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.
	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 2017 JUL 11 PM 3: 42 TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	West Handley #105		Amendment #
Fort Worth ISD	220905			NA
Vendor ID #	ESC Region #			DUNS #
75-600163	11			073177776
Mailing address			City	State / ZIP Code
100 N University Drive			Fort Worth	TX / 76107-1360

Primary Contact

First name	M.I.	Last name	Title
Tracy	L	Marshall	Executive Director, Grants
Telephone #	Email address		FAX #
817.814.2281	tracy.marshall@fwisd.org		817.814.2285

Secondary Contact

First name	M.I.	Last name	Title
Karen		Molinar	Chief of Elementary Schools
Telephone #	Email address		FAX #
817.814.2341	karen.molinar@fwisd.org		817.814.2285

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
Elsie		Schiro	Chief Financial Officer
Telephone #	Email address		FAX #
817.814.2281	tracy.marshall@fwisd.org		817.814.2285

Signature (blue ink preferred)   Date signed
(signature) 6/27/17

Only the legally responsible party may sign this application.

701-17-101-012

Schedule #1—General Information

County-district number or vendor ID: 220905	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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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 220905	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: 220905	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 220905	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.

West Handley Elementary School is a PreK-5th Grade campus located on the east side of Fort Worth. The school is part of the Eastern Hills school pyramid and is located within the 76112 zip code for which U.S. Census data reports a median household income of $24,470 and 40% of the residents living below the poverty line. The campus is currently a **Priority Campus** and is rated by the state of Texas as **IR-2**. The principal and assistant principal both served their first year as principals at this campus. There are 665 students enrolled this year and including 62% Hispanic, 33% African American, and 5% White/other and nearly 90% are economically disadvantaged (FWISD Enrollment System, 6-2-2017).

Under new school leadership this year 42% met STAAR standards in all subject areas. In analyzing all the data and conducting a root cause analysis, all indicators point to a lack of effective leadership in the past as the primary reason for poor academic student performance at West Handley.

West Handley's *Redesign Partner supported Turnaround Plan*, **West Handley One Tribe**, is to align all instructional practices to focus on the improvement of students' reading, writing, mathematics, and science outcomes combined with a comprehensive social emotional learning approach to address the high trauma levels of West Handley students and families. In order to improve leadership effectiveness to lead this effort, West Handley staff will create and implement evidence-based **strategies** during implementation to:
- Improve monitoring techniques and provides feedback on Tier 1 instruction
- Use instructional specialists and teacher leaders to improve teaching quality
- Plan for Professional Learning Communities (PLCs) to analyze student work, increase teacher collaboration, and use data to drive instruction
- Align professional learning to the academic and instructional needs of the teachers
- Make provisions for professional learning opportunities for all leaders at the campus
- Provide additional social emotional support for teachers, students and families including use of Positive Behavior Interventions Systems and improved responses to intervention at the student and small group level
- Engage families in before, after school and extended year planning in support of their children's education
- Partner with Teaching Trust as external redesign partner

Figure 1: West Handley planning retreat

Each year, he goals of the project are to:
- Increase teacher and student attendance
- Increase positive staff responses on campus survey
- Increase positive student responses to campus survey
- Decrease disciplinary referrals
- Improve Reading and Writing Assessments (STAAR-Year 3)
- Exit Improvement Required status by 2019 – See Evaluation Plan for complete list of indicators of accomplishments

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 220905	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.
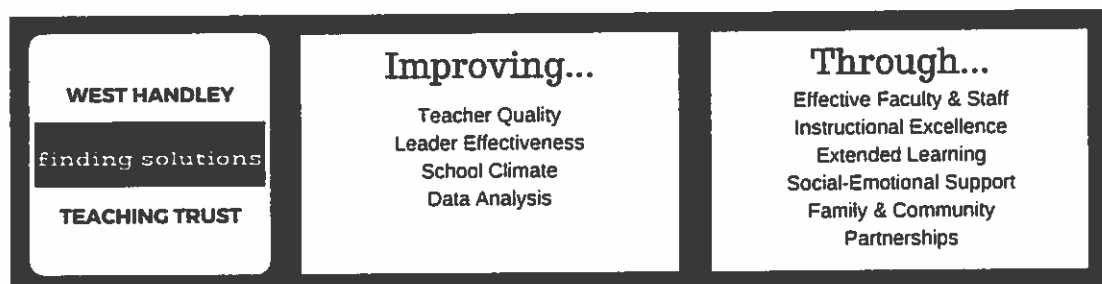
Planning will be conducted to **phase-in the implementation design plan** impacting initially Grades K-2, with a focus on improving literacy rates and to ensure that all students at West Handley get the extra support and time. To address high trauma rates reported by students, enhanced social emotional learning support is included in the action plan. Students need be able to focus on learning and reading at a college-ready pace by 3rd grade. This includes efforts to make sure children enrolling in kindergarten at West Handley are ready to learn.

Fort Worth ISD approved **District of Innovation Plan** began on March 21, 2017, and ends on March 21, 2022. When the state moved from mandating the number of days of instruction to a number of minutes, FWISD took the opportunity to revisit the school calendar and to look at what would be best for students and staff in achieving the goals of the District. This resulted in a calendar that allowed for a more targeted approach to professional learning and provided for strategic breaks for staff and students that is believed to help with the overall well-being of both, while also providing for extended family time throughout the year.

