Texas Education Agency
Standard Application System (SAS)

2018–2019 School Transformation Fund - Planning

Program authority:	P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period:	July 9, 2018 to May 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 29, 2018	Place date stamp here.
Submittal information:	Applicants must submit one original copy of the application with an original signature, 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, Grants Administration Division, Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701-1494	TEXAS EDUCATION AGENCY 2018 MAY 29 PM 1:18 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION RECEIVED
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Runge ISD	**128-903**	**Runge Elementary/101**	**N.A.**
Vendor ID #	ESC Region #		DUNS #
74-6002020	**ECS # 03**		**080105340**

Mailing address	City	State	ZIP Code
P.O. Box 158	**Runge**	**Texas**	**78151**

Primary Contact

First name	M.I.	Last name	Title
Kyle		**Spivey**	**Superintendent**
Telephone #	Email address		FAX #
(830) 239-4315	**kspivey@rungeisd.org**		**(830) 239-4816**

Secondary Contact

First name	M.I.	Last name	Title
Maggie		**Rodriguez**	**Grant Writer**
Telephone #	Email address		FAX #
(956) 970-2597	**M_Rodriguez23@live.com**		**(866) 600-0374**

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Kyle		**Spivey**	**Superintendent**
Telephone #	Email address		FAX #
(830) 239-4315	**kspivey@rungeisd.org**		**(830) 239-4816**

Signature (blue ink preferred) — Date signed

Kyle Spivey — **05/20/2018**

Only the legally responsible party may sign this application.

701-18-113-011

Schedule #1—General Information	
County-district number or vendor ID: **128-903**	Amendment # (for amendments only):
Part 3: Schedules Required for New or Amended Applications	

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

***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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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: **128-903**	Amendment # (for amendments only):
Part 1: Required Attachments	

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	**Name of Required Program-Related Attachment**	**Description of Required Program-Related Attachment**
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: **128-903**	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.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will 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.
7.	The applicant provides assurance that they will submit either a strategy or implementation plan, using a TEA approved format, developed with the school transformation partner, by June 1, 2019.
8.	For **New School Planning** models (**Reset** and **Fresh-Start**), the applicant provides assurance that they will launch or relaunch schools within the local educational agency (LEA) that will guarantee and prioritize enrollment for students who attend a 2017–2018 Priority School or 2017–2018 Focus School.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 128-903	Amendment # (for amendments only):
Part 1: Submitting an Amendment	

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail ***or*** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100				
2.	Schedule #8: Contracted Services	6200				
3.	Schedule #9: Supplies and Materials	6300				
4.	Schedule #10: Other Operating Costs	6400				
5.	Schedule #11: Capital Outlay	6600				
6.	Total direct costs:					
7.	Indirect cost (%):					
8.	Total costs:					

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 128-903 | Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 128-903 | 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.

Runge ISD's Runge Elementary will be targeted through the School Transformation Fund (STF) – Planning Grant. The campus has been designated as a ***2017–2018 Priority and Improvement Required Campus (5 priority points)*** and is not currently receiving Texas Title I Priority School (TTIPS) Cycle 4 or Cycle 5 grant funds or 2017–2019 School Redesign Grant, Pilot Cycle funds. Additionally, the district has ***100%*** of its campuses identified as 2017–2018 Priority Schools **(5 points)**, which makes this grant even more of a necessity. By utilizing funds obtained from the STF Planning Grant, the district will implement the Talent Transformation Model strategy. The strategy will support the exploration and development of a strategic staffing initiative by partnering with a TEA vetted and matched School Transformation Partner to provide customized support so that the district can transform and sustain improvements.

In **developing the proposed budget**, the district first met to determine what the overall goals and objectives of the planning grant would be, as well as, what strategies and activities would be implemented. ***The program activities relate directly to the program goals, local objectives, and strategies. (4 pts)*** The objectives the district wishes to achieve through the STF Planning Grant include:

1.) Identify the matched School Transformation Partner that will be providing guidance and support during the planning phase of the school transformation;
2.) Identify research-based strategies that will be implemented to increase the quality of the campus leadership;
3.) Augment teaching and learning strategies;
4.) Improve teacher proficiency; and
5.) Develop a culture of high expectation.

In anticipation of award, the district developed a tentative timeline that will be shared with the School Transformation Partner and serve as a guide for the program. Finally, the district determined how many teachers/paraprofessionals would be participating in the program. Based on this information, the district was able to determine the best use of funds.

To ensure the design of the proposed program address the needs of Runge Elementary, a detailed needs assessment was conducted on the district and participating campus. This procedure allowed the district to ensure that the **goals and purposes of the grant relate directly to the demographics of the campus.** The campus data was analyzed utilizing information garnered from the Texas Academic Performance Report (TAPR), to determine the student/teacher demographics, gaps in students' performance and behavior, and gaps in school leadership. These can be seen below:

NEEDS ASSESSMENT RESULTS

		Teacher Average Pay	Experience (5 Yrs. or Less)	Teacher Turnover	Master's Degree or Above
Teachers	Campus	$39,879	66.2%	N/A	9.5%
	District	$44,058	58.9%	39.1%	16.1%
	State	$52,525	35.8%	16.4%	24.2%

		Met Standard on STAAR (Reading)	Met Standard on STAAR (Math)	Met Standard on STAAR (Writing)	Met Standard on STAAR (Science)	Economically Disadvantaged	Attendance Rates
Students	Campus	42%	67%	36%	50%	83.5%	94.9%
	District	55%	62%	43%	72%	77.8%	94.1%
	State	72%	79%	67%	79%	59.0%	95.8%

Objectives, strategies, activities, and desired results of the program are clearly specified and measurable. (4 pts) The needs assessment will be used to create a program that relates directly to the School Transformation Fund Grant goals, objectives, and strategies. The proposed program will target teachers and paraprofessionals that:

- Teach students who are at-risk, economically disadvantaged, and/or English Language Learners (ELL);
- Have students who are performing low academically; and
- Have less than 5-years' experience and/or are struggling.

The design of the proposed program reflects up-to-date knowledge from scientifically based research and effective practice. (4 pts) The district will assist these teachers and paraprofessionals by:

1.) ***Providing Professional Development*** that is designed to improve teachers' ability to manage and engage their students in the daily classroom activities, increase leaderships skills, and prepare rigorous lesson plans;

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: **128-903**	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.

2.) ***Contracting with Pitsco*** to create a STREAM Lab and provide targeted training during the first phase of planning. The STREAM lab will provide resources that will target grades Pre-K through 5th;
3.) ***Contracting with Zaner-Bloser*** to provide writing initiatives and targeted trainings; and
4.) ***Providing college tuition and teacher certification reimbursement*** for long-term, highly qualified paraprofessionals willing to sign a 3-year contract to remain as a teacher with the district.

The initial needs assessment process **was designed** and reviewed by the district and campus administrators, to include Superintendent/Principal, Assistant Principal, PSP Provider, Business Manager, PEIMS Coordinator, and other district/campus personnel. The district/campus administrators, as well as, the selected School Transformation Partner will be responsible for **determining its efficacy** of the assessment produced and for ensuring the results clearly identify the gaps and weaknesses of the district. If awarded, these individuals will meet on a regular basis (at a minimum once every other month) to assess and review the strategies and activities being conducted. If areas of weakness are identified, the district/campus administrators and School Transformation Partner will review the processes and if needed make **changes** as needed to include the unaddressed areas or needs. Any change (s) made to the processes will be communicated to all stakeholders via email and written notices. If any significant changes are required, the proposed changes will be presented to the school board and if approved will be submitted to TEA for final approval.

To ensure the strategies are implemented effectively, the district assures that the **program will receive consistent, high-quality management**. Runge ISD's Superintendent will oversee the program staff and be the individual that will obligate the grant activities according to state/federal regulations. Additionally, Runge ISD will assign a highly-qualified individual to serve as the Project Manager to manage and provide support to grant staff. This individual will be required to hold a minimum of a bachelor's degree. The Business Manager will ensure that previously allocated state/local funds are not diverted from the campus because of its acquisition of grant funding. Finally, the TEA vetted and matched School Transformation Partner will have the experience and knowledge needed to assist and lead the district in the development of strategies that will transform the staff and campus into a high-performing school. The experience, skills, and competencies of these individuals will be necessary to ensure the program remains within budget, on schedule, and within scope.

