

(a) Significance

(i) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

The Nixon-Smiley Consolidated Independent School District (NSCISD), located in Gonzales County, Texas, completes a formal library services assessment each spring and meets the IAL requirements for Priority 2, Priority 3, and Priority 4 because it is a Rural and Low-Income School (RLIS) currently and authorized by the Title VI, Part B of the ESEA. NSCISD is home to three campuses; Nixon-Smiley Elementary (NSE), Middle School (NSM), and High School (NSH). Currently there are 1,065 students at NSCISD and of those 73.2% are Hispanic and 25.2% are White. The family poverty rate is greater than 25% and 83.2% of all students at NSCISD are identified as economically disadvantaged. The risk of academic failure for students due to these factors is profound and the Texas Education Agency (TEA) has identified more than 50.9% of the students at NSCISD as “at-risk” of academic failure.

NSCISD students are struggling to keep up with their peers across the state in literacy and reading. There are multiple reasons for the shortcoming in reading. The first of these is due to the lack of library resources. The average age of the collection of books at NSE is 12 years, at NSM it is 12 years, and NSH it is 16 years old. These books are out-of-date, worn, and need to be replaced. Research shows that collections should be replaced every 11 years, yet the majority of NSCISD’s books are much older. Additionally, there are no emerging or early reading programs or resources available for children and families.

In addition to the shortage of newer-aged collections and resources, NSCISD’s libraries lack the necessary technologies that a 21st Century library requires. Currently the average age of a library computer at NSCISD is 6 years. The campus libraries and classrooms lack interactive

technologies (e.g., laptops and Internet-connected computers) for students to utilize to improve their literacy and reading skills through access to educational programs because the current ones lack the processor speed to run many new online programs. Additionally, the NSISD classrooms have no access to interactive technologies such as SmartBoards, iPADS, Mimios, and eReaders to increase student participation in reading activities.

The campus libraries also lack access to online resources and educational software. There is a profound need at NSCISD to increase student access to online resources such as Achieve 3000 and Guided Reading Programs as well as to other advanced course work programs. The lack of access to these evidence-based resources that many of their peers across the state have may be one of the key factors in the lower than average reading scores at NSCISD.

Beyond the shortage of resources available to students, the teachers at NSCISD receive very little professional development (PD) that targets increasing literacy and improving the teaching of literacy. Additionally, the one Certified Library Media Specialist in NSCISD has very little time to collaborate with teachers to develop lessons that utilize the existing library resources. There is a significant need at NSCISD to increase the PD of teachers to improve the teaching reading and literacy while also increasing library usage and collaboration.

Because of the high needs of the students at NSCISD and lack of resources, there is a need to partner with local libraries to increase reading and literacy opportunities for the community, families, and students. Currently 10.9% of the NSCISD students are identified as Limited English Proficiency (LEP); thus, the need to teach English as second language learning for students and adults is very high. Additionally, as the area is rural and impoverished, many students and families lack transportation and resources to utilize the public libraries even if the

hours could be extended, meaning there is a high need for a mobile library resource in the community for students and families. Further, currently there is limited use of the libraries by the community members and NSCISD recognizes that to increase community, family, and student use of the libraries the library system needs resources that support collaborative family reading activities and other strategies, like “guest authors”, to increase the use of the libraries.

These needs have led to the development of the Nixon-Smiley Innovative Approaches to Literacy Project (NS-IAL) being designed to make the school libraries more effective by building the capacity in order to improve the literacy of all students at NSCISD. NSCISD has many students struggling to develop the literacy skills needed to succeed academically due to the high poverty and large percentage of families who speak Spanish in the home. It is the intent of NS-IAL to increase literacy skills and performance in NSCISD by achieving all of the following:

