Texas Education Agency
Standard Application System (SAS)

2017–2019 School Redesign Grant, Pilot Cycle

Program authority:	Every Student Succeeds Act (ESSA), Public Law (P.L.) 114-95, Title I, Part A, Sec 1003, School Improvement	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period:	August 28, 2017, to July 31, 2019	
Application deadline:	5:00 p.m. Central Time, July 13, 2017	Place date stamp here.
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2017 JUL 11 PM 3: 29 DOCUMENT CONTROL CENTER
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 #	
Grand Prairie ISD	057910-041		Adams Middle School			
Vendor ID #	ESC Region #				DUNS #	
175-6001697	10				07-933-2763	
Mailing address				City	State	ZIP Code
2602 S. Beltline Rd				Grand Prairie	TX	75052

Primary Contact

First name	M.I.	Last name		Title	
Patricia		Lewis		Deputy Superintendent	
Telephone #	Email address			FAX #	
(972)237-5532	patricia.lewis@gpisd.org			(972) 237- 4026	

Secondary Contact

First name	M.I.	Last name		Title	
Darwert		Johnson		Adams MS Principal	
Telephone #	Email address			FAX #	
(972)262-1934	darwert.johnson@gpisd.org			(972)522-3099	

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
Susan		Hull	Superintendent
Telephone #	Email address		FAX #
(972)237-5300	susan.simpson@gpisd.org		(972)237-5440

Signature (blue ink preferred)

Date signed:07/06/2017

Only the legally responsible party may sign this application.

701-17-101-008

Schedule #1—General Information

County-district number or vendor ID: 057910-041	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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Changes on this page have been confirmed with:	On this date:
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: 057910-041	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
1.	Portfolio Plan Questionnaire	Applicants must use the template posted on the TEA Grant Opportunities page to self-assess the district's portfolio plan.

Part 2: Acceptance and Compliance

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

X	Acceptance and Compliance
☒	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: 057910-041	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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

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2017-2019 School Redesign Grant, Pilot Cycle

Schedule #5—Program Executive Summary

County-district number or vendor ID: 057910-041	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.

John Adams Middle School (AMS) a Title I Priority campus serving 6th through 8th grade students in Grand Prairie ISD, is submitting an application to the School Redesign Grant (SRG) pilot to implement a turnaround reform plan and establish the campus as a Techology and Digital Arts Program of Choice. Our campus is committed to the vision of becoming a college preparatory middle school. Focusing on high expectations and high achievement in the field of technology and digital arts will give educators tools to build learner success, students a sense of purpose in attending school and confidence in their abilities, and stakeholders a new reason to partner with our campus and take pride in our school. The AMS mission will be displayed on signage and in the hallway to keep our focus and encourage our effort: *Adams Middle School will partner with parents, students, and the community to develop high-achieving learning that empowers college and career bound leaders and productive citizens ofgood character.* With the support of the TEA Division of System Support and Innovation (DSSI), the new and improved learning environment will substantially improve the student achievement of targeted economically disadvantaged learners and prepare all AMS students to meet district goals of each student succeeding in secondary school and postsecondary education. **Budget Development**: The AMS Campus Improvement Committee (CIC) reviewed grant program requirements and the Campus Improvement Plan. Because the school will turnaround into a Program of Choice campus focusing on preparing students for postsecondary education and a career in the Technology and Digital Arts, the team consulted with partners from the Texas Workforce Solutions, Dallas County Community College District, and the University of Texas at Arlington. Under the direction of the GPISD Deputy Superintendent, the team of educators, parents, and community partners drafted additional goals and objectives for the AMS Campus Improvement Plan. Then, the SRG *Calendar of Events* was developed which outlines planning, implementation, and evaluation activities. Budget items and associated costs were assigned to each activity. **Demographics relate to defined goals and purposes**: Grand Prairie ISD is working with colleges and universities across our region to meet the challenge of transforming secondary schools into college preparatory campuses that offer rigorous core courses and career based electives. Student accountability research conducted by the district indicates middle school academic performance has a significant effect on high school success. The data reveals students who do not master at least 80% of test questions on the Reading and Math sections of STAAR are most likely to retake English I and Algebra I end-of-course exams, less likely to graduate with their cohort in four years and far less likely to enter college. There is a need to restructure middle schools to improve teaching and learning and prepare students for rigorous high school programs. A review of Reading data at AMS over three years indicates economically disadvantaged learners represent the lowest percentage of students meeting state standards in Reading/English Language Arts and Math at each grade level. AMS is a feeder school for Grand Prairie High Schools of Choice. Achievement gaps realized in middle school widen as students progress through high school. TEA data indicates less than 20% of GPISD students graduate with Reading and Math skills required for college entrance each year and 50% of students who did enter college required remediation to complete the first year. **Management Plan**: The Deputy Superintendent for Innovation and School Improvement will serve as the Program Director of the grant initiative. The GPISD administrator and AMS Principal will lead the SRG Leadership Team composed of students, parents, educators, business partners, and community members to plan, implement, and evaluate the project with the support of and executive advisor from the DSSI System of Great Schools Technical Assistance Network. A campus staff member, the SRG Grant Manager will be hired to oversee day-to-day project activities. The SRG Leadership Team and SRG Grant Manager will ensure program goals and objectives are met on time and as required by the campus plan and TEA Program Guidelines. **Evaluation:** The *SRG Blueprint* will be created by the SRG Grant Manager to delineate the vision of the project in terms of goals, objectives, Critical Success Factors, milestones, and expected outcomes. Action steps will be listed on the blueprint to enable the Campus Improvement Committee (CIC) to monitor project level data. Assessment tools and indicators of accomplishment will be listed for each goal on the blueprint to enable the CIC to monitor student achievement in defined program areas. The SRG Leadership Team will collect and analyze student and project level data each nine weeks. In addition, an electronic survey will be conducted to evaluate effectiveness of project implementation quarterly. Project management and student achievement data in the form of formative evaluation reports will be reviewed each nine weeks by the Campus Improvement Committee to continuously monitor, communicate, and improve SRG progress. Summative reports will be presented by the CIC to the District Improvement Committee and the Board semi-annually. **The application meets statutory requirements** including complying with the fingerprinting code per Section 22.0834 of Texas Education Code. (1) The application meets requirements for school support and improvement: (a) AMS will work

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057910-041	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.

with DSSI technical assistance and the SRG Leadership Team to review and further develop the campus improvement plan for the priority school; (b) Under the direction of the Deputy Superintendent, the GPISD Department of School Improvement will monitor the development of the revised Campus Improvement Plan to ensure it includes all required Title I components. The campus will resubmit the plan to the District Improvement Committee (DIC) for approval. The DIC will annually monitor success of the plan in significantly improving the achievement of AMS students in Reading/ELA and Math. After three years, if the plan has not been implemented with fidelity and/or the initiative has not resulted in significant improvement in student achievement, the DIC will recommend additional action. (c) The SRG Leadership Team will use the rigorous GPISD Human Resources department external consultant review process to recruit, screen, select, and evaluate external partners; (d) GPISD will coordinate funds from all sources including ADA, Title I, Title III, and State Compensatory Education funds to maximize effectiveness of grant funding. In addition, the district has committed resources to the project including district personnel to communicate goals of the Program of Choice to the district and community; facilitating relationships with college and university partners; establishing relationships with tech-based companies to provide tours and use of district transportation resources to transport families to the businesses; professional development, and utilization of the GPISD technology infrastructure and district technicians to establish and support the technology systems; and (e) The DSSI Great Schools executive advisor will support the campus and district in identifying practices and policies that are essential to provide full and effective implementation of the plans. The consultant will work with the district School Improvement Department to provide systems and processes that promote operational flexibility. The department will request changes in GPISD policy to the DIC to be requested in future District of Innovation applications. (2) The application utilizes evidence based interventions to improve student achievement including: Advancement Via Individual Determination (AVID) writing to learn, inquiry, collaboration, organizational skills, and critical reading (WICOR) academic strategies, the Teacher Advancement Program (TAP) professional development model; and TEA Student Success Initiative intervention programs. **The application meets TEA requirements**: (1) The SRG school improvement plan reflects the GPISD vision that states, "We are a learning community vigorously pursuing student success". The SRG plan includes all GPISD strategic priorities for improving low-performing schools outlined in the District Improvement Plan for 2016-17: maximization of student achievement, exercise responsible fiscal oversight, develop leadership capacity; and promote 21st Century Learners who are College and Career Ready. (2) The SRG plan to establish the AMS Technology and Digital Arts Program of Choice meets the unique interests of students and their families as related to the workforce needs of the DFW region. Academic and social supports were designed based on campus data. (3) The School Redesign Grant *Blueprint*, in alignment with the AMS Campus Improvement Plan, is consistent with each component of the Turnaround redesign model; (4) The school redesign, in alignment with the district and campus school improvement activities, will Phase-in Redesign implementation. In year one, the program will be implemented in grade 6. In Year 2, the program will be implemented in grade 7. In the year after the grant period ends, the program will be implemented in grade 8. (5) When policy changes are needed in staffing, budget, and programming to provide operational flexibility and fully implement the SRG plan, the GPISD School Improvement department will make requests through the District of Innovation application process; (6) SRG grant funds will be used for implemention of the supported school redesign process beginning in August 2017. The SRG Leadership Team will conduct ongoing planning meetings throughout the grant period to make necessary changes to the *SRG Blueprint* based on Campus Improvement Committee recommendations; (7) GPISD plans to contract with DSSI. As a member of the System of Great Schools Cohort 1, the school redesign partner will support the implementation of the school redesign. The partner was selected based on review of DSSI qualifications during the TEA System of Great Schools application review process; (8) GPISD has replaced the campus Principal. The administrator has a vision for change, and a track record of increasing student achievement in low-performing schools. Additionally, the Department of School Improvement has selected DSSI as technical assistance provider due to the goals of the project and the staff experience in implementing innovative school improvement projects to significantly improve student achievement. The Deputy Superintendent for Innovation and School Improvement and district leaders will continue to recommend community partners who have a commitment to student and school success to become members of the SRG Leadership Team. **Conclusion**: The proposed SRG plan can substantially change the future of a significant number of high need students in our district. All participants, including GPISD, higher education institutions, and business partners, are committed to a successful program.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057910-041	Amendment # (for amendments only):