The methods of evaluation include the use of objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the project and will produce quantitative and qualitative data to the extent possible. (3 points) In order to **evaluate the program**, the district will monitor the attainment of the program's goals, strategies, and objectives. The evaluation process will include the means to measure progress in defined program areas, such as: Conducting surveys to provide continuous feedback on the program; conducting classroom observations on a regular basis to provide the Principal and grant officials the opportunity to determine whether any trainings provided, instructional materials utilized, and technology purchased are having a positive impact on the teachers/paraprofessionals' ability to engage students and increase productivity; and will be reviewing student achievement results, attendance data, test results, report cards, graded classwork, professional development sign-in sheets, and PEIMS reports to determine whether the district has shown an increase in student/parent/teacher participation.

Application is organized and completed according to instructions. (5 pts.) The administrators met and reviewed the completed application to ensure that **all** statutory and TEA requirements were answered completely and accurately. Runge ISD's stakeholders had the opportunity to provide feedback and address any areas of concern. Their responses were reviewed and addressed prior to the submission of the grant application. Furthermore, the administrators ensured 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.

To ensure all **participants on-going committed** to the success of the program, the district solicited feedback from all stakeholders in the design of the program. In addition, throughout the term of the grant, the district will continue to meet with stakeholders to solicit feedback; thus, ensuring their continued commitment to the program. Finally, **funding from other sources will be committed to the program**. Professional development training obtained through local, state, and federal funds will be a tremendous resource that will aid in sustaining strategies learned and implemented during the grant cycle. This acquired resource, **coordinated** with Title I (high-poverty), Instructional Materials Allotment (IMA), and state compensatory funds, will ensure teacher and student improvement are continued after funding ends.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: **128-903**	Amendment # (for amendments only):
Program authority: P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement	
Grant period: July 9, 2018 to May 31, 2019	Fund code: 211

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	**$31,050**		**$31,050**
Schedule #8	Professional and Contracted Services (6200)	6200	**$182,448**		**$182,448**
Schedule #9	Supplies and Materials (6300)	6300	**$12,450**		**$12,450**
Schedule #10	Other Operating Costs (6400)	6400	**$19,000**		**$19,000**
Schedule #11	Capital Outlay (6600)	6600	**$0**		**$0**
	Consolidate Administrative Funds			☐ Yes ☒No	
	Total direct costs:		**$244,948**	**$0**	**$244,948**
	2.021% indirect costs (see note):		N/A	**$5,052**	**$5,052**
Grand total of budgeted costs (add all entries in each column):			**$244,948**	**$5,052**	**$250,000**

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.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

The costs reflected in the budget are appropriate for the results expected. (7 points) The requested amount of $250,000 for the 10-month grant period of July 9, 2018 to May 31, 2019, is reasonable, cost-effective, and adequate to support the program. The amount is reasonable when considering it will target a low-performing Priority, 133 students, 11 teachers, 5 paraprofessionals, and 3 campus administrators. Additionally, the district will follow all necessary procurement procedures to ensure the grant funds are being expended as efficiently as possible.

The budget, including personnel, materials, and other identified expenses, adequately supports the activities outlined in the grant proposal. (10 points) Only items necessary for the implementation of the grant were included in the budget. Additionally, the district only included allowable and reasonable costs that will support the activities proposed during the grant. The district incorporated into the grant design all the grant requirements proposed by TEA in order to offer high-quality programming through each grant component. Moreover, the district considered expenses that are reasonable and necessary in order to fulfill the proposed program goals and objectives.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 128-903 | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			
2	Educational aide			
3	Tutor			
Program Management and Administration				
4	Project director			
5	Project coordinator			
6	Teacher facilitator			
7	Teacher supervisor			
8	Secretary/administrative assistant			
9	Data entry clerk			
10	Grant accountant/bookkeeper			
11	Evaluator/evaluation specialist			
Auxiliary				
12	Counselor			
13	Social worker			
14	Community liaison/parent coordinator			
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				$
16				$
17				$
18				$
19				$
20				$
Other Employee Positions				
21				
22				
23				
24	Subtotal employee costs:			**$0**
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112 Substitute pay			**$5,000**
26	6119 Professional staff extra-duty pay **(Project Manager Stipend)**			**$10,000**
27	6121 Support staff extra-duty pay			**$12,000**
28	6140 Employee benefits			**$4,050**
29	61XX Tuition remission (IHEs only)			
30	Subtotal substitute, extra-duty, benefits costs			**$31,050**
31	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$31,050**

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

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Schedule #8—Professional and Contracted Services (6200)	
County-district number or vendor ID: **128-903**	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	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	
	Specify purpose:	
	a. Subtotal of professional and contracted services (6200) costs requiring specific approval:	**$0**

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	**Matched School Transformation Partner** – Will assist the campus in exploring and developing a strategic staffing initiative. Will assist in developing and implementing proven strategies that will increase the quality of leadership and instructional staff in order to improve student outcomes.	**$62,500**
2	**CTC** – Will provide targeted trainings and added support that will increase teachers and paraprofessionals proficiency and improve leadership skills. In addition, will disaggregate student data to identify areas of need and/or weaknesses.	**$19,948**
3	**AiSYS Trainings and Coaching/Mentoring** – Will provide efficient ways of managing and implementing successful technology integration; thus, improving student academic success through instructional technology. This will be accomplished through staff development, training, workshops, and consultations.	**$10,000**
4	**Pitsco STREAM Initiatives** - Will be contracted to develop a STREAM lab at the campus. The STREAM lab will provide workstations that can be utilized by students to complete math, science, and technology-related missions. Cost will include equipment, work stations, curriculum, trainings, installation, consumables, and support.	**$50,000**
5	**Region 03 ESC** – Will provide targeted trainings to teachers, paraprofessionals, and administrators.	**$10,000**
6	**Zaner-Bloser** - Will offer a comprehensive research-based writing program that will train teachers and paraprofessionals how to "teach" students to write and read.	**$30,000**
7		
8		
9		
10		
11		
12		
13		
14		
	b. Subtotal of professional and contracted services:	**$182,448**
	c. Remaining 6200—Professional and contracted services that do not require specific approval:	**$0**
	(Sum of lines a, b, and c) Grand total	**$182,448**

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: **128-903**	Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval		
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	**$12,450**
	Grand total:	**$12,450**

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: **128-903**		Amendment number (for amendments only):
Expense Item Description		**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	
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.	
	Subtotal other operating costs requiring specific approval:	**$0**
	Remaining 6400—Other operating costs that do not require specific approval: **Travel to attend trainings and visit model schools ($9,000); and** **College tuition and teacher certification reimbursement for paraprofessionals seeking to obtain their bachelor's degree and teacher certification ($10,000).**	**$19,000**
	Grand total:	**$19,000**

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

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

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 128-903			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1				
66XX—Computing Devices, capitalized				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
66XX—Software, capitalized				
12				
13				
14				
15				
16				
17				
18				
66XX—Equipment, furniture, or vehicles				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				
			Grand total:	**$0**

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

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

County-district number or vendor ID: **128-903** | Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. 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	111	83.5	Runge ISD's economically disadvantaged population at the Runge Elementary campus is ***83.5%.*** This is ***24.5%*** higher than the State's average of 59%. Furthermore, the city of Runge's average medium income is only ***$36,250***, which is ***$18,477*** less than the state's average of $54,727. Parents'/guardians' lack of finances limits the resources they are able to provide to their child(ren).
Limited English Proficient (LEP)	1	.8%	
Disciplinary placements	3	1.7%	
Attendance rate	NA	94.9%	Although Runge Elementary' s attendance rate is only .9% lower than the State's average of 95.8%, students that have a high amount of absences tend to fall behind in their classwork and repeat grade levels. The district needs to implement strategies that will recognize students that have either no or minimal absences.
Annual dropout rate (Gr 9-12)	NA	N/A	
Teacher Category	**Teacher Number**	**Teacher Percentage**	**Comment**
1-5 Years Exp.	6	56.7%	Runge Elementary School has an astonishing percentage ***(66.2%)*** of its teachers that are beginning and inexperienced. This percentage consists of ***56.7%*** of the teachers that have 1-5 years of experience and an additional ***9.5%*** of their teacher that are beginning teachers and have less than 1 years of experience. This high percentage of new teachers is a result of the high-turnover rate that is faced at the campus. New and beginning teachers tend to utilize Runge ISD as a stepping stone to launch their teaching career. Once they have obtained experience, the teachers normally transfer to a larger school district that has more financial resources. Runge Elementary School needs to be able to offer added resources and incentives that will increase teacher retention.
6-10 Years Exp.	2	18.9%	
11-20 Years Exp.	1.4	12.8%	
20+ Years Exp.	0.2	2.1%	
No degree	0	0.0%	
Bachelor's Degree	9.6	90.5%	
Master's Degree	1	9.5%	
Doctorate	0	0.0%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
31	18	21	24	15	23	19								133

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
3	1	1	2	1	2	1								11

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Schedule #13—Needs Assessment

County-district number or vendor ID: **128-903** | 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.

