

## Texas Education Agency Standard Application System (SAS)

<b>2017–2019 School Redesign Grant, Pilot Cycle</b>		
<b>Program authority:</b>	Every Student Succeeds Act (ESSA), Public Law (P.L.) 114-95, Title I, Part A, Sec 1003, School Improvement	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	August 28, 2017, to July 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, July 13, 2017	Place date stamp here.
<b>Submittal information:</b>	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">             RECEIVED              TEXAS EDUCATION AGENCY              2017 JUL 13 PM 3:00              DOCUMENT CONTROL CENTER              GRANTS ADMINISTRATION           </div>
<b>Contact information:</b>	Doug Dawson: <a href="mailto:doug.dawson@tea.texas.gov">doug.dawson@tea.texas.gov</a> ; (512) 463-2617	

### Schedule #1—General Information

<b>Part 1: Applicant Information</b>					
Organization name	County-District #	Campus name/#	Amendment #		
Galveston ISD	084902	Weis 084902044			
Vendor ID #	ESC Region #4	DUNS #		79397204	
Mailing address	City	State	ZIP Code		
P.O. Box 660	Galveston	TX	77553-		
<b>Primary Contact</b>					
First name	M.I.	Last name	Title		
Annette		Scott	Assistant Superintendent		
Telephone #	Email address		FAX #		
409-766-5122	<a href="mailto:annettescott@gisd.org">annettescott@gisd.org</a>				
<b>Secondary Contact</b>					
First name	M.I.	Last name	Title		
Sylvia		Andrews-Hughes	Administrative Assistant		
Telephone #	Email address		FAX #		
409-766-5116	<a href="mailto:sylviaandrews@gisd.org">sylviaandrews@gisd.org</a>				
<b>Part 2: Certification and Incorporation</b>					

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
Kelli		Moulton	Superintendent
Telephone #	Email address		FAX #
409-766-5121	<a href="mailto:kellimoulton@gisd.org">kellimoulton@gisd.org</a>		

Signature (blue ink preferred) \_\_\_\_\_ Date signed 7/11/2017

*Kelli Moulton*

Only the legally responsible party may sign this application.

701-17-101-039

**Schedule #1—General Information**

County-district number or vendor ID: 084902      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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 084902 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
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Portfolio Plan Questionnaire	Applicants must use the template posted on the TEA Grant Opportunities page to self-assess the district's portfolio plan.

**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
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
Ga	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 084902

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	Grant funds awarded will supplement (increase the level of service), and not supplant (replace) State and local funds. The applicant provides assurance that each school served with these grant funds will receive all of the State and local funds it would have received in the absence of this award. The applicant's methodology used to allocate State and local funds to each school will demonstrate compliance with this assurance.
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.	The applicant provides assurance that the campus it proposes to serve will receive all the State and local funds it would have received in the absence of funds received under this grant.
4.	The applicant provides assurance that it will engage in the necessary effort to align and complement existing school improvement strategies, goals, and interventions in their final approved grant, in order to effectively deliver a single and comprehensive school improvement plan.
5.	The applicant provides assurance that it will, in alignment with its selected school redesign model, implement one or more evidence-based strategies.
6.	The applicant provides assurance that it will provide access for onsite visits to the LEA and campus by TEA and its contractors.
7.	The applicant provides assurance to participate in a formative assessment of the LEA's capacity and commitment to carry out the selected school improvement intervention model at periods during implementation.
8.	The applicant provides assurance to participate in and make use of technical assistance and coaching support provided by TEA Division of System Support and Innovation and/or its subcontractors.
9.	The applicant provides assurance to attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
10.	The applicant provides assurance that the necessary operational flexibility (such as staffing, calendars/time, and budgeting) will be provided to campus leadership and the school redesign partner to fully develop and implement a school redesign. For those selecting the District of Innovation operational flexibility plan, this includes an assurance that exemptions received through the DOI innovation plan will be extended to the campus developing and implementing a school redesign plan.
11.	The applicant provides assurance that they will identify and contract with a redesign partner on or before December 1, 2017.

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 084902

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.

Galveston Independent School District (GISD) seeks funding for school redesign for one of its middle schools. The District intends to use school improvement funds in one of its identified Priority/Improvement Required Schools for 2016-2017. The funding will help with the implementation of an evidence-based redesign model and research-based strategies/programs to create better options for students by giving them access to higher performing schools within the district. Approximately 650 students will be impacted; 60 teachers, paraprofessionals and administrators; and 600 parents or families. GISD will use the **School Closure/Consolidation Model for Weis Middle School**. One of the district's middle schools (Central Middle School) will have a new principal and a turnaround team that will infuse turnaround strategies as part of a **whole school redesign** implementation at a newly restructured Central Middle School. The campus currently serves students in grades 7 – 8. Part of the restructuring will expand the campus to include grades 5 – 6, thus making it a 5 – 8 school.

The **school leadership team** is in place. The Superintendent hired a new school principal with a proven track record for redesigning a school and a turnaround team comprised of an assistant principal, a data specialist, and four curriculum specialists who will support teachers in teaching English/Language Arts, mathematics, science and social studies to begin this transformation. GISD leadership provides assurance that the necessary operational flexibility such as staffing, calendar/time, budgeting will rest with the campus leadership and the redesign partner.

Families of all students in GISD have the opportunity to choose their school. No school attendance zones exist. Rising 6<sup>th</sup> grade students who are impacted by the Weis school closure have the opportunity to select among three schools – Austin Middle School, Collegiate Academy, AIM College and Career Preparatory Academy and the newly restructured Central Media Arts Academy. All rising 5<sup>th</sup> graders districtwide apply for a middle school. This allows families to choose programs that best meet the needs of their children.