- 1). Increase access to a wide range of literacy resources (including both print or electronic) that prepare young children to read and provide learning opportunities to all participating students by bringing each campus library to the “Acceptable” level for age and size of the collection, quantity and quality of the technology (e.g., computers) deployed, and student and community access hours as defined by the TSLS;
- 2). Provide high-quality childhood literacy activities with meaningful opportunities for parental engagements that include teaching and encouraging parents to use literacy resources effectively and to read books often with their children in their early life and their early years of school (i.e., from birth through third grade) by hosting family reading nights for pre-school and elementary aged children and their families;

- 3). Strengthen literacy development across all academic areas by providing literacy resources spanning a wide range of both complexity and content (including both literature and informational text) to effectively support reading and writing by increasing access to literacy resources at the campus libraries and within the community;
- 4). Offer appropriate educational interventions for all readers with support from school libraries by increasing collaboration between classroom teachers and the library and by providing ongoing professional development (PD) to improve the teaching of reading;
- 5). Foster collaboration and joint professional development (PD) opportunities for teachers, school library personnel, and school leaders with a focus on using literacy resources effectively to support reading and writing as well as academic achievement through the development and implementation of in-service workshops at each campus; and
- 6). Provide resources to support literacy-rich academic and enrichment activities and services aligned with the Texas college- and career-ready academic content standards and its comprehensive statewide literacy plan (SLP) by expanding the content of each library's resources and hours of operation.

(ii) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

The NS-IAL proposal is built on strategies proven to be effective that will enhance the NSCISD libraries. While NSCISD has always strived to meet the TSLs standards, funding has prevented this from consistently occurring. As a result, over time, versus the standards the NSCISD library collection has become old and outdated with inadequate access to books, technologies, and other library resources. In addition to the inadequacies of the existing resources, NSCISD has been unable to implement new and evidence-based literacy strategies to

improve the academic performance of its students. NS-IAL will transform the existing campus libraries into true Library Media Centers. NS-IAL will build upon the existing use of print by improving quantity and quality of books and titles at each campus library. While working to improve the existing resources and strategies by increasing the number and reducing the average age of library titles, NS-IAL will also work to transform each of the campus print-focused libraries to technology enhanced libraries with a wealth of resources focusing on literacy. NS-IAL will increase the size and scope of resources that focus, based on research, on literacy development of all students by expanding its content with the new books and titles, including those of specific interest to the Hispanic students. NS-IAL will allow for extended hours at each library to allow for family reading time and increased access to library resources. NS-IAL will provide the resources for ongoing PD that occurs both in the classroom with individual teachers each week and at the campus level 2 times per year. Further, the district's director of Curriculum and Instruction will serve as the Project Director. The Project Director will schedule time for planning and collaboration each week at each of the NSCISD campuses with libraries and teachers. This strategy will build upon the current PD services, while integrating library resources into the classroom and providing student access to new technologies, such as computers, that will open a new world of online literacy-based resources and software. NS-IAL will provide significantly more resources (print and electronic) to assist students and parents in the selection of books to read, including providing eReaders and access to online collections. NS-IAL will collaborate with the public libraries to increase adult literacy and family involvement by providing family reading nights, early reading development kits, and Spanish to English language learning software like Rosetta Stone for adults and students who wish to learn English. NS-IAL will increase access to literacy and reading by providing the fuel costs of an

existing NSCISD vehicle to serve as a mobile library that sets up based on a known schedule of locations each week to increase family access to books in the rural impoverished community.

NS-IAL will allow NSCISD to improve the implementation of its existing and traditional strategies of providing books and computer access to students. NS-IAL will also expand the existing strategies by introducing the evidence based strategies identified as it targets increased literacy and reading for NSCISD students and the community served by the school district. The new strategies identified by NS-IAL will build upon the existing strategies but will bring the library into the classroom and home through the use of new technologies, professional development, and increased access to resources.

(b) Quality of the project design

(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

NS-IAL's design intent is to ensure that literacy is impacted throughout NSCISD by the following Goals, Objectives, and measurable Outcomes.

Goal 1). Increase access to a wide range of literacy resources (including both print and electronic) that prepare young children to read and provide learning opportunities to all participating students.

