial to raise the level of rigor.

The LISD Curriculum change also added greater aligned resources that will allow for a greater depth of training of the staff for delivery of resources at greater levels of rigor. The District assessment plan allows for the monitoring of the depth of instruction and in the professional learning community model that allows for adjustment of higher yielding instructional strategies for the students. Funds would be used for intensive hands on training with our data monitoring system that is in place.

The district is reconstituting our response to intervention model and procedures. RTI will be addressed through Tier I best practices for all students. Tier II and III will be more targeted and research based to meet the individual needs to move students through the process for increased academic growth and progress. Region 6 Education Service Center would guide the district in the creation of the new RTI process including writing policies and procedures as well as implementation of the monitoring system.