Runge Elementary was **identified and prioritized** by Runge ISD **to be the campus to be served** by the 2018–2020 School Transformation Fund Grant because it was identified as a Title I Priority school for five years. This classification as a Title I Priority School was based on the fact that the campus only met 1 of the 8 (12.5%) Improvement Required (IR) system safeguards. The image to the left details the results of the 2017 System Safeguards – Status Report and indicates which of the safeguards Runge Elementary failed to meet.

System Safeguards Results

Performance Status-State	All Students	Hispanic	Economically Disadvantaged
State Target	60%	60%	60%
Reading	N	N	N
Mathematics	Y	N	N
Writing	N		
Science	N		

Source: 2017 Safeguards Status Report

Details of the needs assessment methodology are provided, and the magnitude or severity of the problem to be addressed is significant. (10 points) In preparation for the submission of the 2018–2020 STF - Planning Grant, the district conducted a **needs assessment that detailed current achievement** and gaps on Runge Elementary. The campus data was analyzed utilizing information garnered from the 2016-2017 Texas Academic Performance Report (TAPR), to demonstrate the following gaps in students' performance and behavior, as well as, in school leadership:

NEEDS ASSESSMENT RESULTS

		Teacher Average Pay	Experience (5 Yrs. or Less)	Teacher Turnover	Master's Degree or Above
Teachers	Campus	$39,879	66.2%	N/A	9.5%
	District	$44,058	58.9%	39.1%	16.1%
	State	$52,525	35.8%	16.4%	24.2%

		Met Standard on STAAR (Reading)	Met Standard on STAAR (Math)	Met Standard on STAAR (Writing)	Met Standard on STAAR (Science)	Economically Disadvantaged	Attendance Rates
Students	Campus	42%	67%	36%	50%	83.5%	94.9%
	District	55%	62%	43%	72%	77.8%	94.1%
	State	72%	79%	67%	79%	59.0%	95.8%

As can be seen above, Runge Elementary has an extremely high percentage of teachers that have less than five years' experience. In addition, the district also faces a high turnover in administration. As a newly appointed Superintendent, Mr. Spivey is also serving as the Principal for both Title I IR campuses since the position is currently vacant. In addition, for the 2018-2019 school year, the district is anticipating having 70% new teachers or which 50% will be alternatively certified. Grant funds are greatly needed to not only create initiatives to build teachers and school leader capacity, but also retain them.

The proposed program is appropriate to and will successfully address the needs of the target population or other identified needs (8 points) As seen above, Runge Elementary's needs assessment was a review of the gaps in staffing personnel, and how those gaps have affected student academic achievement. Elements of the needs assessment also included the review of the experience/capabilities of the school leadership team, instructional programs that are currently being utilized at the campus, and the infrastructure that is available for student and teacher use. The goal for the district and campus was not just to identify the areas of need, but to also identify the root cause for the problems. Based on this assessment, Runge ISD determined that the campus needed to prioritize the following needs in order to be able to provide students the skills needed to become successful later in life:

- Teachers, paraprofessionals, and school leaders experience needs to be increased through professional development. These trainings will provide the knowledge/self-confidence needed to manage students' behavior, motivate students to take a more active role in their studies, and implement new teaching strategies;
- Teachers, students, and school leaders need access to the latest research-based technology and curriculum that are geared to prepare students to be active member of today's society; and
- Teachers and paraprofessionals need to be provided a strong support system that will be available to provide them with the guidance and assistance needed to bring about positive student outcomes.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: **128-903** | Amendment # (for amendments only):

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

As the result of a robust assessment effort, specific needs have been identified and strategies to address those needs have been described. (10 points)

#	Identified Need	How Implemented Grant Program Would Address
1.	Runge Elementary has ***66.2%*** of its teachers with less than 5 years of experience. This is significantly more than the State's average of 35.8%. ***Source***: 2016-2017 Texas Academic Performance Reports (TAPR)	The district will work with the School Transformation Partner to develop and implement a comprehensive Talent Staffing Plan which will include targeted strategies for improving the recruitment and retention of highly-qualified personnel. This will include a staffing model that will identify staffing needs and detail the progression plan.
2.	The city of Runge is a rural community with a total population of 1,031. This rural community offers limited attractions that can entice teachers to relocate to the town. Therefore, Runge is faced with teachers and administrators that get hired and commute from nearby, larger cities until the receive sufficient training and experience that will make them of value to larger school districts that can offer added resources and incentives.	The district has many long-term paraprofessionals that live locally and have the desire to become teachers. Unfortunately, these individuals lack the means to obtain their teaching degree. Therefore, the district will implement a college tuition and teacher certification reimbursement program which will provide long-term, highly-qualified paraprofessionals the ability to be reimbursed for college courses and teacher certification cost that are incurred.
3.	Runge Elementary has a teacher turnover rate of ***39.1%*** which is ***22.7%*** higher than the state's average of 16.4%. ***Source***: 2016-2017 TAPR	The district will work with the School Transformation Partner to develop and implement a comprehensive Talent Staffing Plan which will include targeted strategies for improving the retention of highly-qualified personnel. This will include providing targeted trainings geared at preparing teachers to be more effective, confident, and fulfilled in their careers; implementing a progressions plan that is geared at preparing teachers for career advancements; and providing long-term, highly qualified paraprofessionals the ability to obtain college courses and their teacher certification.
4.	Runge Elementary' s students are considered low-performing in all areas. The campus had only: ***42%*** meet reading STAAR standards (State: 72%), ***67%*** meet math STAAR standards (State: 79%), ***36%*** meet writing STAAR standards (State: 67%), and ***50%*** meet science STAAR standards (State: 79%). ***Source***: 2016-2017 TAPR	The district will address this need by providing teachers with targeted trainings, as well as, access to programs that are research-based and proven to increase students' engagement and comprehension. These programs will include a STREAM lab that will be offered by Pitsco and a writing program that will be offered by Zaner-Bloser.
5.	Runge ISD had a high percentage of students with disciplinary issues. Based on 2016-2017 PEIMS discipline Data, of the 341 students that were enrolled, ***99/29.3%*** (State: 10.4%) students had documented discipline issues which either resulted removal to DAEP, in school suspension, and out of school suspension. Additionally, Runge Elementary' s attendance rate is at ***94.9%***. This is less that the state's average of 95.8%. ***Source***: District Level Annual Discipline Summary and 2016-2017 TAPR	The district will provide teachers with targeted trainings that are designed to increase their classroom managing skills; and develop a culture of high-expectations. Trainings may include: • CTC – Classroom Management Skills, Building Teacher Leaders, Establishing Effective Student-Teacher Relationships, Using PBIS to improve Students Behavior, etc.; and • Region 3 ESC – Curriculum Writing/Planning, Student Learning Objectives, Impact Coaching, 7 Habits for Highly Effective People, etc.

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Schedule #14—Management Plan	
County-district number or vendor ID: **128-903**	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.

Qualifications, experience, and certifications of program personnel and external consultants are of sufficient quality and depth to ensure successful implementation. (5 points)