West Handley leadership team has selected **Teaching Trust** as the external redesign partner. The school leadership model, designed by Teaching Trust, support campus teams in setting goals and leading an aspirational school culture, and building instructional planning systems and practices that lead to significant, sustained academic gains. Teaching Trust is getting results with 72% of schools led by Teaching Trust leaders closing the gap faster than peer schools. The five components supporting FWISD's vision to improve our lowest performing school includes strategies and activities for a school education plan, a culture plan, and talent plan:

- **Effective principals and teachers** (strategic staffing with financial incentives, professional commitment for learning, emphasis on mission, continuous improvement, additional support)
- **Instructional excellence** (effective instruction, teaching mastery focused on students, data driven planning, PLCs, professional individualized growth)
- **Extended learning** (extra time embedded in schedule for Literacy and Math, extended day, breakfast, lunch and dinner served, extended bus transportation routes)
- **Social-emotional support** (positive relationships, celebration of student success, restorative discipline)
- **Family and community partnerships** (increase communication, new partnerships, parent-student compacts)

The new **Fort Worth ISD Learning Model** includes shared-ownership, leadership, and collaboration at the campus-level to allow students to be challenged, to research and create, to communicate their learning and to reflect and grow. West Handley leadership team will learn more about the learning model during the planning period, attend information sessions and professional learning, and develop a plan for implementing the new model in 2018. Staffing is number one on the list of priorities related to the redesign model. The West Handley principal must recruit and retain a flexible, confident group of educators to guide students through this new remarkable learning environment. The teachers must be experts in their subject matter, have strong grasps of emerging technology, be advocates for students, and have mindsets of lifelong learners. Teachers must not only have high expectations of student outcomes, but also be accomplished in offering high levels of support and help. FWISD plans to offer incentives to attract the highest quality teachers to this low performing campus.

WEST HANDLEY finding solutions **TEACHING TRUST**	Improving... Teacher Quality Leader Effectiveness School Climate Data Analysis	Through... Effective Faculty & Staff Instructional Excellence Extended Learning Social-Emotional Support Family & Community Partnerships

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	**Schedule #6—Program Budget Summary**
	County-district number or vendor ID: 220905		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	$296,800	$296,800		$593,600
Schedule #8	Professional and Contracted Services (6200)	6200	$150,000	$150,000	$	$300,000
Schedule #9	Supplies and Materials (6300)	6300	$125,486	$125,00	$	$250,486
Schedule #10	Other Operating Costs (6400)	6400	$42,000	$42,000	$	$84,000
Schedule #11	Capital Outlay (6600)	6600	$100,000	$100,486	$	$200,486
	Consolidate Administrative Funds				☐ Yes ☒ No	
	Total direct costs:		$	$	$	$
	Percentage% indirect costs (see note):		35,714	$35,714	$	$71,428
	Grand total of budgeted costs (add all entries in each column):		**$750,000**	**$750,000**	**$**	**$1,500,000**

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

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

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 220905		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	1		$65,000	$65,000	$130,000
6 Teacher facilitator			$	$	$
7 Teacher supervisor			$	$	$
8 Secretary/administrative assistant			$	$	$
9 Data entry clerk		1	$25,000	$25,000	$50,000
10 Grant accountant/bookkeeper (PDS)					
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 Project Development Specialist (Grants)		1	$15,000	$15,000	$30,000
22 Title			$	$	$
23 Title			$	$	$
24	Subtotal employee costs:			$105,000	$210,000
Substitute, Extra-Duty Pay, Benefits Costs					
25 6112 Substitute pay			$60,000	$60,000	$120,000
26 6119 Professional staff extra-duty pay			$75,000	$75,000	$150,000
27 6121 Support staff extra-duty pay			$25,000	$25,000	$50,000

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28	6140	Employee benefits	$31,800	$31,800	$63,600
29	61XX	Tuition remission (IHEs only)			
30		Subtotal substitute, extra-duty, benefits costs	$191,800	$191,800$	$383,600$
31		**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**	**$296,800**	**$296,800**	**$593,600**

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: 220905 | 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	Evaluation Grant Services	$25,000	$25,000	$50,000
2	Contract with External Providers (Teaching Trust, etc)	$75,000	$75,000	$150,000
3	Contract for Professional Learning (Niehaus and other ELA)	$50,000	$50,000	$100,000
4		$	$	$
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:	$	$	$
	(Sum of lines a, b, and c) Grand total	$150,000	$150,000	$300,000

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

Schedule #9—Supplies and Materials (6300)				
County-District Number or Vendor ID: 220905		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:	$125,486	$125,000	$250,486
	Grand total:	$125,486	$125,000	$250,486

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: 220905		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.	$20,000	$20,000	$40,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose: career and college visits	$4,000	$4,000	$8,000
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:	$18,000	$18,000	$36,000
	Grand total:	**$42,000**	**$42,000**	**$84,000**

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

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

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	Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 220905				Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Planning Cost	Implementation Cost	Total Budgeted Cost
6669—Library Books and Media (capitalized and controlled by library)						
1	Fiction and nonfiction, Spanish titles	N/A	N/A	$	$50,486	$50,486
66XX—Computing Devices, capitalized						
2			$	$	$	$
3			$	$	$	$
4			$	$	$	$
5			$	$	$	$
6			$	$	$	$
7			$	$	$	$
8			$	$	$	$
9			$	$	$	$
10			$	$	$	$
11			$	$	$	$
66XX—Software, capitalized						
12			$	$	$	$
13			$	$	$	$
14			$	$	$	$
15			$	$	$	$
16			$	$	$	$
17			$	$	$	$
18			$	$	$	$
66XX—Equipment, furniture, or vehicles						
19			$	$	$	$
20			$	$	$	$
21			$	$	$	$
22			$	$	$	$
23			$	$	$	$
24			$	$	$	$
25			$	$	$	$
26			$	$	$	$
27			$	$	$	$
28			$	$	$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)						
29	Creation of Lab in District Portable (moving and installation)			$100,000	$50,000	$150,000
			Grand total:	$100,000	$100,486	$200,486

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

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

County-district number or vendor ID: 220905	Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	595	89.5%	Source: FWISD Enrollment System, 6-2-97
Limited English proficient (LEP)	269	40.5%	
Disciplinary placements	0	0.0%	Source: FWISD Discipline Report, 6-13-2017
Attendance rate	NA	93.9%	Source: 2015-2016 TAPR Campus Report, 6-13-2017
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
71	93	95	107	99	113	87								665

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 220905	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 processes, 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.

FWISD has adopted the Texas Accountability Intervention System (TAIS) for both the district level Comprehensive Needs Assessment (CNA) and the campus-based CNA process. The purpose of the CNA is to examine multiple sources of data to identify the priority needs and direction for the school. When conducted thoroughly, the CNA tool provides West Handley staff and Fort Worth ISD leadership with identified strengths and weaknesses and specifies priorities for addressing student achievement and meeting challenging academic and performance standards. Conducting a CNA is a process, not an event. West Handley staff used the CNA tool to focus on several areas: demographics; student achievement; school culture and climate; staff quality, recruitment and retention; curriculum, instruction and assessment; family and community involvement; school organizations; and technology.