The redesign funding will allow the district to support the transition of the sixth grade students from Weis into their new settings and build an effective learning environment for new fifth graders who choose the newly restructured 5 – 8 campus which will be Central Media Arts Academy. Sixth graders from Weis will receive additional instructional support regardless of the campus they choose. Galveston ISD is part of the System of Great Schools Network and will use leverage the resources that are available to the district in working with a redesign partner. District leadership will confere with the Executive Advisor for guidance.

The restructured 5 – 8 campus will incorporate strategies that are used in Turnaround Schools. The Turnaround Team has begun the **school education plan** for the redesign. "Student Achievement is the #1 Priority"; therefore, personalized learning will be an essential component to improving academic performance. In order to ensure positive learning outcomes for students, the team has built a master schedule which incorporates 95 minutes of instruction in reading and mathematics daily. Science and Social Studies will be 95 minutes every other day. Houston A+Challenge will customize professional learning for the teachers and assist them in planning. The master schedule ensures that teachers have 50 minutes to have PLCs and 45 minutes to plan daily. During PLC time, teachers will be able to create interdisciplinary units as well as plan vertically. Teachers will make informed decisions based on available data, student work and peer interaction. The PLC time will also allow the teachers to refine their lessons by practicing before their peers.

All classrooms will have libraries with leveled readers giving student access to literature on their personal reading level. Classroom libraries allow teachers to encourage reading and monitor the progress of student stamina and master of standards. Four balanced literacy components (Read aloud, Small group Instruction, Independent Reading and Writing) will anchor reading instruction. All students will receive instruction on grade level. Interventions will support students in filling in gaps. Additional time on task for students will occur through the execution of daily interventions, tutorials and Saturday school.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 084902

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 campus leadership team will monitor the PLCs and provide feedback to teachers based on their classroom observations. Teachers will share student growth performance data with the principal every three weeks. implement a Postive Behavior Intervention Support system. All special populations will receive educational support required by federal law.

Another critical factor to the success of the redesign is the **School culture plan**. With a laser focus on student achievement, the culture of the campus will permeate high expectations for academic success –Academics FIRST, no excuses. The faculty and staff will incorporate the use of a culture and climate rubric that assists in governing the campus. The campus will

Leadership matters. The success of the school depends on the ability of the leadership team to engage families and the community into the school. Everyone will be held to high expectations rallying behind the vision of all students leaving the campus more than adequately prepared to excel at the next level. The principal and the leadership team will model behavior that inspires, encourages and drives every one toward success. The principal and the leadership team through a collaborative environment will engage all stakeholders to have an understanding of the progress the school is making. Climate surveys will be given annually to teachers, students, and families as part of the continuous improvement process.

Finding people who have the heart and qualifications for the work is part of the **School Talent Plan**. Human capital management consists of discovering talent on and off Galveston Island. Teachers will be required to study instructional material and practice before delivering their lessons to the students. To accelerate the building of instructional capacity, teachers will be required to attend Saturday Teacher Trainings to increase their levels of proficiency in pedagogy, classroom management, student engagement and instructional technology within the classroom. The principal will build relationships with university partners and Teach for America to find the best talent. In addition, the leadership team will design an internship program to cultivate existing talent and attract new talent.

With support for teaching and learning, the campus will achieve the following goals:

1. Improved student progress from one year to the next as measured by performance on State assessments
2. Improved student attendance
3. Improved culture and climate as measured by surveys to teachers, students, and families and school’s climate and culture rubric
4. Improved instructional services that increase all student learning outcomes by using research/evidence-based strategies which accelerate college/career readiness as evidenced by student sub-population performance on State assessments

Galveston ISD seeks the school improvement funding through the School Redesign Grant to close Weis Middle School to create a new viable school choice option that will ensure quality programs, academic growth, and family satisfaction.

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<b>Schedule #6—Program Budget Summary</b>						
County-district number or vendor ID: 084902				Amendment # (for amendments only):		
Program authority: Every Student Succeeds Act (ESSA), P.L. 114-95, Title I, Part A, Sec 1003, School Improvement						
Grant period: August 28, 2017, to July 31, 2019				Fund code: 211		
<b>Budget Summary</b>						
Schedule #	Title	Class/ Object Code	Planning Cost	Implementation Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$	\$640,000	\$280,000	\$920,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$325,000	\$	\$325,000
Schedule #9	Supplies and Materials (6300)	6300	\$	\$23,140	\$	\$23,140
Schedule #10	Other Operating Costs (6400)	6400	\$	\$17,500	\$	\$17,500
Schedule #11	Capital Outlay (6600)	6600	\$	\$136,825	\$	\$136,825
	Consolidate Administrative Funds				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$	\$1,422,465	\$	\$
5.169% indirect costs (see note):			N/A	\$77,535	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$1,500,000	\$	\$