#	Title	Desired Qualifications, Experience, Certifications
1.	**Superintendent/ Principal**	**Qualifications:** The Superintendent of Runge ISD has the desired qualifications, experience, and certifications needed to help ensure that the proposed program meets the desired outcomes. Mr. Spivey was appointed to serve as the Superintendent of Runge ISD in October 2017. Prior to this Mr. Spivey served as a Principal and Assistant Principal for 18 years. **Certifications:** Mr. Spivey has a master's degree in Educational Leadership and has a State of Texas Superintendent Certificate. **Experience:** It is this experience and commitment to the district that will ensure that Mr. Lynn can lead Runge High School out of IR designation.
2.	**Business Manager**	**Qualifications:** Mr. Randy Ramirez has served as the Business Manager for Runge ISD for 6 years. During this time. **Certifications:** Mr. Ramirez has a bachelor's degree in Business Administration and a Texas Association of School Business Officials (TASBO) Certification. **Experience:** Mr. Ramirez has successfully managed all financial matters and ensured that all expenditures are properly coded and allowable. In addition, Mr. Ramirez has always ensured that any funding received are always supplemental and never supplant current efforts
3.	**PSP Provider**	**Qualifications:** Ms. Cheri Hart has served as the PSP Provider for Runge ISD for 1 year. In addition, Ms. Hart has also served as a PSP Provider for 5 additional school district. **Certifications:** Ms. Hart holds a master's degree in Mid-Management and a State of Texas Superintendent Certificate. **Experience:** During her time as a PSP Provider, Ms. Hart has assisted schools in identifying areas of weakness and assisting them in exiting IR status.
4.	**Assistant Principal**	**Qualifications:** An Assistant Principal will be hired for Runge High School. This individual will need to have a minimum of 3 years of experience with curriculum and instruction, managing programs, budgets, personnel, and dealing with vendors. This individual will be required to hold a minimum of a master's degree in education or a related field. **Experience:** In addition, the individual selected will be required to have experience working with IR schools and transforming them into high-performing schools.
5.	**Project Manager**	**Qualifications:** An individual will be identified to serve as a Project Manager. This individual will need to have a minimum of 3 years of experience with curriculum and instruction, managing programs, budgets, personnel, and dealing with vendors. **Certifications:** This individual will be required to hold a minimum of a bachelor's degree in education or a related field (master's degree will be preferred). **Experience:** In addition, the individual selected will be required to have experience working with teams to plan and implement strategies to improve the school's performance and increase teacher retention.
6.	**Matched School Transformation Partner**	**Qualifications:** A Match School Transformation Partner will be contracted that has a minimum of 5 years' experience in providing support and guidance in school transformation initiative. **Certifications:** The School Transformation Partner staff will be required to hold a minimum of a bachelor's degree in education or a related field. **Experience:** In addition, the agency will be required to have proven experience in successfully assisting past schools in transforming schools, improving student outcomes, and leading schools out of IR status.
7.		

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: **128-903** | Amendment # (for amendments only):

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.

Achieves the objectives on time, within budget, with appropriate timelines, and milestones. (5 points)

#	Objective		Milestone	Begin Activity	End Activity
1.	**Partner with Matched School Transformation Partner**	1	Identify and meet with TEA approved matched School Transformation Partners (STP).	07/09/2018	08/31/2018
		2	Prepare and execute a Memorandum of Understanding (MOU) that details services to be provided, objectives to be achieved, and timeline of events.	07/30/2018	09/28/2018
		3	Provide student and teacher data to the STP for review.	10/01/2018	11/30/2018
		4	Schedule and coordinate initial onsite visits by the STP.	10/01/2018	11/30/2018
		5	Meet to discuss the STP findings and develop/submit an implementation plan, using a TEA approved format.	07/30/2018	06/01/2019
2.	**Identify/ Develop/ Implement Research-Based Strategies**	1	Meet with the STP to identify/develop research-based strategies.	10/29/2018	01/18/2019
		2	Schedule a meeting with stakeholders (teachers/ administrators) to discuss the strategies to be implemented and why. Collect input from stakeholders.	01/07/2019	02/15/2019
		3	Identify individuals/partners/consultants/agencies that will assist in implementing strategies.	01/07/2019	03/01/2019
		4	Begin scheduling meetings/workshops/trainings that are tied to the selected research-based strategies.	11/12/2018	04/26/2019
3.	**Augment Teaching and Learning Strategies**	1	Identify trainings and workshops that will teach new, as well as, improve and enhance teaching and learning strategies.	11/12/2018	02/22/2019
		2	Schedule trainings and workshops.	11/12/2018	04/26/2019
		3	Assign teachers, paraprofessionals, and administrators to attend scheduled trainings and workshops.	11/12/2018	04/26/2019
		4	Schedule follow-up site classroom observations and group discussions to ensure the strategies are being implemented and address any questions.	01/07/2019	05/24/2019
		5	Host curriculum planning workshops to assist teachers in developing rigorous and effective lesson plans.	11/12/2018	04/26/2019
4.	**Improve Teacher Proficiency**	1	Provide teachers and paraprofessionals access to research-based writing programs that will train teachers how to "teach" writing.	11/12/2018	05/31/2019
		2	Provide teachers and paraprofessionals access to research-based STREAM manipulatives and trainings that are proven to increase students' science, readings, and math outcomes.	12/03/2019	05/31/2019
		3	Provide teacher trainings and workshops that are geared at improving their teaching proficiency, increasing the self-confidence, and improving their classroom management skills.	11/12/2018	04/26/2019
		4	Ensure teachers are trained to disaggregate and utilize data to govern classroom instruction.	11/12/2018	04/26/2019
5.	**Develop a Culture of High Expectation**	1	Develop/implement a college tuition and teacher certification program which will reimburse paraprofessionals for fees incurred in obtaining their teacher certification.	09/02/2018	05/31/2019
		2	Provide classroom management and leadership trainings to teacher and campus administrators.	11/12/2018	04/26/2019
		3	Implement a recruitment and retention to increase teacher retention and attract highly-qualified teachers.	09/02/2018	05/31/2019
		4	Develop a staffing model that will identify staffing needs and detail a progression plan.	09/02/2018	05/31/2019
		5	Host curriculum planning workshops to assist teachers in developing rigorous and effective lesson plans.	11/12/2018	04/26/2019

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.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: **128-903** | Amendment # (for amendments only):

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

The management plan is designed to achieve the objectives on time and within budget, with appropriate timelines and milestones for accomplishing tasks (5 points). Current processes and procedures that are in place for monitoring the attainment of goals and objectives include the following:

- Regularly scheduled meetings are held between the campus and district administration in which goals and objectives that have been previously set (i.e. improvement plans, grant programs, etc.) are reviewed and milestones are created;
- An individual is assigned to collect data and compile regular reports identifying the progress being made to meet the goals and objectives;
- Objective performance statistics/data are utilized to monitor the progress being made for each goal and objective;
- Reports are submitted to the campus and district administration, as well as, presented to the School Board for review; and
- If needed adjustments are discussed to address any changes needed to be made to strategies to ensure the goals are met.

In addition, the management plan is designed to achieve the objectives of the program on time and within budget. As such, various **processes and procedures** are in place for **monitoring the attainment of the identified goals and objectives.** In order for the district to monitor the attainment of the program's goals, strategies, and objectives, the district will ensure that clearly specified and measurable processes and procedures are in place. The evaluation process will include:

- Conducting surveys to provide continuous feedback on the program;
- Conducting classroom observations on a regular basis to provide the principal and grant officials the opportunity to determine whether the trainings and learning strategies are having a positive impact on the teachers' ability to engage students and increase productivity; and
- Reviewing student achievement results, attendance data, test results, report cards, graded classwork, professional development sign-in sheets, and PEIMS reports to determine whether the district has shown an increase in student/parent/teacher participation; and
- Provide access for onsite visits to the district and Runge Elementary by TEA and its contractors.

It will be the responsibility of the School Transformation Partner, Project Manager, and the campus administration to monitor the implementation of this School Transformation Fund (STF) – Planning Program on an on-going basis in order to ensure the successful attainment of goals and objectives. The School Transformation Partner, Project Manager, and the campus administration will track each milestone according to the proposed timeline to ensure the district is on target and will create a report that identifies the status of each milestone, outstanding practices, and possible challenges. Each challenge will include recommended strategies. This report will be reviewed by the Superintendent and other district administration.

The procedures ensure feedback and continuous improvement in the operation of the program through on-going monitoring and adjustments as needed (3 points) To ensure feedback and continuous improvement, the district and campus administration will meet with the School Transformation Partner and Project Manager on a regular basis to collect feedback pertaining to the various program components. It is of high priority for the campus to meet the needs of the students and its teachers and ensure all funds are utilized to their maximum potential. Thus, teachers' feedback will be essential in monitoring the program's effects on students. The stakeholders will review the information gathered from the targeted campus to determine whether the **plan for attaining goals and objectives needs to be adjusted**. If changes need to be made to the program, a status update will be placed on the School Board's Agenda. This will allow stakeholders the opportunity to provide feedback and suggestions. In addition, notices will be sent home with students, and the campus and district website will post notices detailing changes.

Adjustments made to the STF - Planning Program will be communicated to all **administrative staff, teachers, students, parents, and community members** via email and scheduled meetings. Email correspondence will be sent to all campus staff, parents/guardians, and students. In addition, students will be provided a notice in English and Spanish to take home to their parents/guardians detailing any adjustments made to the program.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: **128-903** | Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Runge ISD and Runge Elementary will coordinate **existing efforts similar or related to the planned project**, resources and facilities, and other appropriate community, state, and federal resources in order to maximize the effectiveness of the STF - Planning Grant. Runge Elementary currently has the following programs that are related and similar to this project:

- **Title II, Part A** – Funds are utilized to provide teachers and administrators access to professional development trainings;
- **Principal Preparation Grant** – New grant award. Funds will be utilized to increase the leadership capacity at the campus.