Objective 1-1: Improve the size and age of the collection at each library to meet the TSLs "Acceptable" rating.

Objective 1-2: Increase electronic resource access at each library to provide students with greater access to resources proven to increase literacy.

Goal 2). Provide high-quality childhood literacy activities with meaningful opportunities for parental engagements that include teaching and encouraging parents to use literacy resources effectively and to read books often with their children in their early life and their early years of school (i.e., from birth through third grade).

Objective 2-1: Increase family reading with children by partnering with the local libraries to sponsor family reading events.

Objective 2-2: Increase access to early reading library resources, both books and electronics, by partnering with public libraries and pre-schools.

Goal 3). Strengthen literacy development across all academic areas by providing literacy resources spanning a wide range of both complexity and content (including both literature and informational text) to effectively support reading and writing.

Objective 3-1: Ensure that all electronic, literature, and informational text acquired through NS-IAL address all academic areas spanning a wide range of complexity and content; but also increase access to resources and materials of interest to the high percentage of Hispanic students and families in the district.

Objective 3-2: Utilize NS-IAL to improve software and web-based resources that address all academic areas spanning a wide range of complexity and content.

Goal 4). Offer appropriate educational interventions for all readers with support from school libraries.

Objective 4-1: Increase reader access to libraries both before and after school.

Objective 4-2: Increase teacher access to PD focused on improving the teaching of literacy and reading skills.

Objective 4-3: Increase student access at each campus to evidence-based print and electronic library resources.

Goal 5). Foster collaboration and joint PD opportunities for teachers, school library personnel, and school leaders with a focus on using literacy resources effectively to support reading and writing as well as academic achievement.

Objective 5-1: Host campus wide PD sessions for teachers, school library personnel and school leaders.

Objective 5-2: Provide on-going PD in the classroom on a weekly basis through the use of a literacy coach who works with classroom teachers.

Goal 6). Provide resources to support literacy-rich academic and enrichment activities and services aligned with the Texas college- and career-ready academic content standards and its comprehensive statewide literacy plan (SLP).

Objective 6-1: Ensure that all library resources acquired through NS-IAL are aligned with the Texas college- and career-ready academic content standards and its comprehensive statewide literacy plan (SLP).

These Goal and Objectives will yield the following measurable NS-IAL Outcomes.

1. An 8% increase in the number of 4-year-old participants who achieve significant gains in oral language skills as measured by the Expressive Vocabulary Test, Version 2 (i.e., EVT-II) administered as a pre-test in October and a post-test in April during each year of NS-IAL.
2. A 8% increase in the number of 3rd-grade participants who meet or exceed proficiency on both the State's Reading and Language Arts assessments under section 1111(b) (3) of the

ESEA as measured by the 2014 results of the State of Texas Assessments of Academic Readiness (STAAR) compared to the 2013 baseline.

3. A 10% increase in participating 8th-grade students who meet or exceed proficiency on both the State's Reading and Language Arts assessments under section 1111(b) (3) of the ESEA as measured by the 2014 results of the State of Texas Assessments of Academic Readiness (STAAR) compared to the 2013 baseline.
4. An 10% increase in participating high school students who meet or exceed proficiency on both the State's Reading and Language Arts assessments under section 1111(b)(3) of the ESEA as measured by the 2014 results of the State of Texas Assessments of Academic Readiness (STAAR) compared to the 2013 baseline.
5. Improve the TLSL rating of each of the three campus libraries to "Acceptable" in the size and age of the book collection through the purchase of new titles as determined by the Title Wise Report completed in October of 2013.

(ii) The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources.

During the development of NS-IAL, NSCISD completed an assessment of existing resources at both NSCISD and in the community. The results of this assessment determined that none of the strategies or resources to be implemented or acquired through NS-IAL replicates nor supplants existing strategies and resources, including those of the local public library. It is obviously the intent of NSCISD that NS-IAL supplement, not supplant, any existing local and state funding utilized for libraries, particularly the campus libraries. All of the activities proposed by NS-IAL are aligned with NSCISD's current District Improvement Plan (DIP) and the

individual Campus Improvement Plans (CIP), which are reviewed and renewed each school year. NS-IAL has been designed with the input of the school campus and district administrators to ensure all proposed NS-IAL activities are coordinated with all current similar or related efforts in NSCISD and the community to improve literacy and student academic performance.