Program authority: Every Student Succeeds Act (ESSA), P.L. 114-95, Title I, Part A, Sec 1003, School Improvement

Grant period: August 28, 2017, to July 31, 2019	Fund code: 211

Budget Summary

Schedule #	Title	Class/ Object Code	Planning Cost	Implementation Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$	$927,915	$	$927,915
Schedule #8	Professional and Contracted Services (6200)	6200	$	$117,300	$	$117,300
Schedule #9	Supplies and Materials (6300)	6300	$	$333,280	$	$333,280
Schedule #10	Other Operating Costs (6400)	6400	$	$121,200	$	$121,200
Schedule #11	Capital Outlay (6600)	6600	$	$	$	$
	Consolidate Administrative Funds				☐ Yes ☐ No	
Total direct costs:			$	$1,499,695	$	$1,499,695
Percentage% indirect costs (see note):			N/A	$	$	$
Grand total of budgeted costs (add all entries in each column):			$	$1,499,695	$	$1,499,695

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 057910-041 | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Cost	Implementation Cost	Total Budgeted Cost
Academic/Instructional						
1	Teacher			$	$	$
2	Educational aide			$	$	$
3	Tutor			$	$	$
Program Management and Administration						
4	Project director			$	$	$
5	Project coordinator-SRG Grant Manager	1		$	$141,075	$141,075
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	Instructional Technology Teacher	1		$	$141,075	$141,075
22	Campus Technician	1		$	$156,420	$156,420
23	TAP Master Teachers - Reading &Math	2		$	$282,150	$282,150
24	Subtotal employee costs:			$	**$720,720**	**$720,720**
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay (2 days, 54 teachers annually)		$	$21,600	$21,600
26	6119	Professional staff extra-duty pay		$	$28,300	$28,300
27	6121	Support staff extra-duty pay		$	$	$
28	6140	Employee benefits		$	$157,295	$157,295
29	61XX	Tuition remission (IHEs only)		$	$	$
30	Subtotal substitute, extra-duty, benefits costs		$	$207,195	$207,195
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		$	**$927,915**	**$927,915**

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

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 057910-041	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Planning Cost	Implementation Cost	Total Budgeted Cost
6269	Rental or lease of buildings, space in buildings, or land	$	$	$
	Specify purpose:			
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$	$

Professional and Contracted Services

#	Description of Service and Purpose	Planning Cost	Implementation Cost	Total Budgeted Cost
1	Flippen Group Teen Leadership (4 days, 3 teachers)	$	$21,000	$21,000
2	Advancement Via Individual Determination WICOR (5 days, 3 teachers)	$	$16,200	$16,200
3	Teacher Advancement Program (6 day Master Teacher consultation and campus training),	$	$17,800	$17,800
4	DSSI Great Schools technical assistance (annual contract 2 years)	$	$36,000	$36,000
5		$	$	$
6		$	$	$
7		$	$	$
8		$	$	$
9		$	$	$
10		$	$	$
11		$	$	$
12		$	$	$
13		$	$	$
14		$	$	$
b.	Subtotal of professional and contracted services:	$	$	$
c.	Remaining 6200—Professional and contracted services that **do not require specific approval:** Training in evidence based programs for core and elective teachers and leadership training for administrators.	$	$26,300	$26,300
	(Sum of lines a, b, and c) Grand total	$	$117,300	$117,300

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

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Schedule #9—Supplies and Materials (6300)				
County-District Number or Vendor ID:		Amendment number (for amendments only):		
Expense Item Description		**Planning Cost**	**Implementation Cost**	**Total Budgeted Cost**
6300	Total supplies and materials that do not require specific approval: Computers and software for Film and Video Design, Animation and Motion Graphics, Interactive Media and Game Development, and Web-based Application Development labs, digital projectors to share lessons and presentations, personal computers for the AVID lab and to extend learning to home.	$	$333,280	$333,280
Grand total:		$	**$333,280**	**$333,280**

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

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 057910-041 | Amendment number (for amendments only):

	Expense Item Description	Planning Cost	Implementation Cost	Total Budgeted Cost
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$	$	$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	$	$	$
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:	$	$	$
	Remaining 6400—Other operating costs that do not require specific approval: SRG grant orientation meetings and technical assistance mtgs, Advancement Via Individual Determination (AVID) training travel costs, core subject area and technology conferences, Internet Access Fee includes MiFi Device for students to access Internet at home from personal computer.	$	$121,200	$121,200
	Grand total:	$	$121,200	$121,200

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

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

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

County-district number or vendor ID: 057910-041	Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population <u>to be served</u> 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	583	87.3%	Economically disadvantaged students perform lowest in Reading/ELA and Math STAAR
Limited English proficient (LEP)	188	28.1%	Althought the percentage of LEP students is high, these students perform well on STAAR
Disciplinary placements	22	2.8%	
Attendance rate	NA	95.3%	
Annual dropout rate (Gr 9-12)	NA	NA	

Part 2: Students 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
							240	223	235					698

Schedule #13—Needs Assessment	
County-district number or vendor ID: 057910-041	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.