These programs in addition to existing program resources that include: technology, equipment, and trainings will be coordinated to maximize resources. Additionally, teachers and staff will also be allowed to utilize existing school facilities, computers, TV/DVD's, projectors, and overhead materials, as well as, participate in staff trainings and meetings.

Moreover, the campus will utilize existing staff to provide support to the program. Some examples of this include: Business Manager will assist in managing grant expenditures; Campus administrators will conduct assessments and evaluations; and Board members will keep stakeholders informed of the on-going progress of the program. STF – Planning funds will not be used to divert or decrease existing services required by state law, the Texas Education Agency (TEA-State Board of Education), or by local policy. The campus administrators feel confident that they have the capacity and commitment to provide adequate supplemental resources and related services to the campus staff to implement the required activities of the grant program fully and effectively. ***In addition, the district has included two letters of support for the STF – Planning Grant. They include 1 letter from the Superintendent and a letter from the Runge Chamber of Commerce (Philanthropic Organization) (20 points) to show further evidence of commitment.***

Runge Elementary has a great need for the funds and has a strong commitment from the Board of Trustees, Superintendent/Principal, Assistant Principal, PSP Provider, Business Manager, PEIMS Coordinator, Paraprofessionals, Teachers, Community Members, and Parents to ensure that the funds are used to:

- Partner with Matched School Transformation Partner;
- Identify/Develop/Implement Research-Based Strategies;
- Augment Teaching and Learning Strategies;
- Improve Teacher Proficiency;
- Develop a Culture of High Expectation; and
- Attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and share best practices through the TEA program office.

The district/campus administrators will **ensure all participants remain committed to the success** of the STF - Planning Program. Funds obtained through this program will allow for the planning of a school transformation initiative that will be focused at increasing teacher proficiency and leadership skills; thereby, increasing the low-performing academic achievement. In order to ensure that participants remain committed to the success of the program, the following elements will be incorporated into the program design:

- Offer a recruitment, retention, and progression program will be developed which will provide teachers and paraprofessionals with opportunities for advancement and growth. This will include the college tuition and teacher certification program;
  On-going support will be provided by the Matched School Transformation Partner, district campus administration, and other contracted trainers and consultants;
- Provide quarterly surveys that are designed to solicit feedback from stakeholders, to include administrators, teachers, parents, students, and community-based organizations will be put in place;
- Provide bi-annual updates on the progress of the program which will be sent home with students and posted on the campus website. This will detail any existing and new strategies that are being implemented and how these strategies will affect students' outcomes, as well as, the success each strategy is having; and
- Offer workshops and professional development trainings that will provide campus personnel with an opportunity to actively develop improvement plans, review current school data, and determine next steps.

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Schedule #15—Project Evaluation

County-district number or vendor ID: **128-903** | 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	School Transformation Planning Meeting Sign-In Sheets and Notes	1	A minimum of 5 planning meetings will be held beginning July 9, 2018.
		2	A minimum of 80% of the STF – Planning team will attend each meeting.
		3	Notes from each meeting will be posted on the School Transformation page within 5 days of each meeting.
2	Professional Development Training Logs	1	A minimum of 6 trainings will be conducted for teachers and administrators to attend.
		2	A minimum of 80% of the teachers/admin will attend at least 3 of the scheduled trainings.
		3	Training logs will reveal a minimum of 6 hours of training were attended by teachers.
3	Professional Development Teacher Surveys	1	At least 75% of the attending teachers will complete a survey on the trainings attended.
		2	A minimum of 80% of the surveys will indicate that the teachers/administrators found the trainings to be informative and of use to the teacher.
		3	Survey results will be utilized to address any areas of concern and to revise the program as needed.
4	Classroom Observations	1	Each participating teacher will have at least 2 classroom observations conducted by the School Transformation Partner during the school year.
		2	Classroom observations will demonstrate an increase in curriculum rigor, classroom management, and teacher proficiency.
		3	Classroom observations will provide the School Transformation Partner sufficient time for modeling strategies and providing feedback to teachers.
5	Teacher Assessments	1	85% of the teachers will show growth, with a minimum of 15% of the teachers will demonstrate significant growth in their teacher assessments.
		2	During the goal-setting phase of the teacher assessment, the teachers will be provided the opportunity to request specific trainings.
		3	During the pre- and post- conference phases of the teacher assessment, the teachers will be provided the opportunity to discuss career goals.
6	Teacher College Report Cards	1	A minimum of 3 paraprofessionals will take part in the college tuition and teacher certification program and will sign a 3-year MOU committing them to remain at Runge Elementary.
		2	95% of the paraprofessionals participating in the college tuition and teacher certification program will pass the course(s) being paid through the grant funds.
		3	A minimum of 30% of the teachers will continue to enroll in college courses so that they can obtain their master's degree.
7	Student Surveys	1	A minimum of 75% of the students will complete surveys designed to solicit information regarding their teachers teaching methods and lesson plans.
		2	A minimum of 70% of the students surveyed will indicate that they have seen an improvement in their classroom instruction.
		3	A minimum of 80% of the students surveyed will indicate that they have a better understanding of their daily lesson plans.
8	Instructional Initiative Teacher Surveys	1	A minimum of 80% of the participating teachers will indicate that they are pleased with the initiatives being established through the program.
		2	A minimum of 70% of the teachers will provide feedback and contribute to the development of the initiatives.
9	Curriculum Planning Meeting Notes and Sign-in Sheets	1	At least 9 curriculum planning meetings will be held.
		2	At least 80% of the targeted teachers will attend 90% of the curriculum planning meetings.
		3	At least 50% of the teachers will demonstrate an increase in developing rigorous lesson plans.
10	Student Data	1	State assessments will indicate a 25% increase in a minimum of 60% of the students.
		2	The campus will have a minimum of a 25% decrease in student retention.
		3	RtI software will demonstrate growth in their respective assessment results.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 128-903	Amendment # (for amendments only):

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.

The evaluation design includes processes for collecting data, including program-level data and student-level academic data. (3 points) Runge ISD, in collaboration with the matched School Transformation Partner, will evaluate the program and ensure that the program is on target to meet its proposed outcomes. The Project Manager and grant staff will be required to collect data and submit the information to the School Transformation Partner. The partner will then develop bi-annual reports to be submitted to the district for review.

The methods of evaluation provide for examining the effectiveness of program strategies. (2 points) The following table illustrates the data to be collected and when it will be collected:

PROCESS FOR COLLECTING DATA	
Program-Level Data	The Project Manager and grant staff will collect: • School transformation planning meeting sign-in sheets and notes after each meeting; • Professional development training logs and surveys after each training; • Classroom observation reports after each observation; • Student and teacher surveys once each quarter; and • Curriculum planning meeting notes and sign in sheets each month. The information will be entered into a database which will be utilized to track and monitor the progress being made in the program.
Student-Level Academic Data	State and local assessment results will be collected by the grant staff as they become available. The database will allow for the monitoring of students' academics and will track students' growth. Attendance and behavioral reports will be collected on a quarterly basis in order to monitor if students are displaying improvement. Finally, teachers' assessments will be monitored on an on-going basis to ensure their proficiency is improving. Data collected will include observation notes, as well as, goals and planning notes.
Campus- Level Data	The School Transformation Partner will utilize a data-driven process to provide a report that includes targeted recommendations and resources that should be utilized to meet campus needs.

The methods of evaluation include the use of objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the project and will produce quantitative and qualitative data to the extent possible. (3 points) In order for the district to monitor the attainment of the program's goals, strategies, and objectives, the district will ensure that clearly specified and measurable processes and procedures are in place. The district will collect data including program-level data, student-level academic data, and campus-level academic. As seen above, the data collection will include objective performance measures and indicators of program accomplishment that are clearly related to the intended results. The wide range of evaluation instruments, as well as, the quantitative and qualitative data produced from these instruments will be used to identify program accomplishments, refinements, or failures.

The formative evaluation processes outlined in the application provide for the identification and correction of problems throughout the duration of the grant project. (2 points) By administering quarterly surveys and collecting and consolidating formative data in a database on a weekly basis, the district and campus administrators, as well as, the Project Manager and School Transformation Partner will be able to **identify and correct** any problems in the program. Performance measures will be utilized to assess program progress in meeting the stated goals and objectives.

If any of the of the initiatives are deemed to be ineffective in positively impacting the transformation of the campus, key stakeholders of the grant will convene to discuss alternate initiatives or activities that may be substituted. When possible, feedback will be solicited from teachers, students, and parents. Flyers will be sent home with students and the campus website will be updated to notify stakeholders of any changes made.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **128-903**	Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, 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.