(iii) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

On an annual basis NSCISD develops both a District Improvement Plan (DIP) and individual Campus Improvement Plans (CIP). These plans, which focus on improving both the teaching and learning of reading and literacy skills as well in other core areas, are based on the results of the academic performance of NSCISD students and the results of state standardized testing that begins at the 3rd grade level. In 2012, the State of Texas changed its standardized test to the STAAR and the full 2012 results of the STAAR have not been released at this time. However, the results of standardized testing completed during the 2010-2011 school year indicate NSCISD students in the 4th, 5th, 6th, 7th, and 8th grades fall well below their peers across the state when it comes to reading. These results are obviously a significant focus of the DIP and CIPs at NSCISD and, importantly, all NS-IAL PD plans, including those related to PD that is designed to improve reading and literacy, will be integrated into the current CIP and CIPs. Importantly, NS-IAL has been developed to align with these plans to improve teaching, learning, and academic performance of students at NSCISD.

(iv) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

NSCISD is very familiar with program and service evaluations and firmly believes that the formative evaluation process is far more beneficial than just summative evaluations. NS-IAL

has a formative Evaluation Plan that will allow for ongoing performance feedback that will be utilized for continuous improvement. The Evaluation Plan calls for NS-IAL to collect qualitative and quantitative data as described in the evaluation section of this NS-IAL Proposal. The NS-IAL Management Team (MT), which will include the NS-IAL Project Director, campus library staff, campus Principals, and campus Department Heads, will meet on a monthly basis to review the formative data collected by NS-IAL and the Project Evaluator. These meetings will allow for the ongoing performance feedback needed for continuous improvement and the minutes of these meetings become a part of the quarterly and annual reports to illustrate how feedback and recommendations for improvement were utilized to guide the direction of NS-IAL. This design prevents surprises in progress from being discovered at the end of the project as it ensures an ongoing monthly review of all progress towards the goals, objectives, and activities of NS-IAL.

(c) Quality of the project services

(i) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

Hispanics are the primary members of potential underrepresented groups at NSCISD. To address their needs, NS-IAL will purchase library resources that specifically targets Hispanic students. These resources will include acquiring reading materials of interest for Hispanics and technologies that allow access to online resources to improve the literacy of these students. NS-IAL will also subscribe to the Rosetta Stone Spanish to English Language Learning Program to improve student and adult English language skills.

Hispanic's are currently the largest ethnic group at NSCISD with 73.2% of all students being Hispanic. Hispanic students at NSCISD score at the same level as the White students (who are 25.2% of all NSCISD students) on state standardized Reading tests the first year they are administered by the state in grade three; however, in the 4th, 5th, 6th, 7th, and 8th grades NSCISD Hispanic students perform below the level of their White peers in the school district and their peers across the state, which is an indication that they may not be utilizing the resources and services at their school libraries. When that occurs, based on the Bale and Atkins study (2004), the lack of Hispanic focused materials was the primary reason Hispanic families provided for not visiting the library. In comparison, McCook and Geist (1994) illustrated increases in visit frequency by Hispanic readers when a library provides materials targeting the Hispanic community. Based on these data, it is clear that there must be a focus made by NS-IAL to increase Hispanic-focused literacy materials.

In addition to the race and ethnic concerns, NS-IAL will also ensure that all library resources acquired are equal for male and female students. And, importantly, all resources (both print and technology) will ensure that students with disabilities have access to materials (e.g., large print books, technologies for the hearing impaired for all ages). Overall, the focus of NS-IAL will be to provide the needed support in the NSISD libraries for literacy development from birth to adulthood.