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: 084902 Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Cost	Implementation Cost	Total Budgeted Cost
<b>Academic/Instructional</b>						
1	Teacher (AVID) @\$55,000	2		\$	\$110,000	\$220,000
2	Educational aide			\$	\$	\$
3	Tutor			\$	\$	\$
<b>Program Management and Administration</b>						
4	Project director @ \$70,000 yearly	1		\$	\$70,000	\$140,000
5	Project coordinator			\$	\$	\$
6	Teacher facilitator			\$	\$	\$
7	Teacher supervisor			\$	\$	\$
8	Secretary/administrative assistant			\$	\$	\$
9	Data entry clerk	1		\$	\$30,000	\$60,000
10	Grant accountant/bookkeeper	1		\$	\$35,000	\$70,000
11	Evaluator/evaluation specialist			\$		
<b>Auxiliary</b>						
12	Counselor			\$	\$	\$
13	Social worker @ \$65,000 annually	1		\$	\$65,000	\$130,000
14	Community liaison/parent coordinator	1		\$	\$55,000	\$110,000
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>						
15						
16						
17						
18						
19						
20						
<b>Other Employee Positions</b>						
21	Reading Interventionist 1@\$65,000				\$65,000	\$130,000
22	Title			\$	\$	\$
23	Title			\$	\$	\$
24	Subtotal employee costs:			\$	\$	\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>						
25	6112 Substitute pay			\$	\$	\$
26	6119 Professional staff extra-duty pay			\$	\$50,000	\$50,000
27	6121 Support staff extra-duty pay			\$	\$10,000	\$10,000
28	6140 Employee benefits			\$	\$	\$
29	61XX Tuition remission (IHEs only)			\$	\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$	\$	\$920,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)				
County-district number or vendor ID: 084902			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.				
Professional and Contracted Services Requiring Specific Approval				
Expense Item Description		Planning Cost	Implementation Cost	Total Budgeted Cost
6269	Rental or lease of buildings, space in buildings, or land	\$	\$	\$
	Specify purpose:			
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$	\$	\$
Professional and Contracted Services				
#	Description of Service and Purpose	Planning Cost	Implementation Cost	Total Budgeted Cost
1	Houston A+ Challenge - Coaching /mentoring support for teachers	\$	\$50,000	\$50,000
2	AVID	\$	\$10,000	\$10,000
3	Positive Behavior Interventions and Supports Model	\$	\$20,000	\$20,000
4	Balanced Literacy Training via Scholastic, etc.	\$	\$25,000	\$25,000
5	Math Training via Service Center, CAMT, Rice University	\$	\$20,000	\$20,000
6	Science Training (Rice University)	\$	\$10,000	\$10,000
7	Third Coast R & D - Evaluation	\$	\$50,000	\$50,000
8	Pedagogy Coaches – Coaching/mentoring support for new teachers	\$	\$90,000	\$90,000
9	Lead4ward	\$	\$50,000	\$50,000
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
<b>b. Subtotal of professional and contracted services:</b>		\$	\$	\$
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$	\$	\$325,000
<b>(Sum of lines a, b, and c) Grand total</b>		\$	\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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<b>Schedule #9—Supplies and Materials (6300)</b>			
County-District Number or Vendor ID: 084902		Amendment number (for amendments only):	
<b>Expense Item Description</b>		<b>Planning Cost</b>	<b>Implementation Cost</b>
		<b>Total Budgeted Cost</b>	
6300	Total supplies and materials that do not require specific approval:	\$	\$23,140
<b>Grand total:</b>		<b>\$</b>	<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>				
County-District Number or Vendor ID: 084902			Amendment number (for amendments only):	
Expense Item Description		Planning Cost	Implementation Cost	Total Budgeted Cost
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$	\$10000	\$10000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose: Student Competitions-Robotics, UIL	\$	\$2500	\$2500
6413	Stipends for non-employees other than those included in 6419	\$	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$	\$5000	\$5000
Subtotal other operating costs requiring specific approval:		\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$	\$
<b>Grand total:</b>		\$	\$	<b>\$17,500</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)						
County-District Number or Vendor ID: 084902				Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Planning Cost	Implementation Cost	Total Budgeted Cost
<b>6669—Library Books and Media (capitalized and controlled by library)</b>						
1		N/A	N/A	\$	\$30,000	\$30,000
<b>66XX—Computing Devices, capitalized</b>						
2	Laptops for Teachers	40	\$1500	\$	\$60,000	\$60,000
3			\$	\$	\$	\$
4			\$	\$	\$	\$
5			\$	\$	\$	\$
6			\$	\$	\$	\$
7			\$	\$	\$	\$
8			\$	\$	\$	\$
9			\$	\$	\$	\$
10			\$	\$	\$	\$
11			\$	\$	\$	\$
<b>66XX—Software, capitalized</b>						
12	ScholarChip	1	\$	\$	\$46,825	\$46,825
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
16			\$	\$	\$	\$
17			\$	\$	\$	\$
18			\$	\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>						
19			\$	\$	\$	\$
20			\$	\$	\$	\$
21			\$	\$	\$	\$
22			\$	\$	\$	\$
23			\$	\$	\$	\$
24			\$	\$	\$	\$
25			\$	\$	\$	\$
26			\$	\$	\$	\$
27			\$	\$	\$	\$
28			\$	\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>						
29				\$	\$	\$
<b>Grand total:</b>				\$	\$	<b>\$136,825</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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<b>Schedule #12—Demographics and Participants to Be Served with Grant Funds</b>															
County-district number or vendor ID: 084902										Amendment # (for amendments only):					
<b>Part 1: Student Demographics of Population To Be Served With Grant Funds.</b> Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment 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. Response is limited to space provided. Use Arial font, no smaller than 10 point.															
Student Category	Student Number	Student Percentage	Comment												
Economically disadvantaged	DNA	75%	These are projected numbers. % mirrors district												
Limited English proficient (LEP)	DNA	16%	These are projected numbers. % mirrors district												
Disciplinary placements	DNA	15%	% Based on the 7-8 campus												
Attendance rate	NA	94%	% mirrors the district												
Annual dropout rate (Gr 9-12)	NA	1%	% Mirrors 7 -8 campus												
<b>Part 2: Students To Be Served With Grant Funds.</b> Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type:		<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit	<input type="checkbox"/> Private For Profit	<input type="checkbox"/> Public Institution									
Students															
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
						170	184	180	104					638 - Projected	

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 084902

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 outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Faculty, staff, and community members at Weis Middle School along with the District Leadership Team have engaged in planning groups to determine what can be done to ensure that students attending Weis Middle School have every available resource and opportunity to obtain an excellent education. Multiple data sources have been used to help make preliminary decisions about redesigning the school. The stateholders participated in the development of a needs assessment which was used to create a Turnaround Plan that was submitted to the State. Data that were included as part of the review beyond the State's Accountability Data included the following: Parent and Student Surveys, Teacher Surveys, Curriculum Based Assessments, the Campus Improvement Plan, Teacher Observations, Walkthrough feedback, and professional learning experiences and feedback.