The needs assessment for the School Redesign Grant (SRG) was developed using the Site Based Decision Making process. **Step 1 Establish Data trends.** The vision of Grand Prairie ISD (GPISD) if for each student to graduate prepared for college and a career. A review of Texas Academic Performance Reports indicates an average of 20% of district students graduate "college ready" annually based on meeting college readiness standards in both Reading and Math. This percentage is lower for economically disadvantaged learners. In 2016, only 10% of GPISD students from low income families graduated high school meeting college readiness standards in both content areas. Research indicates middle school performance in Reading and Math has a significant impact on high school success. The Adams Middle School (AMS) campus serves the highest percentage of economically disadvantaged (ECD) learners in the district. 583 students attending AMS meet ECD qualifications. This represents 87.3% of the student population. A review of STAAR Reading data at AMS indicates the percentage of ECD learners meeting state standards in reading decreased from 66% to 62% over a three year period. STAAR Math scores of ECD students decreased from 66% to 65% during the same time period. There is a need to increase the number of AMS students meeting standards in STAAR Reading and Math and graduating from high school prepared for postsecondary education or training. **Step 2: Establish Priorities**. The AMS Campus Improvement Committee utilized campus data to identify causes of student failure in Reading and Math courses, to research GPISD evidence-based strategies to positively impact targeted ECD learners, and to prioritize strategies based on perceived impact: (1) *Vertically and Horizontally Aligned Curriculum* will be developed for core courses to establish customized course sequences that span 6th through 8th grade and include Reading and Math TEKS in elective courses; *Data-driven Decisions* will enable educators to use portfolio review to analyze student academic and interest data, design course sequences that include core courses and electives tied to four Technology and Digital Arts fields of study, and enroll students in cohorts that meet academic and personal goals; (3) The *5E Model of Instruction* will be used to enable students to use technology tools to engage, explore, explain, elaborate and evaluate project based learning; (4) *Relational Capacity* will build a positive working relationship between educators and students who trust one another and work together to meet collaborative academic, personal, and school goals; (5) *Intentional Leadership* will empower students, parents, and educators to act as peer leaders in bringing innovation, increased student engagement and higher level performance of all grade levels. **Step 3 Set Annual Goals.** Goals to meet each established priority include: (1) Increase Student Performance: Develop a secondary school academic plan of core and elective Reading and Math courses to prepare students to meet and exceed state standards in Reading and Math on STAAR and End-of-Course tests; (2) Increase Learning Time: Schedule AVID study labs during the school day to advise learners, instruct in WICOR curriculum, and support student and home use of Student Success Initiative intervention programs; (3) Increase Teacher Quality: Provide staff development in the use of technology infused instruction that uses the 5E model to positively impact achievement of ECD learners in all courses; (4) Improve leadership effectiveness through the use of quality data: Implement DSSI portfolio review strategies to monitor the impact of systems and processes and ensure SRG reform components yield the desired impact. (5) Improve School Culture through increased Engagement: Implement Career events that model use of intervention programs to extend learning to the home, introduce families to four Technology and Digital Arts academic plans, and provide information about school choice. **Step 4 Dissect Goals to Determine Interventions.** The SRG Leadership Team will be formed. The team, led by the Deputy Superintendent, will include students, parents, GPISD administrators, the AMS Principal, Dallas Community College District faculty, UTA Dean for Early College, and regional business partners. The team will plan the most effective strategies to address identified needs and make progress toward goals. A SRG Blueprint will be developed to specify objectives, Critical Success Factors, milestones, action steps and expected outcomes. The blueprint will guide implementation and provide a tool for evaluation. **Step 5 Evaluate & Make Adjustments.** The SRG Leadership Team will meet each nine weeks. The team will collect and analyze project level and student level data. The SRG team will meet at the end of each quarter with the Campus Improvement Committee to monitor progress toward meeting school improvement goals in the following ways: use the baseline data to determine growth in each goal, and monitor changes in data to review and recommend revisions to SRG activities and timelines to achieve milestones and expected outcomes. Each school year, SRG data will be used as information to develop the AMS Campus Improvement Plan.

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	Schedule #14—Management Plan			
County-district number or vendor ID: 057910-041			Amendment # (for amendments only):	

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District School Improvement Administrator	The Deputy Supt. for Innovation and School Improvement will serve as the Program Director. The TX administrator will possess excellent communication skills,experience in leading successful school improvement projects, and knowledge of state/federal school requirements and processes.
2.	Campus Principal	The full time certified Texas educator with excellent team building and communication skills, was selected based on vision and experience in leading school improvement, and success in supervising personnel, and leading educators to significantly improve student performance.
3.	SRG Grant Manager	The full time certified Texas educator with excellent team building skills, will be selected based on experience in grant management, knowledge of state and federal school improvement requirements and processes, and state law and school policy.
4.	Technical Assistance Provider	The technical assistance provider will be an approved member of the DSSI Great Schools Network selected based on documented success in providing technical assistance to positively impact student achievement based on f choice options for parents and portfolio review of data.
5.	External Consultants	External consultants for evidence based programs will be selected based on expertise in using proven strategies to improve student growth and achievement.Consultant credentials will be analyzed by the SRG Leadership Team and will be contracted annually based on evaluation.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	80% of Adams MS students meet state standards in Reading and Math.	1.	Align core curriculum-vertical & horizontal	08/28/2017	09/15/2017
		2.	Reading & Math TEKS integrated into electives	01/08/2018	02/15/2018
		3.	Master teachers guide data analysis of 9 wk test	10/09/2017	06/30/2019
		4.	Curriculum and instruction modified based on data	10/20/2017	05/17/2019
		5.	Master Teachers model C&I in Cluster meetings.	09/04/2017	05/17/2019
2.	100% of AMS students are enrolled in cohort based on interests and strengths.	1.	Students interest surveys & academic data review	09/04/2017	09/15/2017
		2.	Academic plans developed for 4 fields of interest	09/15/2017	12/08/2017
		3.	Grade level cohort electives designated	12/08/2017	12/20/2017
		4.	Career events held to introduce Program of Choice	12/08/2017	12/20/2017
		5.	Electives courses scheduled into school day	02/05/3018	02/16/2017
3.	100% of AMS teachers attend 5E tech infused instructional strategies.	1.	Staff Cluster training weekly by content area	09/04/2017	09/15/2017
		2.	PD- 5E project based curriculum and instruction	09/04/2017	02/23/2018
		3.	PD- technology to target skills & monitor progress	09/15/2017	05/17/2019
		4.	PD-use of electives to improve student performance	08/20/2018	12/14/2018
		5.	PD - technology use and integration	09/15/2017	05/17/2019
4.	90% of grant milestones achieved through leadership use of Portfolio Review.	1.	Training to utilize DSSI Portfolio Review	09/15/2017	12/14/2018
		2.	Performance Framework monitors system impact	09/15/2017	05/17/2019
		3.	Monitor success of operational flexibility	09/15/2017	05/17/2019
		4.	Monitor capacity of leadership on positive impact	09/15/2017	05/17/2019
		5.	Changes made based on strengths/weaknesses	09/15/2017	05/17/2019
5.	50% AMS families participate in elective courses and/or SRG events.	1.	Family events- Program of Choice school option	01/08/2018	06/01/2018
		2.	Families recruited to participate in elective classes	01/08/2018	06/01/2018
		3.	Business recruited to participate in elective classes	01/08/2018	06/01/2018
		4.	Career Events scheduled for families	01/08/2018	05/17/2019
		5.	Portfolio review impact of stakeholder participation	08/28/2017	07/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities

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occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.	
Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 057910-041	Amendment # (for amendments only)

Part 3: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Adams Middle School and Grand Prairie ISD have the capacity to sustain the program after the project ends. Longitudinal research commissioned by the Texas Education Agency indicates several components are essential to sustaining an effective school improvement program. The proposed project will research existing GPISD efforts and coordinate the grant award with existing funding sources to maximize effectiveness of grant. TEA sustainability components include: **(1) Establish a process for using data systems to guide decisions**: The principal AMS principal and teachers attended Teacher Advancement Program (TAP) training provided by an Educator Excellence Innovation Program (EEIP) grant award to use data from nine week Curriculum Check tests, STAAR benchmarks, and STAAR exam data to identify knowledge and skills to integrate into curriculum plans and classroom lessons. GPISD Edugence software program reports will be used by TAP Master Reading and Math teachers to identify student risk factors, prescribe intervention and prevention services, and monitor student progress. In addition, the district was accepted into the DSSI System of Great Schools Cohort 1 in the spring of 2017. Participation in the project will support SRG leadership in using portfolio review to evaluate school quality, parent demand, and neighborhood needs. **(2) Build Academic Support into the campus schedule:** GPISD has sent one teacher from each campus to Advancement Via Individual Determination training to learn to utilize Writing, Inquiry, Collaboration and Reading (WICOR) curriculum and instruction to improve student performance. The curriculum is currently taught during Reading/ELA courses. The SRG program will extend this by sending one teacher per grade level to training and establishing an AVID study lab period during the school day. In addition, personal computers will be purchased through the grant to provide student access to TEA Student Success Initiative intervention programs during the study lab and at home. The grant will also provide MiFI access to the Internet on personal computers to enable economically disadavantaged learners to work from home. Use of these tools in a scheduled AVID lab will maximize use of the tech based intervention tools. **(3) Establish an**

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 057910-041	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.	STAAR scores in grades 6 through 8/ benchmark and STAAR reporting and analysis	1.	# 6th graders take STAAR; 75% of 6th graders meet Reading/Math standard
		2.	# 7th graders take STAAR; 77% of 7th graders meet Reading, Writing, Math
		3.	# 8th graders take STAAR; 80% of 8th graders meet standards all subtests.
2.	Student attendance reported in PEIMS for courses/ quarterly reporting and analysis	1.	# of students attended AVID; 96% attendance in AVID course
		2.	# of students enrolled in cohort; 96% attendance in cohort elective.
		3.	# of students in Teen Leadership; 96% attendance in training.
3.	T-TESS and TAP tools/semi-annual observations and annual evaluation.	1.	# teachers, 90% of AMS teachers meet T-TESS "highly qualified" status
		2.	# teachers, 90% of AMS teachers achieve TAP Career Teacher status
		3.	# teachers, 50% of AMS teachers will teach an elective course.
4.	Portfolio Review of implemented reforms/quarterly reporting and analysis	1.	# Academic Plans designed to include Program of Choice core & electives
		2.	# of hours students logged in Reading/Math program. 90% pass courses.
		3.	# community members assist in elective or business tour.
5.	Parent and community participation evaluations/quarterly analysis	1.	# of family members. 70% school surveys completed by family
		2.	# of family members. 50% of families attend School of Choice event
		3.	# of family members. 50% of families attend at least one Career event