(ii) The extent to which the services to be provided by the proposed project

1. NS-IAL will provide a multitude of services to the community, families, students, and teachers in the NSCISD catchment area, including the following. Increasing the size and improving the age of three campus libraries' collection of books and titles by purchasing new books with a heightened awareness of content of interest to Hispanic

readers. Additionally, the NS-IAL will supplement district plans for a mobile library that will travel to locations in the rural areas of the catchment areas for families and students to locate new books to read each week

2. Increase the use of technologies by purchasing Computers on Wheels that convert classrooms into computer labs by bringing laptops to the students to utilize in the classroom. NS-IAL will also increase student and teacher access to interactive technologies such as digital media stations (Apple TV stations, large screen TV, and an iPad), SmartBoards, Mimios (Interactive White Boards), iPADS, and eReaders.
3. Increase community access to libraries and online resources by extending library hours, collaborating with local public libraries to provide family reading nights and guest authors, provide early-reading kits for parents of children ages 0 through 4, assisting with the costs of a mobile library, increase access to online resources like Achieve 3000 and the Guided Reading Program, and providing access to software programs that assist English Language Learners through Rosetta Stone and bring the library into the classroom through advanced science software for Anatomy and Physiology software.
4. Increase PD available to teachers focusing on improving the teaching of reading by contracting with a literacy specialist to provide weekly in the classroom PD with teachers and campus-wide PD sessions on a variety of literacy focused topics needed by the teachers on a bi-annual basis

There is significant research that warrants the NS-IAL strategy of increasing and improving the library collections. The 2001 Texas State Library and Archives Commission study found that the number of library volumes purchased in any preceding year significantly influenced reading scores of elementary and high school students (Texas State Library, 2001). A

study of non-fiction trade books used in the primary grades concluded that young students gravitate toward non-fiction texts when offered a choice (Palmer & Stewart, 2003). Reports also suggest that for students who enter school with poor letter-sound skills, the exposure to informational text actually resulted in growth in that area (Duke et. al, 2003). To further increase student motivation and to support local literacy programs, students require a variety of interesting text written at various challenging levels (Guthrie, 2004). Research has also found that assistive technology and literacy kits can help to address the needs of struggling readers (National Reading Panel, 2000). The Bale and Atkins study (2004) showed lack of Hispanic focused materials was the primary reason Hispanic families state as the reason they do not visit the library. In comparison, McCook and Geist (1994) illustrate the increase in visit frequency by Hispanic readers when a library provides materials targeting the Hispanic community. Careful attention will be paid to this when materials are purchased.

Sufficient quantity and quality of books and electronic resources have a definite positive impact on student achievement. Lance, in *How School Librarians Help Kids Achieve Standards (2000)*, summarizing a study that compared the schools with the highest/lowest test scores, reported that media center resources were key factors and that “increasing the resources in media centers by **50% percent** caused test scores to increase by **100% percent**.” Another study found that students, who are "at-risk", demonstrated continuous academic achievement when they had access to computers (Belanger, 2002). Only by increasing the numbers and quality of the computers within the three school libraries can SSAISD give students greater access to the resources of the LMC.

Accessing the World Wide Web is today not a luxury for students - it is a necessity. Studies of elementary classes, where half the students had online access and half did not, showed

Web access to be a **critical** factor in school success. Students with online access had significantly higher scores on measurements of information literacy, communication, and presentation of ideas (Follansbee, Hughes, Pisha & Stahl, 1997). Further, recent studies found high correlations between students' access to the library catalog, access to licensed databases, and access to state links with improved academic achievement in reading (Burgin, Bracy, & Brown, 2003; Texas State Library, 2001; Rodney, Lance & Hamilton-Pennell, 2003).