Five years of data reveal the constant struggle of the school to move student performance. In 2011, as the State exited TAKS for middle school, Weis Middle School received a rating of **Academically Unacceptable**. No ratings were reported for 2012; yet 2013, 2014, 2015, 2016 the accountability rating was **Improvement Required**, and preliminary data for 2017 indicate that the rating will once more be **Improvement Required** despite the efforts that have occurred the past five years.

The students deserve far better; thus, the district leaders, the community, and the Board began to engage in conversations about reconfiguring schools so that no student in Galveston ISD would have to attend a failing school. District leaders and school board members began to research successful schools, which included examining magnet programs, charter schools, and effective traditional programs. The Director of Facilities provided floor plans for all of the existing schools in the District. Since Weis Middle School is a 5 – 6 campus, the Board entertained the idea of reconfiguring the district's schools to have one 5<sup>th</sup> grade campus and three 6 – 8 campuses. Much discussion and consideration emerged on how to best use the available buildings while being true to maintaining small middle schools. The District Leadership Team and the Board visited other schools in a neighboring district to see first hand successful Turnaround models.

Because GISD families are accustomed to having choice, the discussions evolved to creating another choice option for parents by closing Weis Middle School, a 5 – 6 campus and expanding Central Middle School, a grade 7 – 8 campus to include grades 5 – 6 for which any student within the district could apply. By expanding Central, students could be part of a comprehensive middle school (5 – 8). Parents would have the opportunity to have another option other than Weis Middle School. Resources would be available to redesign the school and create a higher performing campus. The success of the redesign would also depend on the leader. District leadership recognized that it had to do something bold and courageous, thus, the pursuit of a proven Turnaround principal and team. The Board is committed to providing successful choice options for all students.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 084902 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.	Project Director	Project Director will have experience coordinating projects. The Project Director will report to the Assistant Superintendent and will be responsible for managing the grant. The Project Director will have excellent communications skills both verbal and writing.
2.	Core Content Specialists	Superior knowledge of content and pedagogy; skilled at deconstructing standards and at assisting teachers in developing quality plans that increase student learning
3.	Houston A+ Challenge	A non-profit organization focused on strengthening public schools through consulting and professional development
4.	District Coordinator for School Improvement	DCSI has had success redesigning schools, has extensive knowledge in data analysis, board, policy, the school improvement process, campus planning, instructional strategies and programs. The DCSI is on the superintendent's leadership team and has direct line of communication with superintendent. She is also part of the SGS network
5.	Third Coast R & D	Third Coast R&D, Inc is one of Galveston ISD's competitively selected contracted providers of program evaluation services. Third Coast R&D, Inc works directly with the project director(s) to prepare a detailed evaluation plan and formal request for data access that specifies the data elements and negotiate the dates, procedures, and formats in which the data will be provided

**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.	Create a School Redesign Implementation Plan	1. Engage Stakeholders in the WHY of the Work	08/10/2017	09/30/2017
		2. Develop goals with checkpoints for Year 1	08/10/2017	09/30/2017
		3. Build in Continuous Improvement Model for review	08/28/2017	09/30/2017
		4. Build Communication Plan	08/28/2017	05/31/2019
		5. Build Sustainability Plan within Implementation Plan	08/28/2017	09/30/2017
2.	Improve student academic progress	1. Develop an instructionally focused calendar	08/10/2017	05/31/2019
		2. Design & deliver rigorous lessons in core content	08/10/2017	05/31/2019
		3. Implement Balanced Literacy	08/28/2017	05/31/2019
		4. Implement research based mathematics program	08/28/2017	05/31/2019
		5. Expand PLCs to insure vertical alignment	08/28/2017	07/31/2019
3.	Improve student attendance	1. Monitor student attendance daily	08/10/2017	05/31/2019
		2. Increase school to home communications	08/10/2017	05/31/2019
		3. Celebrate student accomplishments	08/10/2017	05/31/2019
		4.		
		5.		
4.	Improve culture and climate	1. Set culture of high expectations	08/10/2017	05/31/2019
		2. Implement student & staff reward system	08/10/2017	05/31/2019
		3. Implement Positive Behavior Intervention Supports	08/10/2017	05/31/2019
		4. Engage parents/community as part of the team	08/28/2017	05/31/2019
		5.		
5.	Improve instructional services	1. Initiate teacher talent development internship	08/10/2017	05/31/2019
		2. Incorporate job-embedded professional learning	08/10/2017	05/31/2019
		3. Create Academic Supports for Students	08/10/2017	05/31/2019
		4. Conduct frequent walkthroughs observations	08/28/2017	05/31/2019
		5.		

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Unless pre-award costs are specifically approved by TEA, 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.

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 084902

Amendment # (for amendments only):

**Part 3: 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.

Sustainability has to be built in as part of the implementation process. In order to ensure the redesign is sustained, the staff has to be engaged in some facet of the planning process. Teachers and staff work together on problems of practice related to the redesign so that they are contributing to improving the outcomes. In addition, teachers work together as learners to ensure effective teaching. Professional learning is critical to sustaining the project. The instructional team which includes administration, support staff and teachers will enhance their skills and knowledge of research based practices so that students are benefactors of excellent instruction. Teachers will meet as learning teams and will refine their craft so that their learners thrive. The continuous improvement cycle (Plan – Do – Study – Act) will be a part of the weekly PLCs. Houston A+ Challenge will customize the professional learning experiences for teachers.

Leadership is another critical factor for sustainability. The campus leadership team champions commitment for the mission and vision. The team inspires teachers to take initiative and celebrates their contributions. The campus leadership team is responsible for being good stewards of the grant funds and ensuring that every dollar spent is an investment that lasts beyond the grant's funding cycle. The leadership team is also responsible for creating systems and a culture that support the changes so that everyone understands and meets the established expectations.