In this model, staff members organize into teams to focus on gathering data for their assigned category area. The teams are comprised of members that are required under Federal guidelines to carry out the campus plan: parents and other members of the community, teachers, principals, administrators, and technical assistant providers. The school profile begins with collecting baseline information so the teams can identify "statements of need" for each respective area. Once the data is reviewed by each team, members may determine whether additional data should be collected and analyzed. By using multiple data sources to compare the data, priority needs should emerge to support informed decisions for continuous improvement, the development of the campus education improvement plan, and justify decisions regarding how federal funds will be used to ensure that all students meet challenging academic and performance standards. The steps are:

1. Review the purpose and outcomes of for conducting the CNA
2. Establish teams for each area of the CNA
3. Determine which types of data will be collected and analyzed by the teams to develop the school profile
4. Determine areas of priority and summarize needs
5. Connect the CNA to the CEIP and review process

The staff at West Handley conducted the TAIS CNA involving staff, students, parents, their technical assistance provider and community partners. A PowerPoint presentation was used to explain how to conduct a CNA and what data sources could be used. Committees were formed on a volunteer basis and every committee had a minimum of three participants. The committees met numerous times to discuss their specific area of need. Action steps and strategies were considered and defined. Student demographic and assessment data were key data sources that the West Handley committees used to construct a local profile of needs at the school. The committees used numerous data sources including: Campus Snapshot data, PEIMS data, ADQ campus data packet, Attendance, Report cards, AEIS, TAPR, Value Added, A Community and Discovery Assessment conducted by a community partner, a children's health and planning survey conducted by Cook's Children's Hospital for the West Handley zip code, parent surveys, teacher and staff climate surveys, and student focus groups. Once all the committees had met and reviewed the data, the campus needs were determined and presented to the entire staff as a decision making source for the CEIP, and as a way of determining specific needs for this project.

This process informed the required Campus Turnaround Plan submitted to the Texas Education Agency earlier this year. The campus is designated 2nd Year IR and strategies and activities outlined in this proposal are coordinated with the Campus Turnaround Plan.

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Schedule #14—Management Plan

County-district number or vendor ID: 220905	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.	Principal	M.Ed Educational Leadership and Policy Studies, Previous elementary school teacher, promoted to Data Analyst, Assistant Principal while attending training in Aspiring Principal Program.
2.	Asst. Principal	Master's in Education Administration, Bilingual, prior Data Analyst experience, over 10 years teaching experience at the elementary level.
3.	Leadership Director	M. Ed Educational Leadership, 15 years of experience creating and maintaining stable and nurturing campus environments for teaching and learning so that all students receive high quality instruction. Experience with providing professional development and coaching, strong background in engaging family needs and concerns.
4.	Counselor	Master's degree, certification as Texas Counselor, over two years teaching experience, support students in developing basic life skills, provide small group interventions, engage students in personalized education, career interest and awareness and college readiness activities.
5.	Instructional Coaches	M.Ed. Curriculum and Instruction Design, 15 years of experience implementing instructional strategies including use of the FWISD Learning Model to engage students actively in learning, assist in developing and providing professional assistance in order to facilitate teacher mastery.

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.	Increase Teacher Quality	1.	Training from Reading and Writing Institute	01/30/2018	07/31/2019
		2.	Training Parent Advocating for Students Excellence	01/30/2018	07/31/2019
		3.	Training from Neuhaus Education Center	09/01/2017	07/31/2019
		4.	Use math solutions to deeper content knowledge	07/01/2018	07/31/2019
		5.	Use kinesthetic actions in all learning formats	07/01/2018	07/31/2019
2.	Increase Leadership Effectiveness	1.	Coaching by Executive Coach	09/01/2017	07/31/2019
		2.	Participate in UVA School Turnaround Program	01/30/2018	07/31/2019
		3.	Develop leaders at every level Teaching Trust	09/01/2017	07/31/2019
		4.	Training in project management including business	01/01/2018	07/31/2019
		5.	Stipends: certifications, advanced degrees, results	01/01/2018	07/31/2019
3.	Improve School Climate	1.	Visit transformational campus, gather learning	09/01/2017	07/31/2019
		2.	Contract w/social service providers, SEL strategies	01/01/2018	07/31/2019
		3.	Provide parents with training and support, Concilio	01/01/2018	07/31/2019
		4.	Analyze school climate data, quarterly	09/01/2017	07/31/2019
		5.	Add extended days, summer camps, more recess	01/01/2018	07/31/2019
4.	Improve Academic Performance	1.	Enhance science labs	01/01/2018	09/01/2018
		2.	Renovate and improve library media services	01/01/2018	11/1/2018
		3.	Training and use of FWISD Learning Model	09/01/2017	07/31/2019
		4.	Small group guided reading and writing	09/01/2017	05/31/2019
		5.	Individual student data, RtI, restorative justice	09/01/2017	07/31/2019
5.	Improve Data Analysis	1.	Participate in Solution Tree for PLCs	02/01/2018	07/31/2019
		2.	Use data system analysis, actionable data	01/01/2018	07/31/2019
		3.	Conduct stakeholder surveys, hold focus groups	01/01/2018	07/31/2019
		4.	Provide training to all leaders in using data	06/01/2018	07/31/2019
		5.	Use Career Cruising to analyze future options	09/01/2017	07/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 220905	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.

Based on evaluation findings, FWISD is committed to the sustainability of gains made through the School Redesign Pilot Grant program. In the past, the District has been successful in identifying funding sources to support the initial phases of the reform process. State and Federal grant funds have been key, and FWISD plans to continue to aggressively seek additional grant awards. The School Redesign Pilot Grant Management Team, facilitated by the Senior Officer of Grants and Development will lead the search for funding to support aspects of the project that require ongoing support. The Chief Academic Officer will ensure that research-based system reforms will continue to be implemented with fidelity after the grant ends. The primary aspect of this project that will ensure sustainability of reforms is that the activities and research models selected are based on building capacity for *systemic* progress and growth.