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 Deputy Superintendent will lead the SRG Leadership Team and coordinate data collection and problem correction grant tasks. **Program-level data**: The SRG Leadership Team will meet during the first months of the grant program to develop a *Calendar of Events* that includes goals and objectives correlated to a timeline of activities and events. The document will include SRG Leadership Team Meetings, Campus Improvement Committee meetings, curriculum workshops, professional development training, student academic planning, career events, and PSAT exam dates. The project administrator will develop and provide sign-in sheets for all program. The Leadership Committee will meet four times each year to monitor project implementation and review data. The team will revise the event calendar as necessary based on feedback. This will allow attendance and project implementation problems to be identified and addressed in a timely manner. **Student-level data**: The SRG Grant Manager will create an *Evaluation Table* to visually depict student performance goals, program objectives, evaluation method and tools, the indicator of success, and data collection dates. 9 week Curriculum Check: Reading and Math Master teachers will work with teachers to analyze *Curriculum Check* scores and to review student grades in core courses during TAP Cluster meetings. The information will be used by to revise classroom and AVID curriculum and instruction for the upcoming nine weeks and to provide extended time in SSI intervention programs for struggling students. The formative data and teacher feedback will be shared with the SRG Leadership Team after analysis to determine the impact of project activities on student academic achievement and to make changes as warranted. STAAR benchmark and exam data will be collected and analyzed. Student scores will be collected and graphed by individual student, class, grade and school data using Edugence. Teachers will use the information to revise curriculum and instruction and enroll students in STAAR Saturday School. The SRG Leadership Team will review student data for each content area and for targeted economically disadvantaged students to revise action steps and timelines as needed. Attendance and discipline rates of at-risk learners will also be reviewed semi-annually. Recommendations will be made to make changes to academic and social services based on the data review. In addition teacher effectiveness will be monitored by the CIC using GPISD Professional Development evaluations, TAP walkthrough observation data, and T-TESS evaluations. TAP Master Teachers will be assigned to work with teachers who fail to meet expectations. The CIC will review data at the end of each semester and each project year . The team will create the Campus Improvement Plan based on data and feedback. Continuous data collection and problem correction will allow student achievement concerns to be identified and addressed in a timely manner.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 057910-041	Amendment # (for amendments only):

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

Adams Middle School utilizes guidance from the Texas Education Agency to implement Site Based Decision Making to develop a Campus Improvement Plan: **Step 1. DATA ANALYSIS and NEEDS ASSESSMENT:** Adams Middle School (AMS) is a Texas Priority School. Under the direction of the Deputy Superintendent for School Improvement and Innovation, the Adams Campus Improvement Committee (CIC) utilized the five steps of the Texas Accountability Interventions System (TAIS) framework to collect and analyze data and to conduct the 2017 comprehensive needs assessment. First, the committee clarified and prioritized problem statements. Next, to set the purpose of the needs assessment, the team studied the mission of the campus: "Adams Middle School will partner with parents, students, and the community to develop high achieving learning that empowers college bound leaders and productive citizens of good character". Membership of the CIC was then reviewed based on TAIS guidelines, GPISD Board Policy, and the plan to turnaround the campus as a new Technology and Digital Arts Program of Choice. The type of stakeholders involved in the planning process was increased to include regional college and university administrators, business owners, community members working in technology and digital arts occupations, and parents representing targeted student populations. The committee worked with an ESC Region 10 consultant to collect appropriate data in four STAAR performance indexes: achievement, progress, closing performance gaps and post-secondary readiness. The committee identified topics for each performance index and collected data from multiple sources including formative and summative, quantitative and qualitative, short term and long term, and objective and subjective information. Once data was organized and collected, the team utilized TAIS questions to determine trends and patterns in data over time, the impact of trends and patterns, and the root causes that contributed to each problem. The team found the economically disadvantaged subpopulation of learners had the lowest number of students meeting state standards in Reading/ELA and Math. Further analysis noted the scores were significantly lower than district and state averages. The team reviewed data, student interest inventories and family surveys. The team determined the cause of the problem to be students did not see school as relevant or engaging. According to an end of school survey, most families could not identify courses their child was taking and could not list a course that was considered important to high school or college success. The team concluded students and parents viewed Middle School as a daily occurrence with no bearing on future academic or career success. **Step 2. Selection of Model, Goals, and Interventions:** After identifying the problem and cause, the CIC reviewed the components of school improvement models (restart, turnaround, and closure) to determine the model that best addresses student and campus needs. Using TAIS handouts outlining Critical Success Factors and required interventions for each model, the CIC selected the turnaround model. Once the model was selected, the CIC set project goals for improved achievement in Reading/English Language Arts and Math. The committee then drafted the Campus Improvement Plan to outline research based intervention activities for each Critical Success Factor: (1) Improve Academic Performance: Transform the school into a 'college campus' focusing on technology and digital arts fields of study. Restructure curriculum into four academic course plans that offer core courses and technology based electives. Hire an Instructional Technology staff member to support teachers in providing technology infused instruction and a Technician to install and maintain hardware and software. Hire a Reading and a Math Master Teacher and alter campus calendars to provide weekly Cluster Group Meetings that focus on the use of multiple data sources to differentiate instruction, and reward educators who have a positive impact on student achievement; (2) Increase Use of Quality Data to Drive Instruction: Provide leaders DSSI Great Schools training to use portfolio review to lead and evaluate reform. Provide staff ongoing, job-embedded professional development in using TAP data strategies to analyze information and provide differentiated instruction for targeted subpopulations; (3) Increase Leadership Effectiveness: Use rigorous, transparent, and equitable Teacher Advancement Program (TAP) evaluation systems for teachers and principals that take into account student growth as a significant factor; (4) Increased Learning Time: Purchase personal devices with MiFi Internet cards and use the GPISD Tech Lending Program to enable students to access Reading and Math interventions in AVID and at home; and (5) Family Involvement: Establish a communication infrastructure to introduce the Program of Choice option. The advisory committee was careful to address all TEA requirements for improvement in the campus plan. **Step 3: Implementation:** The SRG Leadership Team developed a *Blueprint* that outlines objectives, Critical Success Factors, milestones, action steps and expected outcomes. The framework will be used to implement the SRG plan and to monitor progress at quarterly SRG Leadership and CIC meetings.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All Grand Prairie Title I, Part A Campuses are designated as Schoolwide campuses. Schoolwide campuses are able to use Title I, Part A funds to supplement services, programs and activities that impact the entire school population.The Deputy Superintendent for Innovation and School Improvement leads the Grand Prairie ISD School Improvement department which is responsible for ensuring Schoolwide plans are developed and implemented in accordance with the Title I, Part A statute and regulations. School Improvement staff members work with campus administrators to develop appropriate Schoolwide Campus Plans. The School Improvement team members also oversee development of the corresponding budget to ensure Title I, Part A funds are used to provide supplemental funding for items specified in the schoolwide plan. Appropriate use of funds includes:

- Implementation of reform strategies that provide opportunities for all children, particularly the needs of children of target populations;
- Instructional materials and supplies;
- Instruction by highly qualified professional staff;
- High quality and ongoing professional development for teachers, principals and paraprofessionals;
- Strategies to attract high-quality teachers to high-need schools;
- Parental involvement; and
- Effective, timely additional assistance for students who experience difficulty mastering any of the state's standards.

The Grand Prairie ISD School Improvement department will conduct programmatic and budget review semi-annually to ensure funds are being used only to address instructional needs that are identified in the Schoolwide Plan and directly linked to the school's needs assessment.