Once the grant ends, it will be important for each of the teams/staff to continue to meet and work as they have during the two years of the grant. It will also be critical that the leadership team continue to take the lead roles in sustaining the reforms that have been made, analyzing the data to see that the redesign is indeed yielding a high-performing school.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 084902      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.	Annual surveys and interviews with teachers, students, families and quarterly observations	1.	Improved culture and climate as indicated by rubric
		2.	Improved school day behavior as indicated by reduced disciplinary action
		3.	
2.	Term-to-term comparisons at the student level and annual tracking of school level	1.	Improved student attendance as indicated by student- and school-ADA
		2.	Reduced racial-ethnic disparities in suspensions and discipline population
		3.	
3.	Term-to-term analysis of growth in basic skills and student-level sub-pop analyses	1.	Improved instructional services as indicated by sub-population State assess
		2.	Improved academic skills as indicated in student growth measured 2x/year
		3.	
4.	Annual tracking at the school level	1.	Improved student progress from one year to the next
		2.	
		3.	
5.	Template matching protocol updated in quarterly progress assessment	1.	Documentation of implementation and adjustments to the action plans
		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.

Third Coast R&D, Inc is one of Galveston ISD's competitively selected contracted providers of program evaluation services. When a project is approved by the Board of Trustees, Third Coast R&D, Inc works directly with the project director(s) to prepare a detailed evaluation plan and formal request for data access that specifies the data elements and negotiate the dates, procedures, and formats in which the data will be provided. When data collection includes the evaluator's collection of primary data, Third Coast R&D, Inc also submits the protocol to Western Institutional Review Board (WIRB) and does not collect any primary data until approved by WIRB. To extent plausible, the evaluation is designed to use only those data that are collected as routine aspect of implementing the project so that the evaluation does not impose additional burden on school administrators, teachers, students, families, or project partners. For example, rather than surveying students to obtain their evaluation of the project or its elements, the evaluator works with the teachers and partners to ensure that artifacts from instructional services as well as student reflections that are captured for primary use in improving instruction can be made available for secondary use as input to the evaluation. The evaluation design will be aligned to (1) the School Redesign Model, (2) the Implementation Plan, and (3) the Operational Flexibility Plan. It is expected that the data elements to evaluate student-level outcomes will include State assessment results, fall and spring local data (e.g. math and English language skills (e.g., Renaissance Reading and Math) to measure academic growth, student-level school day attendance fall and spring and annual, student-level discipline referrals and suspensions, and student-level grade-level promotion. The evaluation plan will include work with the project leaders to establish criterion references and rubrics to assist interpretation of growth modeling and between groups analyses of these data. The evaluation plan also will include work with the project leaders to establish rubrics to assist interpretation of data representing critical success factors and milestones as specified in the redesign model and implementation plan. Given the history of the school and the local community, it is expected that critical success factors will include family engagement and involvement, student voice and leadership, community acceptance and support of the redesign partner, and teachers' and administrators' use of evidence-based approaches and procedures. Milestones for which data will need to be available as input to the evaluation likely will include the provision of professional development and supervision with monitoring and feedback as well as increased community trust. The district and its contracted evaluator agree to comply with TEA evaluation and reporting requirements.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 084902

Amendment # (for amendments only):

**Statutory Requirement 1a:** Depending on if the campus is identified as a priority or a focus school, describe how the applicant will develop a school improvement plan (for priority schools) or support the focus school with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Weis Middle School is a priority campus. Galveston ISD will close the campus; however, based on the lessons learned the District will engage the faculty, staff, and community members in creating a plan for the redesigned school and also for the District so that the displaced students are not lost in the system.

The District and the campus leadership teams will conduct a data analysis to assess student performance, identify the root causes that lead to the closure of Weis Middle School and determine the interventions and services that need to be in place to avoid earlier pitfalls. Both leadership teams will develop an internal and external communication strategy so that all stakeholders are informed and have the opportunity to have their voices heard.

The District and the campus leadership team at the newly designed school will develop an improvement plan that addresses the root causes and findings from the data analysis. Action steps will be put in place to insure increased student growth, elimination of the achievement gap, and improved performance in reading and mathematics.

The District will develop a tracking system so that the progress of the students from Weis can be monitored at every campus every six weeks. The District will also ensure that students have access to academic supports –tutors, counselors, social worker.

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

County-district number or vendor ID: 084902	Amendment # (for amendments only):
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**Statutory Requirement 1b:** Describe how the applicant will monitor schools receiving Title I funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Galveston ISD is a Title schoolwide district. Each campus has its own Title budget. The campus plan outlines how those funds will be spent. Title funds are monitored by Dr. Annette Scott, Assistant Superintendent for Curriculum and Instruction. Dr. Scott shepherds the campus planning process and works closely with the principals to ensure that their Title funds support their campus initiatives and are supplemental to those initiatives. The campus plan is a living document. The principals and their site teams conduct a minimum of four reviews of their campus plans.

Each campus receives a per pupil allocation of the Title Funds. Requests flow through the Curriculum and Instruction office to insure that schools comply with EDGAR and district guidelines. On the request form for materials/supplies/contracted service providers, the principal lists the objective the campus is addressing and a brief overview of how the request supports the objective. The Curriculum and Instruction Office verifies the alignment and moves the request on to the Business Office for processing. This process of checks and balances allows for both the campus and the district to meet budget compliance requirements as related to expenditures.

**Statutory Requirement 1c:** Describe how the applicant uses a rigorous review process to recruit, screen, select, and evaluate any external partners with whom they will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district vets external partners a number of ways. Depending on the scope of the project, the district will submit a Request for Proposal which details the scope of the work and the specific characteristics the district is seeking. The District adheres to the RFP process and makes a determination whether to award or not award to the partner.

The district has also contacted the service center, other districts who have done similar work and TEA for the names of individuals who have done work in the area that is needed. We contact individuals and other school districts who are familiar with the work of the external partner and ask a series of questions to determine if the external partner is a good fit for our district.