Additionally, West Handley has been careful to choose sustainable activities for implementation through the School Redesign Pilot program. Through its recruitment efforts, West Handley hopes to maintain a cadre of teachers trained in strategies that will remain at the campus for years to come. These strategies will be reviewed annually and shared with any new faculty members. Community and social service partnerships built through this project will be sustained beyond its ending date, and the work done now to build a strong parent involvement initiative will pay off indefinitely.

West Handley is participating in professional learning that is designed to build sustainable leadership capacity beyond the administrative team. A team of five persons was sent to Harvard through Raise Your Hand Texas to participate in the School Turnaround Institute, June 4-9, 2017. West Handley is continuing the work of increasing leadership capacity in administration and teacher leaders by partnering with Teaching Trust in the 2017-18 school year to learn best practices in creating a sustainable a leadership team comprised of principal, assistant principal, instructional specialist, and two teacher leaders.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 220905	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.	Quantitative Analysis: Student Achievement Data	1.	% improvement in Reading and Writing Assessments (STAAR-Year 3)
		2.	% of students engaging with reading software at recommended frequency
		3.	% of students showing positive growth from BOY to EOY (Smarty Ants)
2.	Stakeholder Surveys	1.	Improved / maintained positive perception of school leadership and climate
		2.	PLC Pulse Survey (6-Weeks) and Annual Survey
		3.	Decreased negative response to trauma -SCS Survey (TCU Partnership)
3.	Qualitative Focus Groups	1.	Teacher & Leadership Team Focus Group
		2.	Social-Emotional Support Team Focus Group
		3.	
4.	Quantitative Analysis: District Accountability Data	1.	Decreased instructional days missed due to out-of-school suspension
		2.	Decreased discipline referrals
		3.	Increased attendance rate among students with history of high absenteeism
5.	Observations & Portfolio Review	1.	Administrator Classroom Observation Rubrics
		2.	Lesson Plan review and Curriculum planning
		3.	Implementation and use of CareerCruising CCR platform (portfolio)

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.

Planning, implementation, and evaluation of project activities:
Planning and implementation will be monitored and data collected through meeting minutes, agenda, and documentation of process and product of grant activities. Both products and systemic processes will be implemented to transform the school. Student and staff engagement with the products and processes will be collected through qualitative data. These qualitative data will be catalogued and analyzed using Key-Words-in-Context (KWIC) approach. Patterns and trends will be reported quarterly.

Participatory involvement and Professional development activities:
Involvement in activities by community partners, parents, principals, teachers, and students will be gathered through surveys determining the extent of engagement and change in climate indicators. Additionally, participation and activity logs will be collected to determine level of participation. These data will be reported quarterly.
Provided services:
Data for provided services will be collected through the Budget Office, campus advisory committee meetings, and professional development logs. These data will be submitted to the campus advisory committee. The extent of product success will be assessed through focus groups and/or surveys. Quarterly feedback will be provided.

Curriculum and Instruction
The extent of curriculum and instructional transformation will be collected at the student level through the observation, local assessment/benchmark data meeting instructional objectives. Additionally, data such as learning minutes, training logs, attendance, and discipline referrals will be reported to the campus management team. Parent, student, principal, and teacher engagement will be collected through teacher, student, principal, and parent surveys. Together, these data will be used by the various campus groups and the advisory committee to evaluate the implementation of the grant and the improvement of student success. Recommendations and modifications:
Periodic feedback will be provided during monthly campus advisory meetings with each grant area being discussed at least quarterly. Recommendations and modifications will be reported and discussed during all meetings.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 220905	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.

West Handley Elementary School is a PreK-5th Grade campus located on the east side of Fort Worth, The school is part of the Eastern Hills school pyramid and is located within the 76112 zip code for which U.S. Census data reports a median household income of $24,470 and 40% of the residents living below the poverty line. The campus is currently a **Priority Campus** and is rated by the state of Texas as **IR-2.** The principal and assistant principal both served their first year as principals at this campus. There are 665 students enrolled this year and including 62% Hispanic, 33% African American, and 5% White/other and nearly 90% are economically disadvantaged (FWISD Enrollment System, 6-2-2017).

Teacher turnover at this school reached as high as 37% over the past five years. During the 2016-2017 school year, 13 new teachers were hired to fill the vacancies from the previous year. Accountability Summaries over the last 4 years reported that West Handley did not meet performance standards during 2012-2013 school year by failing to meet standard in Index 3 by 2 points. In 2013-14, the school met performance standards in all Indexes. In 2014-2015, they failed to meet standard in Indexes 1 and 4, but met standard Index 2 at 39/30 and 28/28 in Index 3. In 2015-2016, the school failed to meet standard in Indexes 1, 3, and 4 but met Index 2 with 33/32. Reading, math, writing, and science are all major academic concerns as reported by STAAR for the past three years. Last year, less than half of the students at West Handley met STAAR standards in all subjects.

Under new school leadership this year, 42% met STAAR standards in all subject areas. In analyzing all the data and conducting a root cause analysis, all indicators point to a lack of effective leadership as the primary reason for poor academic student performance at West Handley. Five principals have served at the school over the past five years, with two principals in the 2015-2016 school year. The outcomes indicate inconsistent implementation of the District's academic initiatives and inconsistent use of data to drive instruction. The result of poor principal effectiveness and continued leadership transition has led to inadequate monitoring and feedback of instructional delivery, lack of a clear vision and focus in expectations for teaching quality instruction, inconsistent professional development toward improvement, increases in teacher turnover and absences, and the lack of effective systems that lead to a student centered environment.

With the transition to a new leadership team at West Handley last year, school climate has improved dramatically in just a few months. Teacher Climate Survey responses related to principal effectiveness were extremely low in prior years. For example, only 40% agreed that *the principal at the school in advocating that all students are accountable for achieving high levels of performance in both academic and social learning.* Even more revealing was an extremely low 20% agreement score by the teachers to a question asking if the principal *uses the most effective teachers to instruct students at risk of failure.* In 2016-2017, under new school leadership, the teachers report much higher levels of satisfaction in all areas of school climate, exceeding district average for all questions. 91% of teachers reported that *school leadership encourages teachers to implement what they have learned in professional development.* In response to the question, *my school's improvement plan is used to actively guide campus professional learning,* 84% of teacher responses were in agreement.