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

The Campus Improvement Committee has recommended Adams Middle School contract with external service providers to support the campus in implementation of the School Redesign Grant turnaround plan. **Recruitment:** Grand Prairie ISD has access to a large pool of external providers from the Dallas Ft. Worth metropolitan region This year, the district has been accepted into the TEA System of Great Schools, Cohort 1 initiative which will provide to additional access to prospective partners. The campus has expressed interest in contracting with an executive advisor from the Great Schools technical assistance network if one of the consultants meets SRG screening and selection criteria. **Screening and Selection:** GPISD utilizes TCDSS guidance and follows the procedures outlined in the *Handbook on Effective Implementation of School Improvement Grants* (2010) for screening and selecting external providers: (1) Identify reasons for hiring an external provider based on the Comprehensive Needs Assessment and Campus Improvement Plan; (2) Engage stakeholders in determining the need to hire external providers and ensure the entire process is transparent and fair; (3) Articulate specific goals of the relationship with the external provider, including stating measurable expectations and the criteria to be used to select and evaluate external partners; (4) Create conditions to attract multiple high quality external partners including providing flexible timelines for consultation and appropriate space and technology tools for conducting training; and (5) Budget adequate funding to support relationships with the external partner during the duration of the contract. Once an external partner has been selected, the campus team will utilize the Grand Prairie ISD Human Resources policies for securing contracted services including conducting an interview with the external partner's leadership team to determine experience and qualifications to meet specific school improvement goals and to determine a history of prior success in positively impacting student achievement in low achieving schools. The hiring process will include checking references of the external provider. The GPISD Business Operations Handbook procedures will be used to negotiate and execute a contract that outlines roles and responsibilities of the external partner and district, and to specify conditions for termination or modification of contracted services. **Evaluation:** Contracts will be negotiated annually based on evaluation of services rendered as determined by the SRG Leadership Team and Deputy Superintendent of School Improvement.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057910-041	Amendment # (for amendments only):

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

Grand Prairie ISD (GPISD) will coordinate funds from a variety of funding sources including ADA, Title I, Title III, and State Compensatory Education funds to maximize effectiveness of grant funding:
  a. local funding to include Adams Middle School in *The GPISD Experience* which introduces Grand Prairie ISD families to school choice programs and enrollment instructions;
  b. technology funding to ensure the infrastructure supports School Redesign Grant (SRG) technology acquisitions;
  c. professional development funding provided through the district curriculum and instruction department to support implementation of TAP and the 5E model of instruction;
  d. staff funding sources will provide technicians to establish and support the campus technology systems; and
  e. transportation resources to transport students to partner business sites'
  f. facilities funding for furniture and educational materials will be used to support use of technology tools including computers, digital projectors, white boards, audio visual equipment, etc.

In addition, two grant awards will support implementation of the SRG initiative. Grand Prairie ISD was awarded an Educator Excellence Innovation Program award which provides funding for professional development and technical assistance in the implementation of the Teacher Advancement Program (TAP) ongoing professional development system and in the analysis of data to improve curriculum and instruction initiatives. The district was also accepted into the TEA Division of System Support and Innovation, System of Great Schools Cohort I training. The professional development in conducting reform strategies to improve campus leadership and parent participation while implementing school improvement initiative. Grand Prairie ISD leaders have experience in restructuring schools using innovative models, technical assistance, and funding provided by grant awards to improve student performance. GPISD will ensure the campus receives ongoing, intensive technical assistance and related support from the district and external consultants to utilize all available funding sources to enable full and effective implementation of plans.

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

The Adams Middle School's turnaround plan will create a comprehensive change in staff and instructional model. Adams Middle School will have operational flexibility by Grand Prairie Independent School District to:
1. Establish Adams Middle School as a Program of Choice including repurposing classrooms, furniture, and common areas to create the appearance of a college campus;
2. Restructure the campus staffing plan to hire highly qualified and certified Texas teachers to instruct in highly technical Film and Video Production, Animation and Motion Graphics, Interactive Media and Game Development, and Web-based Application Development courses;
3. Redesign middle school curriculum into four academic plans that include core courses and electives based on technology fields of study in the TEA Business and Industry endorsement field. Academic plans will meet Texas Education Agency course and curriculum requirements for grades 6 through 8;

Grand Prairie ISD will ensure the campus receives ongoing, intensive technical assistance and related support from the district and external consultants to modify campus and district policies as appropriate during planning to enable full and effective implementation of plans.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 2: Describe how the school redesign plan will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

According to the High School Completion and Success Initiative Council Strategic Plan, secondary schools with smaller enrollments, better interpersonal relationships among students and adults, teachers who are more supportive of students, and a curriculum that is more focused and more rigorous exhibit lower dropout rates and higher graduation rates. According to the publication, achievement gaps between subpopulations can be diminished using the appropriate curricula, instruction, and support. Adams Middle School (AMS) has developed a plan that uses evidence based strategies to implement successful school reform. **(1) Rigorous college preparatory curriculum and instruction**: Adams Middle School will be a Technology and Digital Arts Program of Choice. The campus will create four academic plans based on the Texas High School Business and Industry endorsement field. Core content courses will be developed for each academic plan. Elective courses that utilize electronic tools to develop industry based technology and digital arts skills will be the focus of each academic plan including (a) Film and Video Production, (b) Animation and Motion Graphics, (c) Interactive Media and Game Development, and (d) Web-based Application Development. Specialized academic plans will engage learners in courses to improve grades and keep students on track for high school graduation and postsecondary success. **(2) Opportunity to select from multiple pathways:** Adams Middle School students will take interest surveys. Families will attend informational events and review academic records and interest surveys to select an Academic Plan to achieve school success and personal goals. **(3) Establish data systems to guide decisions:** During the SRG program, Grand Prairie ISD and Adams Middle School educators will attend DSSI System of Great Schools Cohort I training. The team will learn to use portfolio review to design and implement a continuous improvement process that annually evaluates school quality, parent demand, and neighborhood needs. The process will be used to identify SRG reforms that have a positive impact on student performance and to recommend additional reform strategies based on data. In addition, GPISD administrators will be provided with intensive system-level training to support the SRG Leadership Team in planning meetings, to empower campus leaders to develop high quality family engagement events, and to lead district administrators in providing operational flexibility. **(4) Academic Supports**: Adams Middle School will offer AVID study labs during the school day. The program provides evidence based Writing, Inquiry, Collaboration and Reading (WICOR) curriculum and instructional strategies to improve student performance. Technology based intervention programs provided through the Student Success Initiative will provide tutorial lessons to improve Reading/ELA achievement, voice to text features and concept mapping capabilities to develop Writing abilities, and visual simulations of concepts and applications to develop Math calculation and problem solving abilities. Programs selected have been proven to positively impact student performance on campuses with similar student demographics. **(5) Social Supports:** AVID teachers will present Flippen Group *Teen Leadership* model lessons during the AVID study lab. The SRG will provide funding to send teachers to Flippen certification to instruct *Teen Leadership* lessons. The proven model develops social skills for students in grades 6 through 8 including taking personal responsibility, expressing themselves well, and making good decisions when problems arise. Research conducted by Texas A&M University indicates the program significantly improves pro-social interactions and significantly decreases discipline incidences. **(6) Family Engagement:** Family and community engagement is an important component for student success. AMS will utilize proven family engagement strategies published by the U.S. Department of Education Support Reform Network including: forming the SRG Leadership Team as a strong infrastructure that establishes students, parents, educators, and community members as reform advocates; using a variety of events and forums to proactively educate the community; utilizing surveys and focus groups to understand and address issues; and offering meaningful ways to participate such as serving as an adjunct instructor in elective courses. **(7) Highly qualified & certified staff:** AMS has adopted the Teacher Advancement Program (TAP) model for improving teacher professional practice. In the model, Mentor and Master Teachers are hired to work with Novice and Career Teachers to support strengths and diminish weaknesses. Educational research conducted in 2010, examined the effect of the TAP System on student achievement across 151 schools in 11 states. Results of the study indicate students in TAP schools outperformed students in comparison schools in Reading and Math. **(8) Ongoing, high-quality staff development:** The TAP professional development model provides training institutes in the summer and ongoing training, modeling, and coaching during weekly Cluster Group Meetings. This model will be expanded to include use of innovative technology tools and the 5E model of instruction during the SRG project. **Summary:** The use of evidence-based strategies will increase student academic achievement to prepare students for high school success and entrance into postsecondary education.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057910-041	Amendment # (for amendments only):