Runge ISD will **carry out its support and improvement activities** by identifying and partnering with the matching School Transformation Partner to develop a comprehensive **improvement plan** that is designed to assist Runge Elementary in exiting Priority School status.

The ultimate objectives of the school improvement plan will be to:

- Identify, develop, and implement research-based strategies;
- Augment teaching and learning strategies;
- Improve teacher proficiency; and
- Develop a culture of high expectation.

The School Transformation Partner, as well as, the other identified partnering agencies will each assist in the **development of school improvement plan for the Priority School**, as well as, the implementation of strategies that are designed to build-on and improve administrator and teacher skills, knowledge, and proficiency. This will be accomplished by providing the administrators and teachers with targeted research-based trainings and access to research-based programs. Although the school transformation plan will focus on the development of teachers and the administrators, the district ensures that this is a holistic plan that is designed to address issues in each of the following areas:

- **Education Plan:**
  1.) Instructional Programs - Instructional programs will be reviewed and reinforced with added resources currently available at the district/campus, such as research-based RtI software, writing programming, and STEM-related curriculum;
  2.) Assessment and Evaluation - Students will be assessed regularly utilizing programs that provide immediate data on students' comprehension. Teachers will also have quarterly observations conducted so they can be evaluated and provided with opportunities for feedback; and
  3.) Plan for Specific Student Sub-Populations - During the program, meetings will be held to identify specific activities and services that will help to ensure that these special populations are able to benefit from the grant.
- ***Talent Staffing Plan:***
  1.) Recruitment and Retention of Leadership and Teachers/Paraprofessionals - Initiatives will be implemented to increase teacher retention, attract highly-qualified teachers, and provide growth opportunities;
  2.) Staffing Model - A staffing model will be developed that will identify staffing needs and details a progression plan; and
  3.) Professional Development - Highly-effective trainings will be scheduled and provided to all campus staff.
- ***School Culture Plan:***
  1.) Core Values - A School Culture Plan will be developed and shared with all stakeholders, which will detail the campus vision of reform and the core values that will be targeted; and
  2.) Comprehensive Student Support - Various strategies will be initiated to help ensure students have the means to improve their academics. This will include tutoring, homework assistance, increased parental involvement, mentoring, and more.
- ***Facilities Plan:***
  1.) General Information - The campus will be assessed in order to identify any weaknesses that exist at the facility; and
  2.) Specific Needs - Technology/infrastructure will be assessed to ensure no issues arise accessing technology and software programs.

Through these initiatives, the district will be able to ensure that Runge Elementary can increase curriculum rigor, enhance the way curriculum is delivered to students, and improve student outcomes. Ultimately, the grant and the developed improvement plan will allow the campus to exit Priority School status by increasing student achievement in the identified safeguards.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **128-903**	Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the applicant will monitor school improvement plans upon submission and implementation, and implement additional action following unsuccessful implementation of such plan after a number of years determined by the applicant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As a school that **receives funding under Title I, Part A**, the district has established protocols for **monitoring school improvement plans upon submission**. This includes establishing an intervention team, which implements the Texas Accountability Intervention System (TAIS), which assisted in establishing the foundational systems, actions, and processes that support the continuous improvement of Runge Elementary. This includes data analysis; needs assessment procedures; development, implementation, monitoring, and evaluation of the improvement plan; and progress reporting.

The district has developed protocols that will be utilized to **monitor the submitted school improvement plan and the progress being made in its implementation.** As a first year IR campus, the following dates will be met as required by TEA:

- September 29 - DCSI submits targeted elements of campus improvement plan;
- December 15 – Submission of Progress Report;
- June 29 – Submission of the EOY Progress Report and Reflection; and
- June 29 – Submission of the completed 2018-2019 TIP Draft.

In addition, the district has established milestones, identified evaluation methods, set associated indicators of accomplishments, and developed data collection processes. The milestones and indicators will be tied directly to the school improvement plans that will be implemented during the grant funding period. By monitoring these milestones and indicators, utilizing the defined evaluation methods and data collection processes, Runge ISD can monitor the implementation of the strategies and adjust any activity or training not making significant progress.

Long term goals will also be established that will guide the district and campus towards their three-year expected outcomes. Each of these long-term goals will be aligned to the objectives that will not only be identified in the school improvement plan but will also be aligned to the objectives indicated in the STF – Planning Grant.

The school improvement plan, as well as, the evaluation methods/processes and their indicators of accomplishment, will be utilized to determine if the Runge Elementary is on track for meeting the proposed goals and objectives. If needed, **additional actions will be implemented to address the unsuccessful implementation of the proposed three-year transformation plan.**

To determine if action is needed, the district and campus administrators, as well as, the School Transformation Partner will review campus and district data that demonstrates if progress is being made in meeting each of the goals and objectives. If it is determined that the **plan is being unsuccessfully implemented**, revisions will be made that are necessary to ensure that the plans stay on course. Changes may include adjusting the campus schedule and/or changes to organizational and procedural practices.

If changes are made, an update will be placed on the School Board's Agenda. This will allow stakeholders the opportunity to provide feedback and suggestions. In addition, notices will be sent home with students, and the campus and district website will post notices that detail the changes that were made.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **128-903**	Amendment # (for amendments only):

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

Runge ISD's Business Manager will be responsible for facilitating the processes governed by state and federal law to ensure the **rigorous recruitment, screening, selection, and evaluation of all transformation partners**. The mission of the Runge ISD's Business Office is to ensure there is an uninterrupted flow of goods and services needed to efficiently operate the district's expenses effectively. Therefore, Runge ISD normally does not use a competitive bid process for Professional Services contracts of less than $50,000 for a 12-month period; instead, a Request for Qualifications is issued and a qualified, provider is selected from respondents. The standard process is as follows:

- First the Business Office ensures that the independent contractor status of any potential provider. District employees can only provide professional services in limited, defined circumstances;
- Next the Business Office determines the scope of services and budget parameters; conducts an initial conversation to communicate the needs and determine which provider will best meet these needs, and evaluates the offers based on fee, quality, timeline, etc.;
- Then references are checked. Other districts and charters are contacted to determine if the services provided were of quality and resulted in the intended outcome; and
- Finally, the provider is selected for services based on the agency that had the highest degree of value and best indications of success. This selection is submitted for final approval and a contract is executed.

In addition, the Superintendent has the authority to commit district funds to the acquisition of goods. However, any single, budgeted purchase of goods or services that exceeds the district's approved threshold, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

Competitive bids may also be solicited either by means of a Request for Proposal (RFP) or a competitive sealed bid. Current bid/proposal solicitations are announced in local newspapers. They are also posted on the district's website.

In keeping with its high-standards and good business practices, Runge ISD, is committed to providing equal procurement opportunities to Historically Underutilized Businesses (HUB). HUB is defined as a business enterprise that is at least 51% owned by an Asian Pacific American, Black American, Hispanic American, Native American, American woman and/or Service Disabled Veteran, who reside in Texas and actively participate in the control, operations, and management of the entity's affairs.

In the selection of the "Matched School Transformation Partner", the district staff will review the resources that were provided by the Division of System Support and Innovation (DSSI). Based on the information that was garnered from these resources, the district will reach out to various partners provided by TEA to meet and discuss services that can be provided, school reform strategies, costs, and more. Based on this information, the district will determine who the best partner will be; however, if a competitive sealed bid process will still need to be initiated, solicitations will be sought from eligible entities in the manner listed above.

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Schedule #16—Responses to Statutory Requirements

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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 proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 points). Runge ISD will align **other federal, state, and local resources to carry out activities supported with funds received** through the School Transformation Fund (STF) – Planning Gant. Runge ISD combines local, state, and federal resources to expand programs, minimize barriers, and increase student achievement. Since resources are limited, the challenge for the district is to make sure that every dollar spent is utilized to its fullest potential; therefore, Runge ISD has developed a method for gathering data and aligning funding to address any identified needs:

- **District Improvement Plan (DIP)** - Guides the staff in the improvement of student performance for all student groups to attain state standards in respect to student achievement indicators;
- **Targeted Improvement Plan** - As an Improvement Required (IR) campus, the Campus Leadership Team (CLT) engages in the Texas Accountability Intervention System (TAIS) that results in a plan to address needs and gaps;
- **Campus Improvement Plan (CIP)** - Guides campus staff in the improvement of student performance. Plan is developed, reviewed and revised each school year by the principal with the assistance of a campus-level committee comprised of administrative staff, teachers, parents, students, and business and community leaders.
- **Comprehensive Needs Assessment (CNA)** - The CNA is the centerpiece of the educational planning process and driving force for the DIP, TAIS, and CIP.