With additional resources offered as part of the School Redesign Pilot, a full planning year, followed by a year for quality implementation of the best practices to support school turnaround, the students will reach academic standards by exceeding district averages in STAAR as well as other performance measures outlined in this proposal. The District plans to engage with a redesign partner, **Teaching Trust,** as well other agencies with a strong track record of improving student achievement and social supports with similar context to turn this campus around. Fort Worth ISD is a District of Innovation that plans to use operational flexibility to extend school days and the school year as part of this proposal with a Phase-in Design approach beginning in Kindergarten through 2nd grade.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 220905	Amendment # (for amendments only):

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.

The District will ensure that all grant funds, including Title 1 funds, are consistently monitored throughout the grant period. The monitoring will include, but not be limited to:
- Adhering to federal requirements: cost principles, audit, reporting requirements, etc.
- Monitoring of grant expenditures to ensure that they are properly documented and meet all allowable cost guidelines
- Implementing strategies to deter mitigate and eliminate waste and fraud in the expenditure of grant funds.

Grants and Development Department staff will be responsible for programmatic and evaluation compliance and the Accounting Department will be responsible for the financial compliance on all federal and state grants. The Leadership Team with support from the Grants and Development staff will work collaboratively to develop an action plan to ensure the federal grant goals are met. The oversight of grant activities and expenditures will include cost overruns or high unit costs and significant developments that may result in an inability to complete the grant activities. The district will maintain documentation to support all grant expenditures and provide the documentation upon request to the district's external auditors, granting agency or other oversight agency, as appropriate. The grant management team at the school will be supported by a Project Development Specialist from the Grants and Development Department who will provide technical assistance and support with regular grant management meetings to review all grant activities, reviewing major milestones and serving as a liaison to the granting agency for amendments, reporting, and ongoing communication about progress on grant goals. The district ensures it is in compliance with all provisions and assurances of all grant programs. In addition the district will comply with grants requirements such as supplement, not supplant, comparability, indirect cost, and maintenance of effort spending levels.

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.

At several of the lowest performing campuses, the District is currently collaborating with **Teaching Trust** to assist the district with developing leadership capacity by providing aspiring leaders with rigorous, practice-based program to prepare dedicated educators to be principals in urban schools. The school leadership model, designed by Teaching Trust, support campus teams in setting goals and leading an aspirational school culture, and building instructional planning systems and practices that lead to significant, sustained academic gains. In addition, Teaching Trust provides a one-year program, *Ed Fellows*, to support teachers to deepen their instructional competence, bolster their influence skills, and prepares teachers to take roles in leading teams at the department or grade level.

Based on the district's successful implementation of Focus, Priority, TTIP grants and others, the district will recruit appropriate vendors who are able to meet clearly articulated bid requirements and provide appropriate plans to meet timelines and milestones for implementation of the selected programs.

The FWISD, like all other school districts in the State of Texas, is governed by a state competitive bid law. The purpose and the intent of the competitive process are to help FWISD obtain the best value for goods and services by stimulating competition and providing a level playing field. Therefore, the majority of FWISD purchases for contracted services are done via competitive procurement. A sole source purchase can be made without the benefit of a competitive process when there are no other items available in the marketplace that have the same fit, form and function as the items being purchased. Quality vendors with a good track record of results will be selected to work with the school and district. All external providers selected for the project will enter into a partnership with FWISD to implement an already established, systematic plan for execution. Based on its experience, the provider should know what components of its services should receive the initial focus and how and when the other components will eventually be introduced. If the provider has modified its plans to fit the circumstances or preferences of this school, it still should have an overarching implementation strategy that is made clear to the school and the district at the beginning of the partnership.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 220905	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.

Any funding gap experienced by the District may be addressed through various methods by leveraging and reviewing funds from additional sources e.g., Title I funds, local budget, Special Education, and Compensatory

Basic framework provided with **grant funds** includes:	Activities, expenditures, and human resources used from **other fund sources** are associated with:	**Strategies and potential sources** include:
Personnel – Project coordinator, training pay, EDGAR clerk, tutors, project development specialist, substitute teachers **Professional Contracted Services** –Curriculum/ instructional programs, evaluation, external staff trainers, equipment installation, SEL, coaching, marketing **Supplies** –Supplies and materials are a crucial expense for program implementation. **Other Operating Costs** – Required grant travel, teacher training, incentives, membership fees, expanded transportation routes, library and science lab improvements	**Personnel** –Elementary School Leadership staff, Math and Science Administrative staff, Campus Admin, Eval Coord, Grants, Budget & Accounting staff **Professional/Contracted Services** – maintenance/repair of equipment, utilities, facilities, audit expenses **Supplies** – General supplies, current curriculum and program aids, reading materials, **Other Operating Costs** – Facilities, student snacks, student transportation **Capital Outlay** – Computer labs, copiers, phone system enhancements, furniture	Building collaboration with local businesses, community based organizations, and other institutions of higher education thus acquiring additional resources from collaborators. Conduct an extensive evaluation plan to help refine the program, thus identifying the activities that show merit and should be sustained. In-kind cost sharing from local funds. Coordination between funding sources e.g., state and federal compensatory and discretionary funded programs. Development of volunteer and mentoring base. Aggressive state and federal grant development efforts.

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.

Implementation of district policies can at times be restrictive to attempts to foster rapid and transformative developments. Understanding that the most effective strategies for achieving higher student achievement involve needs-based, integrated improvement planning, FWISD is committed to providing schools with **flexibility in implementation of practices that facilitate transformation**, including the coordination of goals and objectives with all the resources available, **the autonomy of budgeting and expenditures, and streamlining processes such as purchasing, travel and recruitment and hiring. Campuses in the School Redesign Pilot initiative will be given precedence in hiring practices of recruiting, hiring, and retaining turnaround staff and principals.** Evidence that this approach is working can be found in outcomes of TTIPS in which campuses have been successful in extending the number of school days and changing the start and end time to meet the needs of the students. Specific practices for review and implementation personalized for the needs of each campus include the use of Consolidated Resource Management strategies. The Management Team will use these tools to support school transformation with improved planning capabilities, especially integrating the schools' activities with all the funding resources available to the campus, providing an at-a-glance project tool that allows the Site Based Decision Making Team to regularly review the plan, funding sources and budget status. This greater emphasis on campus management will provide benefits far beyond the term of the grant, and result in true transformation of campus operations.