To increase reading skills students must experience reading (Snow, 1998). To increase children's' sharing in the reading experience and succeeding in developing and improving their reading skills, school library media specialists must ensure that books and other resources are available to all children during the school day and during the summer. Flexible library scheduling "continues to exert a positive effect on test scores, regardless of per pupil spending, teacher-pupil ratio or students' race/ethnicity" (Lance et al., 2005). Todd et al., (2006) found that **98.2%** of students were helped by school libraries that provide extended (i.e., flexible) scheduling. Pressely (2002) found that providing access to school library collections is one way to stem summer reading loss, which primarily impacts students from lower-income communities. Also, reading success in children requires that they be exposed to a **home environment** that involves many different types of books and book activities (Hiebert & Raphael, 1997). Thus, the NS-IAL will initiate family reading activities and extended hours to allow parents the opportunity to check out books and learn how the library can support literacy at home.

(iii) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

NS-IAL will provide will provide ongoing professional development (PD) at each school campus for the library staff, teachers, teacher's assistants, and principals with a focus of creating a literacy-based team at each campus. The PD will be provided in two ways by a contracting literacy coach. First, an average of 25 hours per month of in-classroom PD will occur, providing 3 hours of literacy focused PD per session to a classroom teacher as they teach. Additionally, at the campus level two campus wide PD sessions per year will be provided (i.e., five hours per school semester) and will be based on the recommendations, including duration and intensity of Hart and Lee in 2010, which indicate that PD focused on increasing literacy at schools should include the following: 1) be grounded in children's learning processes; 2) be based on the school's vision for reform should be shared by all in the school community, including principals, teachers, and other staff members; 3) be designed to attend to individual teacher needs and encourage teachers to reflect on and evaluate their teaching practices; and 4) should encourage the formation of teacher study groups in which teachers can discuss their goals, needs, and perceptions of student needs. Thus, the NS-IAL PD structure at the campus level will also involve a literacy-based team (i.e., teacher study group) involving at least one teacher from each core subject and grade that is led by a CLMS or campus principal meeting (in addition to the PD sessions) at least quarterly at each campus to review their goals and objectives and their perceptions of student needs. The level of intensity and duration of these PD is based on the recommendations of Regional Service Center provided by TEA.

(d) Adequacy of resources

(i) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

NSCISD is requesting [REDACTED] for the life of NS-IAL. The goals and objectives of NS-IAL address the Innovative Approaches to Literacy (IAL) Absolute Priority and also meet the requirements for Priority 2 and Priority 3 and Priority 4, as well, because NSCISD is a Rural and Low-Income School (RLIS) and authorized by the Title VI, Part B of the ESEA. The NS-IAL design adheres to NSCISD's DIP and it the CIP at each of three NSCISD campuses. Importantly, the effects of NS-IAL will be ongoing and of realizable value for multiple years as the library resources (both print and electronic) added will benefit the students of NSCISD long after NS-IAL's federal funding has ended. Successful accomplishment of the NS-IAL Outcomes will mean improved reading and literacy skills and performances of NSCISD students – the value of that accomplishment is priceless. All purchases made by the NS-IAL will be based on securing the best price to bring as many resources to the campuses as possible.

(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

NSCISD is requesting [REDACTED] for the life of NS-IAL. NS-IAL'S Goals, Objective, and Outcomes are significant and they will have immediate impact for approximately 1,065 students per year because they will raise the TSLs ratings of three NSCISD campus libraries to "Acceptable". These costs equate to [REDACTED] per student per year. While this is definitely a reasonable cost per student, the project will also reach community members and families as well. As NS-IAL works to build a solid foundation at each of the campus libraries it will follow strategies that are evidence based and proven effective. The costs are required to improve the current selection of titles and access to technologies needed to impact literacy at every grade level at NSCISD. An outside literacy specialist as a contractor that provides PD and a Project Director who coordinates cooperative learning between the library and the classrooms fills a

profound gap at NSCISD. The overall significance of the improvement in the library ratings and the increase in the library resources related to literacy, coupled with the multiple targeted NS-IAL Outcomes, makes NS-IAL very cost effective .- perhaps at immeasurable levels.