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

The Grand Prairie Independent School District (GPISD) Board of Trustees vision summarizes the strategic priority of the district: "We are a learning community vigorously pursuing student success." **Strategy for improving low-performing schools:** The 6 Plays of Grand Prairie ISD outline the strategic theory of action the district will use to improve student performance and achievement in low performing schools: (1). *Vertically and Horizontally Aligned Curriculum* will be employed to promote ongoing communication, enable customization of content, and to make connections within and across grade levels; (2) The *5E Model of Instruction* will be the foundation of instruction enabling students to engage, explore, explain, elaborate and evaluate learning; (3) *Data-driven Decisions* will be implemented to empower participants to collect appropriate data, analyze data in a meaningful fashion, disseminate information into the hands of people who need it, and to use the information to increase school efficiencies and improve student achievement; (4) *Relational Capacity* will be built to explore and expand classroom and campus relationships for greater student inclusion and performance; (5) *Intentional Leadership* will empower educators to bring innovation, increased student engagement and higher level performance of all grade levels; (6) The *Visit What You Value* priority will dedicate time, energy and effort to finding, increasing, and celebrating student achievement. **Strategy for increasing the number and percent of students in higher-rated schools:** Grand Prairie Independent School District (GPISD) is a fully open-enrollment district, offering 22 Schools of Choice and Programs of Choice throughout the district. Each school has been designed based on the needs of students and their families and the community. As a TEA designated District of Innovation, GPISD is afforded more local control over district operations in order to support innovation and local initiatives to improve educational outcomes for the benefit of students in the community. Schools of Choice are stand-alone schools that provide unique learning opportunities for students seeking a non-traditional educational experience. Five of the GPISD Schools of Choice are campus charters. Elementary Schools of Choice include two early education schools, two college preparatory campuses, three digital arts campuses, five STEM campuses, and 1 world language center. Secondary Schools of Choice include two Career and Technology Education campuses, two collegiate academies, one fine arts school, two leadership academies and three STEM campuses. In addition to Schools of Choice, Grand Prairie ISD has two IB campuses, Dickinson Elementary serves PK through 5th grade learners and Sally Moor College and Career Preparatory Academy serves PK through 8th grade students. Programs of Choice give students the opportunity to put their future college and career plans on the fast track. The focused coursework of each program is geared to help students secure licenses, certifications and even college credit before graduating from high school. In many instances students are able to secure careers immediately upon graduation. Programs of choice are designed for students who desire the setting of a traditional school atmosphere yet want to pursue more concentrated areas of study based on their own college and career interests. GPISD Programs of Choice include: tuition based Prekindergarten, International Baccalaureate (K-8), Junior Cadet Corps (6-8), Environmental Science and Technology (6-12), Aerospace Academy (9-12), Construction Management and Construction Technology (9-12), Early College High School (9-12), Education and Leadership Preparatory Academy (9-12), Firefighter Academy (9-12), Government and Public Administration (9-12), Landscape Design (9-12), Registered Nurse Academy (9-12), The Center for Law and Public Safety (9-12), the Center for Sports Medicine (9-12), and Veterinary Studies (9-12). The innovative system developed by Grand Prairie ISD has been successful in improving academic achievement and student progress, closing achievement gaps, and advancing postsecondary readiness. This results in a higher number of GPISD students being enrolled in higher-rated schools. In 2015-16, 100% of Grand Prairie ISD schools 'Met Standard'– the highest rating that can be earned from the Texas Education Agency. In addition, 23 GPISD schools received a total of 78 distinctions for the 2015-2016 school year. The state awards distinctions for achievement in multiple areas. Distinction designations are presented to campuses based on achievement on performance indicators compared to a group of 40 campuses of similar type, size and student demographics. **Summary:** The Adams Middle School Redesign Plan is a Program of Choice that utilizes each theory of action strategy to meet the GPISD vision of a community pursuing and achieving student success.

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

County-district number or vendor ID: 057910-041	Amendment # (for amendments only):

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

The Adams Middle School turnaround plan meets the unique needs of the campus. The Adams Campus Improvement Committee used the comprehensive needs assessment to determine the unique needs of the school and recommend priorities for reform. The priorities listed below are in the order written in the Campus Improvement Plan: *Vertically & Horizontally and Vertically Aligned Curriculum*: Our school is located in the Dallas-Ft. Worth (DFW) metroplex. According to Texas Workforce Commission data, technology occupations make up more than 44% of employment positions posted over the past three years. The technology-based DFW economy requires students to acquire postsecondary education or training to be competitive, successful, and earn an adequate income. Horizontally and vertically aligned curriculum will be developed to establish customized course sequences that span 6th through 8th grade. Four Academic Plans will be designed to align with the Texas Education Agency Business and Industry endorsement field. The course sequences will include core subject courses and technology-based elective courses in four fields of study: (a). Film and Video Production; (b). Animation and Motion; (c) Interactive Media and Game Development; and (d) Web Application Development. Students will enroll in each field of study based on interests and career plans. The redesign of the school instructional model meets the unique needs of our students. *Data-driven Decisions:* Each year AMS sends a survey to families to gain insight into creating better options to improve student engagement and achievement in school. Responses to the surveys indicate the majority of students and families are interested in technology applications and the digital arts. Each field of study will be developed to provide technology applications skills in a digital arts format. Based on the workforce needs of our region and the articulated interests of AMS families, transforming the campus into a Technology and Digital arts Program of Choice campus will meet the interests of stakeholders. Data-driven decisions will enable educators to analyze student academic and interest data, design course sequences that include core courses and electives tied to student interests and strengths, and enroll students in cohorts that meet academic and personal goals. **The *5E Model of Instruction:*** It is commonly believed that today's schools must prepare students to take on jobs that do not exist using technologies that have not yet been invented in order to solve 21st century problems that have not yet emerged. The 5E model will be used to provide a new approach to curriculum and instruction that promotes critical thinking and problem solving capabilities. Through project based lessons, students will develop 5E strategies to engage, explore, explain, elaborate and evaluate course content. Each 5E phase of instruction has a specific function and contributes to the student's ability to understand, apply, and create new knowledge and skills. Project based, technology infused lessons using the 5E model of instruction will fit the unique needs of AMS students as they apply learning strategies to meet the needs of a highly technical workplace. *Relational Capacity:* 21st century workforce skills include developing the ability to work as a team to solve problems. Relational capacity will be built to provide a positive working relationship between educators and students who trust one another and work together to meet academic and personal goals. The highly technical lessons designed using the 5E project-based method will empower teachers and students to act as peer learners. The skills used in class will enable students to use problem solving and teambuilding skills to find success in high school, college, and the workplace. *Intentional Leadership*: The redesign of a school into a Program of Choice is a difficult task which involves continuous monitoring and evaluation of reform strategies to make timely changes to timelines and activities. Intentional leadership will empower students, parents, and educators to bring innovation, increased student engagement and higher level performance of all grade levels. The campus principal was hired in December of 2015 based on the administrator's vision for school redesign and commitment to turnaround the school. Technical assistance from the TEA System of Great Schools Network will support the new leader and the SRG Leadership Team in leading and transforming the school, empowering families to participate in academic decisions, and focusing district staff on high leverage oversight, innovation, and support. **Summary**: The Adams Middle School comprehensive needs assessment indicates students do not feel there is a connection between their performance in middle school, high school graduation, and a future career. The turnaround model proposed will engage learners in meaningful learning designed to engage students in meaningful learning leading to improved student performance and achievement.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 057910-041	Amendment # (for amendments only):

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

☐ Restart

☒ Turnaround

☐ Closure/Consolidation

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

The *Turnaround Model* was selected as the best fit redesign model for Adams Middle School (AMS): **District Capacity:** Grand Prairie ISD has a dedicated, senior staff member, the Deputy Superintendent of Innovation & School Improvement who has overseen the redesign of 22 district campuses into choice schools. In addition, the administrator has successfully directed numerous TEA school improvement grant awards. The administrator supervises five staff members employed to support and hold accountable the SRG Leadership Team in implementing effective school reform. **Community Engagement:** Adams Middle School has a need to develop a communication infrastruction to provide Program of Choice information, gather input from the school and community, and recruit business partners to participate in the initiative. Communication with the community is an important reform component in a district that has multiple Program of Choice campuses. It is crucial that families understand the school model well enough to select the AMS Technology and Digital arts Program of Choice during the *GPISD Experience* event held in the spring of 2018. In addition, it will be important to gather input from the community concerning the Program of Choice fields of study and course offerings to enable the SRG Leadership Team to pro-actively respond to programming issues. This communication will assist the school to recruit local business partners to participate in designing content for elective courses and to provide opportunities for students to tour local industries that utilize Techology and Digital Arts to conduct business. **Education Plan:** Redesigning the education plan is an necessary turnaround component based on surveys indicating students do not understand the relationship between school and their future. To improve student engagement, Academic Plans will be designed in four Technology and Digital Arts fields of study that are linked to DFW occupations. AVID study labs will be scheduled in the school day to improve student achievement in Reading and Math and other core subjects. The Flippen Group *Teen Leadership* lessons will be taught to provide social support that develop critical skills for students including taking personal responsibility and making good decisions when problems arise. Improved use of data will be achieved by using Great Schools portfolio review strategies to implement a continuous improvement process that annually evaluates school quality, parent demand, and neighborhood needs. The Teacher Advancement Program model will be used to provide ongoing high quality training and coaching for campus staff when data indicates intervention is required. **Talent Plan:** This turnaround component is essential to school success as a Technology and Digital Arts Program of Choice. The campus will recruit and retain certified teachers who are not only highly qualified to teach technical elective courses, but also who have the ingenuity to work in the innovative school atmosphere. The campus will develop recruitment and retention strategies based on National Institute for Excellence in Teaching (NIET) recommendations. Teachers will receive a stipend upon signing a contract to teach at AMS. The teachers will have weekly professional development and support during TAP Cluster Meetings in using the 5E instructional model and innovative technology tools. Two staff members will be hired to support implementation of technology infused lessons, an Instructional Technology Coach, and a Technology Support technician. **Evidenced-based Interventions:** The turnaround model will utilize WICOR curriculum and instructional strategies taught during AVID study lab to provide evidence based academic support. In addition, students will have access to research-based Reading and Math intervention programs provided by the TEA Student Success Initiative. Based on individual needs, students will be able to check out a personal computer during AVID to extend learning to the home. **Performance Management:** GPISD will set student performance, student progress, school climate, student engagement, and student access measures for the school redesign partner in a contract. Portfolio review will be conducted to evaluate performance. TAP peer observations and T-TESS evaluations will be used to evaluate educator performance. **Summary:** Each component of the *Turnaround Model* will focus the campus on meeting AMS priorities for redesigning the school to improve student performance and achievement.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 057910-041	Amendment # (for amendments only):