Furthermore, program alignment will include personnel, technology and infrastructure, curriculum, software, facilities, and trainings to support and **effectively** deliver a single and comprehensive school improvement plan. Below is a sample of existing resources and interventions that will be utilized and how they will be aligned:

- Title II, Part A - Funds are utilized to provide teachers and administrators access to professional development trainings; and
- Title I, Part A - Students are provided with before and after school academic and credit recovery assistance.

This program will be cost-effective because existing resources such as office space, classrooms, telephones, Internet service, utilities, staff, and teachers will be utilized as in-kind. Furthermore, the proposed program is replicable to other schools that have similar student and academic demographics.

Expenditures and activities are supplemental to and do not supplant/duplicate services currently provided (3 points). The proposed program will be utilized to supplement and enhance services currently offered through the use of federal, state, and local funds. In this manner, the district will ensure that these acquired funds will be used to supplement (increase the level of service), and not supplant (replace) state and local funds. Furthermore, Runge ISD ensures that the campus served with these grant funds will continue to receive all of the state and local funds it would have received in the absence of this award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **128-903**	Amendment # (for amendments only):

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

The district will utilize the planning time allotted through this grant to identify and meet with the School Transformation Partner. During this time, the district and campus administrators will meet with the School Transformation Partner and assigned Project Manager to review data, identify needs, and develop a plan for transforming the school and leading it out of Improvement Required (IR) status.

If needed, **practices and policies will be modified to allow for operational flexibility.** It is the intent of Runge ISD and its School Board to allow Runge Elementary' s administrators, the Project Manager, and School Transformation Partner the operational flexibility to fully develop and implement a school transformation plan. District and campus data illustrates that Runge Elementary has a unique student population that has its own unique obstacles and needs. Therefore, Runge Elementary will be provided the flexibility to modify their campus policies and instructional methods in order to identify, develop, and implement research-based strategies, augment teaching and learning strategies, improve teacher proficiency, and develop a culture of high expectation.

During the School Transformation Fund (STF) – Planning Program, the district and campus staff, as well as, the School Transformation Partner will review staffing policies, existing curriculum, class schedules, school calendars, and more. Some changes that are being considered include:

- A college tuition and teacher certification program will be initiated in which long-term paraprofessionals that are willing to sign a 3-year contract with the district, will have the opportunity to enroll in courses that are needed to obtain their teacher certification. This initiative is being established in order to increase the number of teachers that are highly-qualified to teach at Runge Elementary and to decrease the teacher turnover rate. This is an issue for Runge since many of the teachers that are hired each year only remain with the district long enough to obtain training and experience prior to transferring to a larger school districts that offer added resources and incentives. Once the courses are successfully completed, the teachers will be able to submit for reimbursement.
- Curriculum being utilized at the campus may not be as effective as it is at other campuses. Therefore, the Runge Elementary may opt to change the curriculum that is being utilized. This may include all curriculum within a targeted subject. Teachers input will be solicited prior to making any changes to curriculum.
- STREAM Initiatives will be integrated into the campus culture utilizing various instructional methods.

Prior to approving and modifying the practices and policies that are being implemented at the campus, data will need to be provided that demonstrate the research-based effectiveness of the proposed changes. If the proposed modifications are deemed to be valid, the School Improvement Plan will be modified which will **enable full and effective implementation of plans**. These changes will be monitored for effectiveness.

As can been seen above, the district has preliminary plans in place for modifying practices and policies to provide operational flexibility that will enable full and effective implementation of the proposed plans.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **128-903** | Amendment # (for amendments only):

Statutory Requirement 2: Describe how the school redesign 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.

Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute. (5 points) The proposed program is designed to **incorporate multiple evidence-based strategies** during its implementation. These strategies will include the following:

- **Utilizing the Professional Learning Community (PLC) to create a collaborative culture and collective responsibility**. Studies conducted by the Center on Organization and Restructuring of Schools, 1995; the National Commission on Teaching and America's Future, 2010; the Annenberg Institute for School Reform, 2005; the Wallace Foundation, 2010; and the American Educational Research Association, 2005 provide just a small sample of the research that confirms the positive effect of the PLC process on both student and adult learning. "*The collective results of these studies offer an unequivocal answer to the question about whether the literature supports the assumption that student learning increases when teachers participate in professional learning communities. The answer is a resounding and encouraging yes.*" (Vescio, Ross, & Adams, 2008, p. 87);
- **Providing on-going coaching and support to teachers and school leaders by the School Transformation Partner**. A comprehensive review of research was conducted to identify the benefits of providing a Teacher Coach/Instructional Strategist and their impact on teachers' implementation of evidence-based practices. A total of 13 studies from the 20 years of literature were researched and found that in general, coaching improved the extent to which teachers accurately implement evidence-based practices such as Class-Wide Peer Tutoring, Direct Instruction, Learning Strategies, and Positive Behavior Support in classrooms or practicum settings. The retrieved studies also suggest that highly engaged, small-group initial training, followed by multiple observations, feedback, and modeling are critical components across coaching interventions. Some of these studies also provide promising data to support the consequential effects of coaching on improvements in student achievement. (*Using Coaching to Improve the Fidelity of Evidence-Based Practices: A Review of Studies, August 31, 2010*)

Strategies/activities are of sufficient quality and scope to ensure equitable participation among all eligible program participants. (5 points) The table below lists some of the evidence-based services and/or activities that will be provided to the campus during the implementation of the grant program, as well as, the partnering agencies:

EVIDENCE-BASED STRATEGIES

Strategy	Purpose	Partner
Academic Readiness	Various initiatives will be implemented to ensure students remain committed to the program and are academically prepared for the next phase of their education. The STREAM-related manipulatives will increase students interest in Science, Technology, Reading, Art, Engineering, and Math, which will open many career opportunities for students.	Pitsco and Campus/ District Staff
Professional Development Training	In an age where technology is an intricate part of everyday life, teachers will need to learn how to incorporate it into the student classrooms. Therefore, the district will contract with AiSYS, CTC, and Region 3 ESC to provide professional development that assists in this area. The names of some the trainings that could be provided include but are not limited to: • AiSYS – Blended Learning in K-5th, Workflow Resources, Google Apps for Education, Working with Students and their Devices, etc.; • CTC – Classroom Management Skills, Building Teacher Leaders, Establishing Effective Student-Teacher Relationships, Using PBIS to Improve Students Behavior, etc.; and • Region 3 ESC – Curriculum Writing/Planning, Student Learning Objectives, Impact Coaching, 7 Habits for Highly Effective People, etc.	AiSYS, CTC, and Region 3 ESC
Writing Initiatives	In an age where computers auto correct grammar errors, students are not mastering the art of writing. Therefore, Runge Elementary will implement an evidence-based writing program. Zaner-Bloser will support teachers with effective educational writing strategies by providing motivating programs based on the most current research so teachers have the tools needed in the classroom to help every student achieve. (*Source: https://www.zaner-bloser.com/company/index.php*)	Zaner-Bloser

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 128-903	Amendment # (for amendments only):

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partnership Planning

- ☐ **P2 Partnership**
- ☐ **IMO Partnership**

New School Planning

- ☐ **Reset**
- ☐ **Fresh-Start**

Transformation Planning

- ☒ **Talent Transformation Model**
- ☐ **Transformation Strategy**

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Schedule #17—Responses to TEA Program Requirements

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TEA Program Requirement 1b: Describe the applicant's vision for improving campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has a clear **vision for improving** Runge Elementary and having it exit IR status. This vision is built on a premise of a campus that is staffed by highly-qualified teachers that find their job rewarding and fulfilling. This vision is important, since it is understood that when you have qualified teachers that are not only knowledgeable, but that also take pleasure in their work, they will strive to have all their students excel in their academics.

In three years, Runge ISD expects to have the following processes and procedures in place at Runge Elementary Elementary:

- Regularly scheduled curriculum planning meetings will be held in which rigorous lesson plans are developed that students find engaging;
- Teachers are able to develop lesson plans that incorporate the use of the latest technology and resources;
- Students are taught by teachers that are highly-qualified and have the experience, knowledge, and self-confidence to address any obstacles that they may face;
- Teachers and administrators work collaboratively to disaggregate data and develop plans to address any identified gaps;
- Teachers provide feedback and requests for trainings and workshops that can facilitate growth;
- 85% of the teachers will show growth, with a minimum of 15% of the teachers will demonstrate significant growth in their teacher assessments.
- The college tuition and teacher certification program is still being implemented and long-term paraprofessionals are taking advantage of this resource;
- Student retention has been greatly decreased;
- Students are excelling in their coursework and a foundation is being built for college/career readiness; and
- A culture of high- expectation has been implemented and teachers, students, and administrators are reaching their full potential.