As an **integral part of consolidated resource management, transformation campuses will have greater autonomy in the use of budgets.** Principals have often been hampered in access to funds for activities implementation under the presumption that they cannot judge appropriate use of funds, particularly with Title I and other grant funds. With the use of consolidated management tools, and coordination support through the monthly grant management meetings with the campus team, the principals and campus decision-making team will receive guidance to build capacity and give the school the flexibility in the use of funds, with no prior or supervisor approval required for purchases up to $5,000.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 220905	Amendment # (for amendments only):

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

West Handley's turnaround design, **West Handley One Tribe,** will align all instructional practices to focus on the improvement of students' reading, writing, mathematics, and science outcomes, combined with a comprehensive social emotional learning approach to address the high trauma levels of West Handley students and families. In order to improve leadership effectiveness to lead this effort, West Handley staff will create and implement evidence-based **strategies** during implementation to:

- Improve monitoring techniques and provide feedback on Tier 1 instruction
- Use instructional specialists and teacher leaders to improve teaching quality
- Plan for Professional Learning Communities (PLCs) to analyze student work, increase teacher collaboration, and use data to drive instruction
- Align professional learning to the academic and instructional needs of the teachers
- Make provisions for professional learning opportunities for all leaders at the campus
- Provide additional social emotional support for teachers, students, and families including use of Positive Behavior Interventions Systems and improved responses to intervention at the student and small group level
- Engage families in before, after school, and extended year planning in support of their children's education

Specifically, the campus turnaround implementation plan includes **activities** to:

- Provide for weekly PLCs to communicate instructional and academic information, analyze data from benchmarks, review unit assessments and student work, and build teacher capacity and collaboration
- Revise class schedule to include 10 additional minutes per day for "specials" for intentional social emotional instruction and professional learning. During the planning phase options for extending year will be reviewed
- Monitor instructional delivery in classrooms by campus leadership team and provide feedback to teachers to make adjustments in instruction
- Conduct weekly conferences with teachers to provide feedback and next steps for continuous improvement related to instruction
- Widen transportation routes to retain students who otherwise would need to attend a different school due to high mobility rates
- Provide additional social emotional support for teachers, students and families with additional counseling staff and contracts with providers
- Provide instructional specialists and campus based instructional coaches to support teacher content and pedagogical knowledge, capacity and leadership skills in reading, writing, math and science.
- Enhance communication with families to inform them of assignments, school activities and other information by using a "Thursday Folder" that will consistently distribute information to families on a weekly basis.
- Use district and campus data to determine students' academic needs and response to intervention
- Schedule bi-monthly meetings with Curriculum and Instruction content specialists to discuss expectations for campus implementation during PLCs and model lessons.
- Schedule site visits with District staff during the implementation cycle for fidelity of expectations.
- Conduct teacher, parent and student surveys including focus groups to provide ongoing feedback and benchmark data
- Use district instructional team to support teachers, content specialist and PLCs including training on social emotional support from project partners and providers of student support services
- Conduct small group guided reading strategies during pull outs and extended day programming

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 220905	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.

Fort Worth school leaders are pushing an ambitious plan to five of the district's lowest performing campuses by redirecting local resources of nearly $4.5 million dollars. Mitchell Blvd. Elementary, John T. White Elementary, Como Elementary, Logan Elementary and Forest Oak Middle schools will become "Leadership Academies" when classes resume this fall. "These students are not starting the educational race at the educational starting line, so we must invest in them in an equitable way," said Superintendent Kent Scriber, Fort Worth ISD. Dr.Scriber presented the turnaround plan to board members last month. The plan includes funds to court the District's best teachers and principals—and asked them to invest in the struggling campuses as well. Teachers at the new academies will receive an additional $10,000 per year in incentive pay. Administrators chosen will receive a $15,000 bump in salary. Staffers must make a three year commitment. With funds from the School Redesign Pilot program, FWISD would be able to financially extend a similar turnaround plan to West Handley with the benefit of a planning year with implementation scheduled for 2018.

The district has already identified approximately 200 teachers and principals that will be invited to apply for the leadership academies based on data that indicates they have proven success in challenging students to grow academically. Staff currently at those campuses will have to reapply to keep their jobs. Those that will not remain with the new academies will be offered other positions within the district. "We have to change the culture and in doing so, we're going to change the destiny of these schools," says district spokesperson Clint Bond. A FWISD parent says her daughter's teacher is "the best", but, she's eager for other proposed changes, including after school enrichment activities that will extend the school day until 6 p.m.

The new Fort Worth ISD Academies will embrace a strong culture of high expectations and both teachers and students will receive a multitude of resources to make that happen. Parents at each of the five campuses were invited to meet with Dr. Scribner in group sessions last month where the District explained the new plan and listened to their ideas.

The vision starts with selecting the right teams to lead the lowest performing schools with a bold turnaround plan including the courage to lead dramatic change, even in the face of adamant push-back. The teachers and leaders at West Handley must be eager to receive constructive feedback from their team members, desire to build stronger distributed leadership on their campus and be self-aware and willing to be vulnerable and open to discuss their gaps in knowledge and skill.

The five components supporting FWISD's vision to improve our lowest performing school includes:

- **Effective principals and teachers** (strategic staffing with financial incentives, professional commitment for learning, emphasis on mission and continuous improvement, additional support)
- **Instructional excellence** (effective instruction, teaching mastery focused on students, data driven planning, PLCs, professional individualized growth)
- **Extended learning** (extra time embedded in schedule for Literacy and Math, extended day, breakfast, lunch and dinner served, extended bus transportation routes)
- **Social-emotional support** (positive relationships, celebrate student success, restorative discipline)
- **Family and community partnerships** (increase communication, new partnerships, parent-student compacts)

The district's call to action is "student outcomes won't change until adult behaviors change."