We use a matrix to screen the interested partners and then we invite them for an onsite interview/presentation before a team who will make the final decision.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 084902

Amendment # (for amendments only):

**Statutory Requirement 1d:** Describe how the applicant will align other Federal, State, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The School Redesign Grant Program will supplement the services that currently exist in Galveston ISD. The funds will not supplant any state requirements or activities that previously received state or local funds. None of the funds for the School Redesign Grant Program will be used to supplant any existing program or service. Grant funds will only be used 1) to expand educational options for the targeted students and 2) to coordinate currently available services for the benefit of the students, either as in-kind contribution or to deliver services in new ways or to new recipients. The District will work with the school to ensure the coordination of Title Funds, IDEA, Career and Technical Educational Funds, local education dollars are used effectively and appropriately.

To assure that funds are used appropriately to supplement, and not supplant existing services, the fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The fiscal agent will maintain control over and accountability for all funds, meet federal financial management standards and provide for accurate, current, and complete disclosure of the financial results of each grant period, identifying the funding source and application (use) of funds. The disclosure(s) will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays/expenditures, income, and interest earned. Records will be maintained on all expenditures by budget function, class-object code, and year of entitlement (appropriation), in accordance with the provisions of the Financial Accountability System Resource Guide.

**Statutory Requirement 1e:** Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implantation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District Leadership team meets weekly to assess the needs of the district and the adjustments that need to be made to accommodate those needs. The Leadership team is updating its Regulations manual so that all staff are cognizant of the district's practices as related to policy.

The team considers what is best for the general good of the district. Discussion is continued in the District Administrators' Meeting which consists of representatives from all departments within the district to get more input.

Depending on the practice/policy, the District Education Committee, which is comprised of parents, teachers and other representatives from campuses give their input.

Policy revisions are sent TASB Policy Service. The Board reviews the local policies and take action.

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

County-district number or vendor ID: 084-902

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe how the school redesign plan will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The school redesign will incorporate “**School Based Teacher Learning Communities**” as one of its evidence-based strategies. Milby W. McLaughlin and Joan E. Talbert conducted a research study related to teacher professional learning and improved student achievement. In their book, ***Building School – Based Teaching Learning Communities***, the authors affirm “As teachers inquire into students work and explore connections between practice and outcomes, they create knowledge of practice. Learning communities provide opportunities for reflection and problem solving that allow teachers to construct knowledge based on what they know about their students’ learning and evidence of their progress.”

The school redesign will allow the campus leadership team to develop teachers as problem solvers so that they can move student achievement forward in the newly designed school. The authors further emphasize the power of a shared language, a shared vision and a shared standard of practice. The researchers cited evidence that showed teacher community had a positive statistical effect on student achievement gains.

Other evidenced – based strategies are the framework for the Texas Accountability Intervention System (TAIS) Model. The Critical Success Factors necessary for school improvement include 1) Academic Performance which is improved through effective teachers and leaders, data driven decisions, appropriate use of instructional time, climate and culture.

The incorporation of 2) Data driven decisions are important to improving performance. Based on the research findings, “, “it is not only the use of data to drive instructional decision-making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.” (TEA White Paper, Critical Success Factors). Galveston ISD recognizes that Critical Success Factor 3) Leadership Effectiveness has a tremendous impact on student achievement. Critical Success Factor 4) Learning time when used strategically as part of instruction, as part of teacher planning and as part of enrichment lifts student achievement.

The evidence for Critical Success Factor 5) Family and Community Engagement shows that a direct correlation exists with academic achievement and school improvement. By focusing on Critical Success Factor 6) School Climate, a successful school has improved attendance, a decrease in student referrals and improved academic performance. Critical Success Factor 7) addresses Teacher Quality. The research supports the importance of “supporting and enhancing the knowledge and skills of teachers through job-embedded professional development. “Students enrolled in successive classes taught by effective teachers show greater gains in student performance than student groups taught by less effective teachers (Sanders & Rivers, 1996).” (TEA White Paper, Critical Success Factors)

The newly designed school will incorporate School Based Teacher Learning Communities and all of the Critical Success Factors. The implementation of evidence-based strategies will yield higher performing schools within GISD.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 084-902

Amendment # (for amendments only):

**TEA Program Requirement 1:** Clearly communicate the district's vision for improving low-performing schools, including the strategy for increasing the number and percent of students in higher-rated schools. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Galveston ISD is a full choice district comprised of an early childhood center, four elementary magnet schools, one traditional elementary, three middle school magnets and a comprehensive high school that is divided into four small theme-based learning communities, a non-traditional high school for dropout recovery and academic acceleration.

No school zones exist within the district. Families may choose to attend any school within the district provided that there is available space at the school. Each school has a theme-based program to help draw students to the school. The district also provides transportation to any one needing transportation to the school of choice.

Galveston ISD is committed to having quality schools throughout the district. A School Performance by Rating Report prepared by Mass Insight revealed that 46% of GISD schools with a combined "A" and "B" rating have student populations where 50% or more are economically disadvantaged students. Since the district's serves 74% economically disadvantaged students, it is our moral responsibility carry out our mission which is to Educate, Engage, and Empower each student for a life of Excellence.

**The district's vision is to create innovative quality theme-based programs that grant parents options and that allow students to thrive in a speciality area that interests them and excel academically.** The majority of schools within GISD have a STEM focus. The highest performing elementary school focuses on Coastal Studies which encompasses learning experiences around environmental topics. The highest performing middle school is a STEM school with a focus on Robots and Engineering. Students are able to take four- five high school courses while in middle school.

Critical to any school's success is the principal and the instructional team. The district is committed to staffing every school with talented principals who can mobilize their team and their communities to meet high academic expectations.

In order to improve low-performing schools, the district is willing to take the necessary steps to redesign schools so that all students have opportunities to attend a successful school. The right school leader is critical to improving low performing school.