(e) Quality of the management plan

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget

NS-IAL is designed to bring each NSCISD library to TSLS's "Acceptable" standards level for age and size of the collection, quantity and quality of the technology (e.g., computers) deployed, and community, family, and student access hours as defined by the TSLS.

Accomplishing those ratings along with NS-IAL's Goals, Objectives, and Outcomes demands that NS-IAL utilizes a strong and effective Management Plan. Upon notification of additional funding, NSCISD will organize the MT and empower it to establish a NS-IAL Advisory Committee (AC) at each campus, which will be led by campus administrators and have broad stakeholder involvement, including parents, students, and teachers to help guide the NS-IAL operations. Each AC will work with NSCISD administrators to ensure that NS-IAL is prepared to begin on time and to accomplish the NS-IAL Goals, Objectives, and Outcomes on time, within the NS-IAL Timeline, and within the NS-IAL Budget. The MT at its routine monthly meetings will review NS-IAL's progress and performance on its Goals, Objectives, and Outcomes and its status versus the NS-IAL Budget. Based on the potential award notification date of October 1, 2012, the NS-IAL Timeline for Year One (2012 -2013) and Year Two (2013 -2014), including the milestones and responsibilities, will be as shown below.

NS-IAL TIMELINE													
Position Responsible	Activity/Milestone	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept
NSCISD Business Department	NS-IAL Grant Award received; Grant accepted; positions posted and hiring begins; and Project Director identified and hired.	Y1	Y1	Y1	Y1								
NS-IAL Project Director, Project Evaluator, and MT	MT organized and ongoing monthly meetings begin; formal NS-IAL evaluation reporting begins and is ongoing; and collaboration with local libraries, family reading nights, and extended library hours begin and are ongoing.	Y1 Y2											
NS-IAL Project Director and	PD sessions begin and are ongoing; MT establishes the ACs; AC quarterly meetings	Y1 Y2			Y1 Y2		Y1 Y2			Y1 Y2		Y1 Y2	

MT	begin and are ongoing.												
NS-IAL Project Director, Project Evaluator, and MT	Purchasing of all NS-IAL library resources begins and is ongoing as budgeted; weeding of old titles will begin as new materials and will be ongoing Year One.	Y1											
NS-IAL Project Director, MT, and Project Evaluator	Baseline and pre-intervention data (i.e., surveys and tests) collections, assessments, and reporting begin for NS-IAL's Performance Measures and Project Measures and are ongoing as needed.	Y1											
		Y2											
NS-IAL Project Director, MT, and Project Evaluator	Post- intervention data (i.e., surveys and tests) collections, assessments, and reporting begin for NS-IAL's Performance Measures and Project Measures and are							Y1	Y1	Y1	Y1	Y1	Y1
								Y2	Y2	Y2	Y2	Y2	Y2

	ongoing as needed.											
NS-IAL Project Director and Project Evaluator	NS-IAL formal reporting begins and is ongoing; development and completion of all reports (e.g., routine, quarterly, annual, and final) as required.			Y1			Y1			Y1		Y1
				Y2			Y2			Y2		Y2

(ii) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

During Year One, the NS-IAL implementation, including purchasing of materials, weeding aged and worn titles, and securing the technologies and services described will be the focus of the Project Director. The existing Director of Curriculum and Instruction will serve as the Project Director. Each campus has a full-time librarian who will assist in weeding and implementation of NS-IAL. During Year Two the Project Director will work to ensure the new library resources are being utilized and are being integrated into the lesson planning of teachers, that PD is continued, and, working closely with the Project Evaluator, that the pre/post-intervention data (i.e., tests and survey) are completed, collected, and analyzed. The Project Evaluator will have sufficient time to review NS-IAL’s progress on a monthly basis and will make regular reports on that progress to the MT.