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

County-district number or vendor ID: 220905	Amendment # (for amendments only):

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

The School Redesign Model selected to meet the needs of West Handley Elementary students is the **Turnaround Model supported by a Redesign Partner.** Last year, FWISD launched a learning design process to create a community inspired vision for its schools. The district hosted a series of 20 community-wide education summits. These summits were held throughout the district to ensure all citizens were provided an opportunity to share their hopes for students.

From data collected from the summits and after a series of engaging workshops with stakeholders from across the community with Fort Worth ISD staff, the district has developed a new **Fort Worth ISD Learning Model** that includes shared-ownership, leadership and collaboration at the campus-level to allow students to be challenged, to research and create, to communicate their learning and to reflect and grow. West Handley leadership team will learn more about the learning model during the planning period, attend information sessions and professional learning, and develop a plan for implementing the new model in 2018.

Staffing is number one on the list of priorities related to the redesign model. The West Handley principal must recruit and retain a flexible, confident group of educators to guide students through this new remarkable learning environment. The teachers must be experts in their subject matter, have strong grasps of emerging technology, be advocates for students, and have mindsets of lifelong learners. Teachers must not only have high expectations of student outcomes, but also accomplished in offering high levels of support and help. FWISD plans to offer incentives to attract the highest quality teachers to this low performing campus.

Teachers are drawn to "a culture of respect, collaborative learning, and a sense of serving something greater than oneself." (Gammill, 2014) FWISD offers some of the most competitive salaries around, and the district realizes that teachers are looking for more than perks and incentives. Teachers want to be valued, supported, encouraged, and involved. To recruit the best staff possible, FWISD must:

- Know who we are- Our core values must influence all our decision-making. We are seeking individuals with a sense of a higher purpose in what they do.
- Share our values and culture- We must be able to tell our story and share our vision for the future with potential recruits.
- Host recruiting events- A "lightning rod event" is one that allows interested applicants to visit the campus and learn what we are all about. These events should be hosted solely for the purpose of recruiting for this single campus. We will promote such events with area colleges and universities and through social media.
- Use staff members as ambassadors- Faculty and staff that can articulate our values and portray our culture are the most valuable recruitment tools we possess. When candidates see some of our best and brightest, their interest will be piqued and our chances of recruiting more of the best will increase.
- Recruit teachers not currently seeking new employment- Many of the best teachers for our school are not currently looking to change jobs. We must consider ways to recruit these individuals if we are to be successful.
- Provide realistic job previews- Applicants are curious about working conditions, co-workers, student population, and general climate. Online videos and teacher interviews with existing teachers can provide many of the answers new applicants are looking for. This makes it easier for new applicants to imagine themselves working at Endeavor. If they perceive they are a good fit, they will likely be more committed.
- Create a referral program- We know that referrals are one of the top sources of new hire quality in any industry. Our existing effective teachers are our best talent scouts. A referral incentive program will be a valuable tool for recruitment.
- Use Social Media- We have a considerable social media presence. We cannot rely on potential employees finding our website and looking for job opportunities.
- Retain our best teachers through incentives, professional learning, micro-credentialing, and positive climate and school culture.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 220905	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.

Professional Learning Communities (PLCs) are an environment in which teachers work together and engage in continual dialogue to examine their practice and student performance and to develop and implement more effective instructional practices. Teachers learn about, try out, and reflect on new practices in their specific context, sharing their individual knowledge and expertise. To maintain an effective PLC at West Handley, the staff must:

- Have shared values
- Have formal and widespread leadership
- Have collective responsibility for pupils' learning
- Take an inquiry stance
- Goal set and design action plans
- Be willing to experiment with alternative strategies
- Engage in reflective dialogue
- Engage in high depth interactions
- Have mutual respect and support for teachers
- Have inclusive membership

The biggest barrier will be finding teachers with experience in the applied model of instruction and project based learning. It may prove simpler to develop teachers for a demonstrated aptitude of these new instructional styles and environments. To ensure that existing staff has the capacity to develop these desired traits, various methods will be used that allow the staff to create a customized assessment that measures candidates' emotional intelligence competencies, allowing the leadership team to determine the best fit for the position. Based on the individual assessment results, using student growth data and the *Zero Risk* system will create a customized behavioral interview to assist the school in retaining and/or finding the right faculty and staff for West Handley. Candidates will model lessons in front of master teachers and leaders demonstrating their ability to provide engaging, rigorous instruction.

Achieve3000® is used at all FWISD campuses and is a patented online model of differentiated instruction. Just introduced last year, FWISD teachers and students are now using this tool in their classrooms. Achieve3000 differentiates lessons at 12 levels of English and 7 levels of Spanish to ensure all learners engage at their individual reading levels, accelerating reading gains, boosting mastery of state standards.

Other literacy intervention for struggling early readers at West Handley are Leveled Literacy Intervention (LLI) and Sistema de la Intervenciod de Lectura (SIL) These targeted 26-week extended-day programs provides reading help to first through second grade students who are well below their peers in reading proficiency, to bring them up to grade level reading. Intervention teachers will use LLI/SIL to provide targeted reading and writing to 3-4 students at a time, while other students are receiving homework help, and physical literacy (active games that include a literacy component to reinforce literacy skills) with PE teachers and/ or paraprofessionals. The LLI literacy program includes professional development to train classroom teachers in the LLI curriculum. In addition, parents are engaged in the process by attending literacy events at the campus and signing teacher student compacts and reading running records. LLI is also effective as a pull-out and will used during the day as well as in extended day.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 220905	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.

Planning will be conducted to phase-in the implementation plan, impacting initially Grades K-2 with a focus on improving literacy rates and to ensure that all students at West Handley get the extra support and time, including enhanced social emotional learning support they need be able to focus on learning and read at a college-ready pace by 3rd grade. This includes efforts to make sure children enrolling in kindergarten at West Handley are ready to learn.