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

☒ Phase-in Redesign

☐ Whole-School Redesign

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

The Campus Improvement Committee selected the *Phase-in Redesign* model. The
The implementation of the turnaround redesign will be phased into 6th grade during year 1 and into 7th grade during the second year of the School Redesign Grant. After the grant period ends, the new model will be phased into 8th grade. At the end of the third year, the original campus will be completely replaced by the new model.
Year 1 Implementation in 6th Grade: In Year 1 of the School Redesign Grant (SRG), 6th grade students will be introduced to Career Exploration lessons during AVID study lab. The lessons will focus on an in-depth assessment of their character to build self-esteem, social skills, and good citizenship traits. The course will include a personal career search to introduce students to During the initial year, campus educators will work with the SRG Instructional Technology staff member, ESC Region 10 consultants, and other highly qualified experts recommended by the SRG Leadership Team to design an Academic Plan for each field of study offered in the Technology and Digital arts Program of Choice - Film and Video Production, Animation and Motion Graphics, Interactive Media and Game Development, and Web-based Application Development. At the same time, district and campus facilities administrators will plan the restructuring of the middle school campus into four "departments" that mimic a college campus. Each department will provide a separate group of classrooms for one field of study. One classroom in each of the four departments will be converted into a high-tech computer lab. The lab will be filled with state-of-the art technologies to empower students to use electronic tools to engage in, explore, explain, elaborate and evaluate project based lessons in their chosen field of study. During the second semester of Year 1, the campus will hold Career Events to introduce families to each field of study and the associated Academic Plan. Families will be invited to attend forums to discuss the new Program of Choice including the new campus structure and the four Academic Plans. The forums will empower students and parents to ask questions, state concerns and convey enthusiasm about the reform initiative. All stakeholder input will be addressed by the SRG Leadership Team through additional forum meetings and website posts. In February of 2018, the district will hold the GPISD Experience. At the event, all families will be provided with additional information about the Technology and Digital arts Program of Choice and will be given instructions and support in accessing enrollment documents on the district website. Families that do not want to be part of the AMS Program of Choice will given the option to enroll in another district campus.
Year 2 Implementation in 7th Grade: In the second year, as sixth graders transition to 7th grade, they will be enrolled in a cohort based on their chosen field of study. Each student will take the appropriate 7th grade core courses. Each field of study will have recommended core course offerings for each subject area. In addition, students in each field of study will be enrolled in a Physical Education course, a Digital arts elective, and 1 Technology elective course that provide Technology Applications unweighted high school credit:
   a. Film and Video Production – Radio Broadcasting 1 (N1300991)
   b. Animation and Motion Graphics- Digital Design and Media Production (03580400)
   c. Interactive Media and Game Development – Game Programming and Design 1 (N1300993)
   d. Web-based Application Development- 146084 Synergistic Technology
During the 7th grade each student will attend AVID study lab. The course will be held in a computer lab to include Writing, Inquiry, Collaboration and Reading (WICR), Teen Leadership course content, and access to Reading and Math intervention programs.
Summary: Students will transition to grade 8 in the third year of the reform initiative. Students will continue specialized Academic Plans to be ready to transition into a choice program such as Dubinski Career High School or one of the Grand Prairie early college high schools. Use of the Phase-in model will ensure each component of the turnaround program is implemented with fidelity. Implementation of the program will ensure each AMS student leaves the school ready to succeed in school and life.

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

County-district number or vendor ID: 057910-041	Amendment # (for amendments only):

TEA Program Requirement 5a: Select the designated school redesign operational flexibility plan. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Alternative Management

☐ Campus Charter

☒ District of Innovation

☐ Applicant Assurance

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

Grand Prairie ISD has been successful in establishing fourteen Programs of Choice in district schools. Programs of choice are designed for students who desire the setting of a traditional school atmosphere yet want to pursue more concentrated areas of study based on their own college and career interests. Each campus gives students the opportunity to put their future college and career plans on the fast track. The focused coursework of each program is geared to help students prepare for high school and college success, secure industry credentials, or earn postsecondary credit before graduating from high school. In many instances students are able to secure careers immediately upon graduation. The district implements these innovative programs by providing operational flexibility to the campuses. As principals request innovative systems of staffing, budgeting, scheduling, the district makes changes in local systems and processes to support and extend the program. In 2017, Grand Prairie was awarded District of Innovation. In the application, the district specifically requested exemptions for teacher certification. GPISD asked for exemption from TEC 21.003 which requires that a person may not be employed as a teacher by a district unless the person holds an appropriate certification or permit issued by the appropriate state agency. This statutory certification requirement inhibits the District's ability to hire professionals with industry experience to teach Career and Technical Education (CTE) and STEM Courses. The district requested to be allowed to utilize local qualifications to recruit teachers from the field, including individuals from certain trades and/or vocations with industry knowledge and real world experience. The district guidelines for recruitment and hiring specified in the application include:
1. The District will establish Local Criteria, such as years of experience, qualifications, and industry certifications, to qualify for a local (district) teaching certificate.
2. Principals, along with the CTE department, will submit candidates to the Superintendent with credentials. The Superintendent will determine whether it is in the best interest of the district to certify the individual. The Superintendent will notify the Board prior to beginning employment.

Based on the content of elective courses in the Technology and Digital arts Program of Choice at Adams Middle School, it may be necessary for the principal to hire instructors with specific technical or digital arts skills. In addition, the campus is requesting staff positions for an Instructional Technology support person and a Technician. The District of Innovation exemption requested by GPISD will provide the operational flexibility to hire appropriate campus staff.

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

County-district number or vendor ID: 057910-041	Amendment # (for amendments only):