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

County-district number or vendor ID: 084-902

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how the applicant will develop and/or implement a supported school redesign that responds directly to the unique needs of the specific campus. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The School Closure/Consolidation Redesign allows a district to transition students to higher-rated campuses and/or create a new campus to meet the needs of students.. Galveston ISD will close Weis Middle School, a grade 5- 6 campus and provide students the opportunity to enroll in existing campuses within the district. The District has put a Campus Leadership Team in place to design a 5 – 8 campus which would provide the current grade 7 – 8 campus at Central Middle School to expand its capacity by adding grades 5 and 6. Because Galveston is a full choice District, families have the opportunity to select the school of their choice based on space availability.

The newly redesigned campus leadership team will implement evidenced- based practices to launch the school. The major focus is an academic environment with a culture that screams high expectations where all students leave prepared to excel at the next educational level. The new leadership team has an educational plan that makes Academic Achievement the number 1 priority. Students will receive quality instruction in all content areas. The staff will create a web of support ensuring that no student slips through the cracks by constantly monitoring students' social, emotional and academic performance. The RTI team will have access to a Social Worker and a Family Engagement Specialist who can establish personal contact with all families, but especially families needing more support. Students will be equipped with resources that will guarantee that they are prepared to self regulate their academic environment and their personal behaviors. The work that students produce will be authentic and personalized.

The teachers along with campus leadership will function as professional learners who use data to inform their decisions. The data will also include the progress students have made because of their intentional professional practices. PLC time will be sacred time so that the academic teams have to time to create, implement and refine effective lessons.

The newly redesigned campus will embrace community and family participation. The leadership team will develop strong networks for internal and external communication. Celebrations and recognitions will be common place to acknowledge the accomplishments of teachers and students. Social Media will also be part of the messaging system for the newly redesigned campus.

Students will benefit from college preparedness classes such as AVID. They will also be exposed to the most effective instructional strategies in English/Language Arts, mathematics, science and social studies delivered by highly skilled teachers who are serious about the art and science of teaching. Teachers will have the opportunity to participate in customized professional learning delivered through Houston A+ Challenge. The principal as part of her Talent Plan has the vision to develop an in-house talent development program which will include interns and other aspiring staff who want to "grow" within the school.

The new campus equipped with the right talent allows for new energy, new hopes, new accomplishments that will mobilize the community's and the students' efforts to becoming a high performing school. Galveston ISD believes that the Closure of Weis opens a new opportunity for students districtwide.

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

County-district number or vendor ID: 084-902

Amendment # (for amendments only):

**TEA Program Requirement 3a:** Select the designated school redesign model to be implemented. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- Restart
- Turnaround
- Closure/Consolidation

**TEA Program Requirement 3b:** Describe the rationale for selecting the school redesign model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The current district school configurations vary. Four elementary campuses are pre- Kindergarten to grade 4; two middle school campuses house grades 5 – 8. Two campuses house students grades 7 – 8. One campus is Pre K through grade 8 and one campus houses students in grades 5-6.

Weis, the 5 - 6 campus, shared a building with Central which was one of the 7 - 8 campuses. Each of the campuses operated with its own principal and its own teachers. Recognizing that two 7- 8 campuses were not needed, the GISD Board took action in the Spring of 2017 to close Coastal Villiage Middle School which served students in grades 7 – 8. Rising 8<sup>th</sup> grade students attending Coastal Village Middle applied to the other middle schools within the district. The current 8<sup>th</sup> graders transitioned to the high school as freshmen.

The district remains committed to small learning environments for students but needsto maximize the use of its facilities and redirect resources to create high quality schools. Weis has the only 5 – 6 configuration within the district. The two other middle schools are grades 5 – 8 and house approximately 550 students each. By closing Weis, the district can leverage its resources to strengthen the schools that receive the students who attended Weis. In addition, the District can build a stronger academic program through a new configuration.

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

County-district number or vendor ID: 084-902

Amendment # (for amendments only):

**TEA Program Requirement 4a:** Select the designated school redesign implementation plan. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Phase-in Redesign

Whole-School Redesign

**TEA Program Requirement 4b:** Describe the rationale for choosing the selected implementation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With closing Weis as a 5 – 6 campus and expanding Central the 7 – 8 campus to include grades 5 – 6, the Campus Leadership Team has the opportunity to make a tremendous impact to align resources, teaching talent and programs through a whole school design. With the infusion of new talent, a new principal, new leadership team, the time is appropriate to create high performing instructional teams and student learners.

The team will be able to introduce a new culture and climate at a redesigned campus. All students who choose the newly designed campus will converge together and emerge in a new learning environment. The Leadership Team has selected teachers of a like mindset who believe that they have the power to teach all students and raise the level of achievement at the campus. With this type of momentum, parents are hopeful about a positive choice option of their children.

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

County-district number or vendor ID: 084-902	Amendment # (for amendments only):
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**TEA Program Requirement 5a:** Select the designated school redesign operational flexibility plan. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- Alternative Management
- Campus Charter
- District of Innovation
- Applicant Assurance

**TEA Program Requirement 5b:** Describe the rationale for selecting the redesign operational flexibility plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Galveston ISD is one among eight districts participating in Systems of Great Schools Network. The experience has caused district leadership to rethink its current practices. The District Leadership Team believes that campus leaders needs to have autonomy to run the campus. Using the Denver Plan as a model, we are currently reassessing the role of the District and the role of the campus. We do believe that the campus leadership team should be empowered to help attract and retain talented teachers and school leaders. The school leader should make decisions about school staff related to hiring/non-renewal. We believe that campus teams should have the operational flexibility to choose and develop the instructional expectations, practices and systems that align with the school's mission and vision as long as the school is consistent with the overarching vision and mission of the district and is aligned with the Texas Essential Knowledge and Skills (TEKS). We believe that schools should have control of their budgets and that those budgets are built around the school's priorities.

In addition, the Superintendent has selected an experienced Turnaround Principal to lead the charge in the newly redesigned campus. The District Leadership Team is behind the Principal and the Turnaround Team and will demonstrate confidence by giving the leader the resources and flexibility needed to take the school to new heights.