Although this vision may seem impossible to accomplish, Runge ISD is confident that with the assistance of the School Transformation Partner and the Project Manager, this vision can become a reality. But the question remains, **how will the campus get there?** ***The level of involvement and commitment to the program of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation of the program goals, objectives, and activities (4 points).*** Although the district has proposed some partnerships and strategies that are research-based and proven to be effective, these are subject to change based on the recommendations of the School Transformation Partner. Therefore, the first step will be to identify the right School Transformation Partner and provide the staff with the campus and district data needed to begin developing a clear impression of the issues, gaps, and obstacles that are predominant at Runge Elementary. Next, the School Transformation Partner will need to conduct classroom observations and hold discussion meetings with teachers, students, and campus administrators to collect their feedback.

With this information, the School Transformation Partner will be able to make informed suggestions and if needed the proposed strategies can be modified to ensure the campus can meet their identified objectives. The proposed strategies currently include the following:

- Schedule trainings and workshops that will teach new, as well as, improve and enhance teaching and learning strategies, and, improving teachers' proficiency, increasing the self-confidence, and improving classroom management skills;
- Schedule follow-up site classroom observations and group discussions to ensure the strategies are being implemented, as well as, to address any issues or questions;
- Host curriculum planning workshops to assist teachers in developing rigorous and effective lesson plans;
- Provide teachers access to research-based writing programs that will train teachers how to "teach" writing;
- Provide teachers access to research-based STREAM manipulatives and trainings that are proven to increase students' science, readings, writing, and math academic outcomes;
- Ensure teachers are trained to disaggregate and utilize data to govern classroom instruction;
- Develop and implement a college tuition and teacher certification program which will reimburse long-term paraprofessionals for college courses taken to obtain their teacher certification and bachelor's degree;
- Implement a recruitment, retention, and progression plan to increase teacher retention and attract highly-qualified teachers; and
- Develop a staffing model that will identify staffing needs.

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TEA Program Requirement 2: Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the Lone Star Governance Participant Manual). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Various **processes have been used to evaluate school performance and identify low-performing schools.** First the district and campus staff reviewed each of the campuses data independently. Data reviewed includes:

- Student academic results (i.e. report cards, STAAR assessments, end-of-course assessments, class assignments, etc.;
- Student attendance and behavioral results (i.e. attendance, referrals, detention logs, etc.)
- Student attrition rates (i.e. graduation rates, student retention rates, dropout rates, etc.)
- Student college/career readiness (i.e. dual-enrollment counts, SAT/ACT results, CTE course enrollments, etc.)
- Teacher date (i.e. turnover rates, assessment results, classroom observation results, etc.)

In addition, the district has set achievement standards and aligning local assessments to state standards in order to evaluate campus performance. This data is disaggregated and through these means, the district can **identify low-performing schools** and address deficiencies accordingly. Grant funds will be utilized to enhance and support this evaluation process.

Greater than 10% of the applicant's campuses are identified as 2017–2018 Priority and/or 2017–2018 Focus Schools *(5 points).* Of the 2 schools that make-up the Runge ISD, both (100%) have been identified as a **low-performing school *(5 points)*** with an aggregate student enrollment of 133, which is approximately ***100%*** of the district enrollment. Through grant funds, the district will target Runge Elementary, the lowest performing campus in the district utilizing a theory of action. Currently, the district does not have a theory of action in place that this program can be aligned to. Therefore, Runge ISD's district and campus administrators met to review the Lone Star Governance's Theory of Actions. Once all theories were examined, the **Performance Management Theory of Action was selected**. The Performance Management Theory of Action is based on the following principal:

> *"If the district focuses central administration on the most critical functions of campus accountability and HR support; and if the district provides **differentiated paths of continuous improvement** for all educators -- whether in administrative roles or classroom roles; and if the differentiated HR system methodically identifies paths for performance improvement, aligns educator incentives with student outcomes, and ensures that educator placement is a function of **student needs** rather than adult preferences; then the district, through its campuses, will be able to accomplish the Board's student outcome goals while operating within the Board's other constraints."*

As is clear throughout the grant application, the premise of Runge ISD's School Transformation Plan will be **aligned to the aforementioned theory of action.** Four of the five objectives of the program have been specifically designed on this theory. They include: Identify, develop, and implement research-based strategies; Augment teaching and learning strategies; Improve teacher proficiency; and Develop a culture of high expectation.

Extent to which the applicant's responses describe an alignment to the broader LEA strategy and theory of action. (10 points) Strategies that have been selected describe how Runge Elementary **will improve and increase the number and percent of students in highly-rated schools** by leading the campus out of Priority status and turning it into a **highly-rated school**. Thus, increasing the number and percentage of students that attend a higher-rated school by approximately 133 students. The evidence-based strategies that will be supported through grant funds include:

- Providing educators and administrators with ***differentiated paths for growth and continuous improvement that is based on student needs***, as well as, their experience and performance.
- Providing educators and administrators access to research-based professional development training that is geared to improve their teaching strategies, student engagement, and classroom management skills;
- Providing educators and administrators with professional development training that will assist them in creating rigorous lesson plans that demonstrate increase rigor;
- Placing ***educators in a classroom assignment based on student function rather than adult needs***;
- Ensuring that educators have access to the latest research-based programs and technology; and
- Ensuring that roles and positions are filled by educators and administrators that have the qualifications and experience needed to address students' needs.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: **128-903** | 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	☐	☐	☐

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: **128-903** | Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	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	☐	☐	☒
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☒	☒
B18	Coordinate with community centers/programs	☐	☐	☒
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
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	☐	☐	☐
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	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: **128-903** | Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish collaborations with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community collaborations	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: **128-903** | Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information in digital/audio formats	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	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	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: **128-903** | Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	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	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☒	☒
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☒	☒	☒
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community collaborations	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish collaborations with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☒
M02	Conduct home visits by staff	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: **128-903** | Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☒
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☒	☒
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☒
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☒	☒
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	☒	☒
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☒	☒	☒
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☒

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: **128-903** | Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	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	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐

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Runge Independent School District
P.O. Box 158
Runge, Texas 78151
Phone: (830) 239-4315
Fax (830) 239-4816

May 21, 2018

Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

To Whom It May Concern,

As the Superintendent of Runge ISD, I take pleasure in writing this letter to offer my full-fledged support of the district in submitting the 2018–2019 School Transformation Fund – Planning Grant proposal.

The mission of Runge ISD is for "Students, teachers, and the community to be relentlessly involved in delivering meaningful education through purposeful, relevant and individualized instruction so that dreams, through education, can become a reality". However, due to financial constraints, we are unable to whole-heartedly say we are attaining this goal as efficiently as possible.

Therefore, I believe Runge ISD is in great need of the 2018–2019 School Transformation Fund – Planning Grant. The district will utilze the funds to support the exploration and development of a strategic staffing initiative across Runge ISD's elementary school. This grant will provide the campus the opportunity to impove the learning environment and substantially increase student achievement; thus, increasing the likelihood of the district in meeting its mission.

The acquisition of grant funds will be an important addition to the success of our district. We look forward to working with TEA to increase the number of students in highly-rated schools.

Should you have any questions or concerns, please feel free to contact me at (830) 239-5816.

Sincerely,

Kyle Spivey
Superintendent

May 21, 2018

Mike Morath,
Commissioner of Education
Texas Education Agency
1701 North Congress Ave.
Austin, Texas 78701-1494

Re: 2018–2019 School Transformation Fund – Planning Grant, Cycle 1

Dear Commissioner Morath:

This letter is to confirm the Runge Chamber of Commerce's support for Runge ISD in its submission of the 2018-2019 School Transformation Fund – Planning Grant.

The Runge Chamber of Commerce is dedicated to establishing and maintaining itself as the primary advocate, voice, and resource for business organizations in our area by promoting economic and business development that will enhance the quality of life for all who live in the area.

As such the Runge Chamber of Commerce has assisted Runge ISD by providing the following financial and material assistance:

- School Supplies provided for all students at the beginning of the year
- Volunteer readers
- Three scholarships awarded each year.

Based on this experience, the Runge Chamber of Commerce feels confident submitting this letter of support for Runge ISD. Furthermore, it is the intent of the Runge Chamber of Commerce to continue to support Runge ISD in future endeavors as they present themselves.

Please feel free to contact me at (830-299-1787 with any questions you may have.

Sincerely,

Gloria Zapata

Gloria Zapata
President Runge Chamber of Commerce.