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

☐ Planning and Implementation

☒ Implementation Only

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

The Campus Improvement Committee selected the 'implementation only' redesign model. The Campus Improvement Committee has developed a solid foundation for school reform during the spring and summer of 2017. The School Redesign Grant Team will work with the technical assistance partner to implement and evaluate the innovative turnaround model. **District capacity**: Grand Prairie ISD administrators will work with the Adams Middle School (AMS) Principal and SRG Grant Manager to support redesign of the campus into a Program of Choice. District leaders working with the TEA Division of System Support and Innovation (DSSI) Great Schools Cohort 1 initiative will collaborate with the campus to provide support including a list of technical assistance providers from DSSI Technical Assistance Network. The district will include AMS Program of Choice components in subsequent GPISD District of Innovation applications as changes are needed based on redesign. **Community Engagement:** In August, the SRG Grant Manager and AMS Principal will lead the SRG Leadership Team to review each component of the grant to determine goals for student academic growth and achievement, objectives, Critical Success Factors, milestones, action steps and expected outcomes. The SRG Grant Manager will use the information to develop a *SRG Blueprint* and *Calendar of Events*. The blueprint will be used to implement and manage the grant program including identifying qualifications for and hiring a technical assistance partner. During the first year, the SRG Leadership Team will develop the framework for full implementation including establishing hiring priorities, professional development topics and providers, instructional technology and classroom materials, and evaluation tools. The team will also be responsible for creating the public relations materials used to introduce the Program of Choice to campus families and to district families during the GPISD Experience event. During the second year, the SRG Grant Manager will provide all team members with a thorough understanding of nine week test results and portfolio review data, longitudinal data trends, and the implications of these trends. The team will use the information to revise Critical Success Factors, milestones, and action steps. The AMS Principal will provide a report to the Deputy Superintendent for Innovation and School Improvement after each quarterly meeting. **Education Plan:** In the first year, it will be important for teachers to attend planning meetings to develop Academic Plans for each field of study. Teachers and leaders will select the field of study they will be assigned to based on subject taught, interests, and experience in technology use. During planning meetings, consultants from ESC Region 10 will work with AMS teachers to select course topics and equipment to be used in the elective courses for each field of study. During the second semester of the year, a Master Reading and a Master Math teacher will train AMS educators in the use of innovative technologies in their chosen field of study and in the use of the 5E model of instruction. Training will be held during weekly Cluster Meetings. **Talent Plan:** An Instructional Technology staff member and a Technician will be hired during the first year of implementation to provide support for planning and implementation. As the Academic Plans are developed, the Principal will work with GPISD administrators to develop a campus staffing plan. The plan will identify AMS staff positions needed to instruct in core and elective courses. The administrators will work together to relocate staff who no longer have a position at AMS due to changes in the Academic Plans to openings at other GPISD campuses. In addition, during the second semester of Year 1, the SRG Leadership Team will recruit community members to assist in the development of elective course content, to instruct in elective courses, and to provide opportunities for student tours. **Evidenced-based Interventions:** During the initial year, the campus will purchase personal computers to provide student access to technology-based Reading and Math intervention programs in AVID labs and at home. Beginning in the second semester of Year 1, computers will be checked out to struggling students to access interventions at home. **Performance Management:** The SRG blueprint will be used to design portfolio review of the grant during Year 1 and to conduct reviews during Year 2 of the project. TAP peer observations and T-TESS evalutions will be conducted both years. **Summary**: Phase-in implementation will empower the school to develop a solid foundation for redesign in year one and implement with fidelity in year two of the SRG.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 057910-041	Amendment # (for amendments only):

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

The Grand Prairie ISD District Improvement Committee researched the qualifications of the Texas Education Agency Division of System Support and Innovation (DSSI) when the application to apply to be part of Cohort 1 in the Great Schools Technical Assistance Network was released in the spring of 2017 when the Great Schools. At that time, the Adams Middle School Campus Improvement Committee was included in the review of the initiative because the campus is a Priority Campus. After a thorough review, the teams recommended applying to the initiative and was awarded the grant. The network supports schools in using evidence based strategies to explore system level innovation and problem solving including supporting educators to design and lead high-quality schools; empowering families with high-quality options for engaging in campus programs and events; and focusing the school and district offices on high leverage oversight, innovation, and support activities. The System of Great School utilizes six levers to reform existing systems during campus transformation. The Adams Middle School Campus Improvement Committee will review the qualifications of executive advisors from the technical assistance network to select a consultant to assist in three levers that have been identified as priorities for the campus turnaround initiative:

Lever 1: Establish and administer portfolio review and planning processes – The School Redesign Grant Blueprint outlines goals, objectives, milestones, action steps, and expected outcomes of the grant project. The DSSI executive advisor will work with the SRG Leadership Team to analyze data including school performance, neighborhood needs, and parent demand. This information will be used to review and revise action steps on the SRG Blueprint. The revised SRG Blueprint will serve as the 2 year implementation plan for the grant pilot. The DSSI executive advisor will guide the team in using portfolio review to continuously monitor project and student level data. The consultant will provide training in using data to analyze problems, establishing action steps to bring about change, supporting the reform process in the school and in the community, and conducting ongoing monitoring of progress. The SRG Grant Manager will work with the SRG Leadership Team to integrate school portfolio review into quarterly planning processes.

Lever 3: Help families understand and navigate their program choices – Adams Middle School is one of the oldest schools in Grand Prairie. Proactive community engagement is a priority if the district is to be successful in transforming the established campus into a Technology and Digital arts Program of Choice school. The DSSI executive advisor will work with district and campus educators to build and launch a communication infrastructure that uses parent meetings, website posts, community forums, and email blasts to introduce the turnaround initiative. Families in the Adams Middle School boundaries typically consist of 30-year olds with both parents working. There is a need to change the campus mindset from parent involvement to parent and family engagement. The campus needs to implement effective ways to stay connected with parents and the community. The DSSI executive advisor selected will be an expert in family and community engagement to assist in developing and implementing the school's engagement strategy.

Lever 4: Reimagine central service offerings to support school-based decision making: At this time, GPISD employs an Area Superintendent whose primary role is to support and address specific needs of each campus, with special emphasis on the Adams Middle School because of the Priority School designation. Central Office Weekly Clearinghouse meetings are held to discuss, share, and work as a team on needs of area campuses. Superintendent Council meetings are held to focus on student achievement strategies developed for campus and district departments and the budget, data, staffing, safety, and program evaluations needed to support campus efforts. In addition, monthly GPISD Leadership team meetings are held with campus leaders and campus visits are conducted to provide feedback to principals. The DSSI executive advisor will work with the district to review and revise the existing structure and processes of district offices to maximize support of the proposed AMS Program of Choice. The DSSI consultant will work with district leaders to create and schedule professional learning for district administrators, principals, assistant principals, and teachers in use of restructured systsems.

Summary: School improvement is a complex process. In persistently low performing campuses, it may take up to three years to meet state and federal accountability goals. Participation in the System of Great Schools, Cohort 1 program will serve as the basis of the continuous improvement process to turnaround our campus into a Technology and Digital arts Program of Choice campus that improves the student achievement of students to ensure they find success in their chosen field of study, graduate from high school, and are prepared for postsecondary success and a bright future.

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

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

Campus Principal: Turnaround leaders differ from standard campus administrators. According to research conducted by the Center on Innovation and Improvement, effective reform leaders have an entrepreneur-style drive for results and a high influence competency inside the campus and outside of the school walls. The educational research project, authorized by the U.S. Department of Education, was conducted to focus on recruitment and selection of high-capacity leaders for turnaround reform initiatives. Findings of the research include a list of qualities leaders of an effective turnaround reform initiative must possess:

1. A strong desire to achieve outstanding results and the understanding of task-oriented actions required for success;
2. The ability to motivate others and influence their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone, but instead must rely on the work of others;
3. Problem Solving abilities to lead teams in analyzing data to make decisions that ensure a strong connection between school learning goals and classroom activities, and the ability to lead the team in making logical data informed plans that can be followed; and
4. Confidence to lead in a committed and self-assured manner that focuses on the vision and mission of the campus despite the barrage of personal and professional attacks common during turnarounds; and

In December of 2015, Grand Prairie ISD hired a Principal for Adams Middle School that meets and exceeds the qualifications cited by educational research. He is an exemplary human being, educator, and leader whose vision for Adams Middle School reform has prompted the proposed application to the School Redesign Grant Pilot.

Leadership Team: The Campus Improvement Committee has been restructured over the past 18 months based on the Program of Choice vision for reform. The committee now includes:

✓ Students of Adams Middle School from various backgrounds;
✓ Parents with high regard for the campus and with parents who have voiced concerns over the past year;
✓ Community members who are participants in Digital arts programs in our community;
✓ Community members who are employees of technology based businesses; and
✓ Business leaders who have connections to high-tech industries;

The AMS Campus Improvement Committee, with assistance from the Great Schools executive advisor will recruit additional team members for membership in the School Redesign Grant Leadership Team. The System of Great Schools technical assistance will provide professional development for the SRG Leadership Team to develop reform leadership capabilities in four key areas; (a) Analyze data and problem solve, (b) Drive for results, (c) Support of the reform initiative strategies inside the school and in the community; and (d) Measure and report continuously. The recruitment of talent from the community combined with strategic training in evidence based leadership strategies will result in a high quality leadership team.

District Leadership Team: The district has appointed the Deputy Superintendent for Innovation and School Improvement to oversee the creation and work of a Great Schools Advisory Team. The team formed will work under the tutelage of the System of Great Schools Cohort 1 Technical Assistance Network to develop systems and processes to effectively implement the Adams Middle School SRG reform initiative.

Summary: The ultimate goal of the reform of Adams Middle School into a Technology and Digital arts Program of Choice is to improve student achievement in Reading/Language Arts and Mathematics so that our learners find success in school and a future career. The AMS Principal, Campus Improvement Committee, and GPISD Great Schools Advisory Team possess the qualities and experience to implement the project and to hold the school accountable for meeting, or being on track to meet, SRG goals annually.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057910-041	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: 057910-041		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 GED 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: 057910-041	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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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: 057910-041	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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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 GED 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	Teachers	Others
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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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	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			

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