(iii) The adequacy of mechanisms for ensuring high-quality products and services

Both the MT and ACs will work closely with the Project Director and will participate in routine and ongoing monthly and quarterly meetings that will also include the Project Evaluator. These meeting will be structured to provide status reports on the quality of services and progress to ensure NS-IAL is able to implement needed changes or improvements based on performance. As designed, all NS-IAL services and activities will utilize evidence-based products and strategies and all acquired NS-IAL resources will be high-quality products and services that meet TSLs standards and have been proven effective on the targeted populations. By utilizing the combined mechanisms of TSLs standards and evidence-based products and strategies along with having scheduled, structured meetings involving all personnel involved in NS-IAL will ensure high-quality products and services are being provided.

(f) Quality of the project evaluation

- (i) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**

Matt Streger has been identified as the Project Evaluator and Principal Investigator. Mr. Streger has been the Principal Investigator four Early Reading First Grant Projects and six Literacy through Libraries Grants. The Project Evaluator will not only serve as the Principal Investigator but work with an Institutional Review Board to ensure human subject protection throughout the life of NS-IAL. The NS-IAL Evaluation Plan will target the established NS-IAL Goals, Objectives, and Outcomes and will utilize both qualitative and quantitative data designed to not only determine success but to provide real time data for continuous feed back and ongoing

improvement. The Evaluation Plan format and activities will focus the Goals and Objectives identified by the project designed to achieve these five outcomes:

1. An 8% increase in the number of 4-year-old participants who achieve significant gains in oral language skills as measured by the Expressive Vocabulary Test, Version 2 (i.e., EVT-II) administered as a pre-test in October and a post-test in April during each year of NS-IAL.
2. A 8% increase in the number of 3rd-grade participants who meet or exceed proficiency on both the State's Reading and Language Arts assessments under section 1111(b) (3) of the ESEA as measured by the 2014 results of the State of Texas Assessments of Academic Readiness (STAAR) compared to the 2013 baseline.
3. A 10% increase in participating 8th-grade students who meet or exceed proficiency on both the State's Reading and Language Arts assessments under section 1111(b) (3) of the ESEA as measured by the 2014 results of the State of Texas Assessments of Academic Readiness (STAAR) compared to the 2013 baseline.
4. An 10% increase in participating high school students who meet or exceed proficiency on both the State's Reading and Language Arts assessments under section 1111(b)(3) of the ESEA as measured by the 2014 results of the State of Texas Assessments of Academic Readiness (STAAR) compared to the 2013 baseline.
5. Improve the TLSL rating of each of the three campus libraries to "Acceptable" in the size and age of the book collection through the purchase of new titles as determined by the Title Wise Report completed in October of 2013.

Since the Project Evaluator/Principal Investigator have been identified, the NS-IAL Evaluation Plan and all of its activities, with funding, can begin immediately upon funding notification. Year One will largely focus on the quantitative data as NS-IAL hires staff and begins purchasing the approved resources. Importantly, all of this Year One activity will be reported at each MT and AC meeting. The very important baseline data for the STAAR performance will be established during the 2012-2013 at the end of Year One; and the 2013-2014 STAAR data will be collected at the end of Year Two to determine progress. At the beginning of Year Two (i.e., 2013 – 2014) the Expressive Vocabulary Test, Version 2 (i.e., EVT-II) will be administered as a pre-test at the beginning of the school year with a post-test at the end of the school year. The Evaluation Plan includes the expectation of comparing the NS-IAL Outcomes to school districts of similar size and demographics (statewide and nationally) to triangulate data in an attempt to better determine the impact of NS-IAL on reading skills and performance. These assessments and results will be provided on a monthly, quarterly, and annual basis to the MT, ACs, and the funding source.

(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Performance feedback is a major, constant component of the NS-IAL Evaluation Plan; And, as result, the Project Evaluator will provide monthly, quarterly, and annual reports to NS-IAL, the MT, and ACs to ensure progress is understood so that any needed changes or action plans can be made or developed early in the process to ensure NS-IAL's success on all of its Goals, Objectives, and intended Outcomes. The monthly reports will primarily focus on

quantitative data; however, the quarterly and annual reports will include all available quantitative and qualitative data and other information in an informative format.