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

County-district number or vendor ID: 084-902

Amendment # (for amendments only):

**TEA Program Requirement 6a:** Select whether grant funds will be used for planning and implementation or implementation only of a supported school redesign. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Planning and Implementation

Implementation Only

**TEA Program Requirement 6b:** Describe the rationale for selecting either planning and implementation or implementation only. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District leadership has spent the past year in discussion about how to redesign Weis Middle School. Leadership has engaged community, the existing staff, and the families of the students in the discussion through small forums, public meetings, and surveys. The overwhelming response was to take action to improve learning opportunities for students. As part of the planning for redesigning the school, the district leadership settled on two options –1) Hire an experienced Turnaround Team and give them full reign to do what they need to do to turn the school around and 2) Close Weis as a 5 – 6 campus and expand Central from a 7 – 8 campus to include 5 – 6 thereby aligning its configuration with the other middle schools in the District.

The Turnaround Team is in place and the opportunity to expand Central into a 5 – 8 campus with an experienced knowledgeable team will be implemented this fall.

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

County-district number or vendor ID: 084-902

Amendment # (for amendments only):

**TEA Program Requirement 7:** If the applicant has contracted or intends to contract with a school redesign partner to support the development and/or implementation of the school redesign, describe the qualifications of the contracted school redesign partner; or, describe the desired qualifications of a school redesign partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Galveston ISD is one among eight school districts that is a part of the first cohort of Systems of Great Schools Technical Assistance Network. This network affords the district the opportunity to access national thought leaders who have proven track records with implementing high quality learning environments. The Network also provides the Superintendent and District leaders an Executive Advisor who is experienced in the SGS strategies. Galveston ISD will leverage the expertise within the SGS Network to help with our school redesign efforts. TEA has committed to assisting the districts within the first cohort. The Agency ensures that the districts in Cohort 1 "receive technical support from vetted advisors with experience in that specific work."

Galveston ISD will engage its Executive Advisor in determining if a school redesign partner is needed and what qualifications are needed for a school redesign partner. Based on the experience at the System of Great Schools Summit, the GISD Leadership team interacted with many individuals who have already been vetted through TEA.

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

County-district number or vendor ID: 084-902	Amendment # (for amendments only):
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**TEA Program Requirement 8:** Describe how the applicant will recruit and select high-capacity leadership teams with a track record of increasing student achievement in low-performing schools and/or similar learning environments to develop and implement the school redesign. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Superintendent engaged the Cabinet in several discussions around who was best suited to lead the district's low-performing schools. The Cabinet analyzed the strength and talent of its sitting school leadership teams and determined that the best possible option was to make bold changes as related to the performance of Weis Middle School. As part of the process for considering the available options, the Assistant Superintendent set up school visits at in another district to view leadership teams and leadership styles of successful turnaround campuses.

The District Leadership team, comprised of the Superintendent, the Assistant Superintendent for Curriculum and Instruction, the Chief Human Resources, Student Services and Communications officer, the Executive Director for Professional Learning and three school board members participated in a visit to a neighboring district that had been successful in turning schools around. The purpose of the visit was to see the models that were being implemented within the district. Galveston ISD has magnet schools and theme-based programs in schools that are not magnets. The team wanted to see possible options that could be used to turn around Weis Middle School. Of particular interest at the time was the redesign of the school's existing magnet program by expanding it to include a possible school within a school.

While visiting the programs in the neighboring district, the group noted one particular campus that reflected the demographics of Weis. That campus had been rated as low performing but had made stellar gains under the campus leader and her team. Interested in how the school had made and had been able to sustain its improvement, the Superintendent later contacted the principal and engaged in a conversation that led to the recruitment and hiring of a turnaround team. The formula identified included a principal with a proven track record, a team of committed adults who believed in the mission, autonomy to do the work that needed to be done, and a communication specialist to message the work and keep the community and families informed.

The Superintendent posted for the position of Turnaround Principal for Weis Middle School and actively recruited two exceptional and proven school leaders. Five individuals applied for the position; three were granted interviews and based on the knowledge that she had garnered from her visit, she was able to select the most talented candidate to get the job done.

The Galveston ISD Board with a clear and intentional focus on student achievement was fully committed to insuring that the students attending Weis would have optimal learning opportunities. They took time from their work schedules to accompany the District Leadership team so that they would know possible options for consideration. After doing the necessary research and background checks, the Superintendent had no reservation moving forward with hiring a highly qualified team to lead the school. The school needs a leader who sets the instructional focus and expectations with student specific supports in a climate and culture that creates a safe, orderly, successful learning environment for everyone in the school.

The Board has affirmed the Superintendent's intent to compensate the turnaround team. Additionally, there is a high level of commitment from district leadership to protect the turnaround team from adverse consequences during the transformation.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 084-902      Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID: 084-902			Amendment number (for amendments only):	
<b>Barrier: Cultural, Linguistic, or Economic Diversity (cont.)</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gang-Related Activities</b>				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID: 084-902			Amendment number (for amendments only):	
<b>Barrier: Gang-Related Activities (cont.)</b>				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Drug-Related Activities</b>				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Visual Impairments</b>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
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<b>Barrier: Visual Impairments</b>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Hearing Impairments</b>				
#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Learning Disabilities</b>				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Physical Disabilities or Constraints</b>				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID: 084-902			Amendment number (for amendments only):	
<b>Barrier: Inaccessible Physical Structures</b>				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Absenteeism/Truancy</b>				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: High Mobility Rates</b>				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Support from Parents</b>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 084-902			Amendment number (for amendments only):	
<b>Barrier: Lack of Support from Parents (cont.)</b>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Shortage of Qualified Personnel</b>				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Knowledge Regarding Program Benefits</b>				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID: 084-902			Amendment number (for amendments only):	
<b>Barrier: Lack of Knowledge Regarding Program Benefits (cont.)</b>				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Transportation to Program Activities</b>				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Barriers</b>				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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