Research shows that turnaround comes first by examining data to find root causes, developing a culture of high-expectation, providing a standards-based curriculum in literacy and math, giving rigorous assessments, using classroom assessment for learning, and implementing RtI. All of the strategies at West Handley have begun under the new principal and assistant principal. During the planning year of the School Redesign Pilot, these initiatives will be carefully communicated and a shared vision will be built with new and existing staff at the school. The first step creating awareness of problems and obstacles to raising student achievement, understanding of why problems exist, planning to provide focus and direction, competence to lead staff in addressing problems and obstacles, and commitment to leading staff in addressing problems and obstacles.

Some important professional learning topics that will be covered during the planning period for all staff are:
- Assessing Academic Rigor in School and Classroom Practices
- Designing Assessment to Improve Student Learning
- Building Instructional Leadership Teams
- Leading Schoolwide Literacy Initiatives
- Developing Engaging Academically Rigorous Programs
- Integrating Social Emotional Learning

During the planning period, campus staff will work with their redesign partner, Teaching Trust, to develop leadership capacity at all levels of West Handley staff. In concert, the district, city, philanthropic, and community leaders have formed the Fort Worth Literacy Partnership with support from Commit! to align efforts centered on early reading to track and share data and help West Handley leader's measure impact in this area. Partnerships with Momentous Institute, TCU TPRI (trauma data), and other social service providers in the community will be examined. The first year of planning will be used to further refine the campus educational improvement plan and District Improvement Plan for implementation in 2018.

For teachers in kindergarten through second grade, staff will focus on improving instruction and outcomes for students using Achieve3000 - Smarty Ants, Level Literacy Interventions, and project based learning for math and science with plans to extend the school year in development for 2018. Technology infrastructure and devices need to be upgraded to support these efforts and grant funds will assist the school in filling any gaps in the current technology plan at the campus. The library and science labs need serious makeovers to provide 21st learning opportunities at this school.

Research indicates that students lose up to two months of reading skills from the time school is out until it starts again in the fall. To combat summer slide, students from West Handley will be identified for the Summer Scholars program and will spend four morning a week in June and July moving through a literacy curriculum to strengthen reading and comprehension skills. Fort Worth ISD, working with United Way of Tarrant County, have identified two dozen nonprofit organizations to help identify best practices in summer learning and to expand the promotion of the city's library to engage more families and children in free literacy activities.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 220905	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.

Fort Worth ISD's approved District of Innovation Plan began on March 21, 2017, and ends on March 21, 2022. The plan will be annually reviewed to insure the recommendations are continuing to meet the needs of the District as intended.

Plan Rationale - When the state moved from mandating the number of days of instruction to a number of minutes, FWISD took the opportunity to revisit the school calendar and to look at what would be best for students and staff in achieving the goals of the District. This resulted in a calendar that allowed for a more targeted approach to professional learning and provided for strategic breaks for staff and students that is believed to help with the overall well-being of both, while also providing for extended family time throughout the year. In addition, this calendar allowed FWISD to balance the days in each semester which is best for students and teachers. This all worked because the school year started on August 22, which was the fourth Monday in 2016. In 2017, the fourth Monday is August 28. A school year beginning on August 28 results in the school year ending on June 8. This late ending negatively impacts additional opportunities for students in relation to summer school at the high school and college levels and for other camps and enrichment programs. It also impacts job opportunities for students. This is beyond the concerns related to the District's inability to provide the other benefits of the calendar as outlined above.

Local Innovation Plan Guideline - The first day of instruction in FWISD will not begin prior to the 15th of August, but will be scheduled to best meet the needs of FWISD, and its students, staff, and community in furthering the educational program. The development of the calendar will be developed through the District Calendar Committee and reviewed by the District Advisory Committee (DAC), the District Employee Relations Council (DERC), and other stakeholder groups. It is noted that through the annual review process, further innovations and exemptions may be needed to advance the work of the District in meeting the needs of students, and amendments may be necessary. As other districts across the state pursue this process and implement plans through this provision for additional flexibilities and more local control, new ideas for innovation may emerge that have great applicability in FWISD. We hope that through the natural course of having more autonomy and freedom to think innovatively that all students across the state will be able to take advantage of these key learnings.

Staff at West Handley will consider innovative approaches to maximize learning time including consideration for an extended day and extended year schedule.

Superintendent, Dr. Kent Scribner, has said the District of Innovation will focus on specific areas that are priorities in Fort Worth ISD, including:

- **Providing flexibility regarding the certification requirements for professionals in specialized areas, such as engineers, to teach career and technology classes; and**
- **Allowing Fort Worth ISD more control of its school calendar for professional development.**

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 220905	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 first year of the grant period will be used for planning followed by implementation of activities the second year in a phase-in approach beginning in grades kindergarten through second.

At West Handley, over 75% of fourth and fifth grade students have experienced a high degree of trauma based on survey and research data collected in partnership with Texas Christian Universities' pilot of the Trauma-Based Relational Intervention (TBRI) project. Year after year, and test after test, students and their teachers focus on the cognitive elements of education, while other life skills are often absent from the in-school experience. Reading and writing are intentionally taught, but not always resilience and responsibility. Arithmetic and higher math skills are embedded in school goals, but not necessarily persistence and grit. In some classrooms, an "either/or" dynamic has been established where core knowledge is taught, but not the skills to work cooperatively with others, resolve conflicts, and persevere.

West Handley staff, during the planning process, will explore methods and strategies to embed social and emotional learning (SEL) into the school climate and culture with intentional practices like morning circle time, breathing techniques, quiet spaces, scheduled free play time outside, and learning spaces that are conducive for collaboration and creating a sense of belonging and security. Evidence supports this approach as poor student behavior is a bigger problem in schools with limited focus on SEL. On average, students participating in SEL programs have better social skills than 76 percent of comparison-group students and have an average 23 percentage point gain in social-emotional skills relative to students not participating in SEL programs (A Report for Casel, Peter D. Hart). FWISD is currently in a partnership with the Momentous Institute, a provider of professional learning in SEL in North Texas, and this well-qualified partner may lend their expertise to West Handley staff based on preliminary discussions during the grant development cycle.

Successful turnaround requires a number of initial, foundational steps which West Handley staff has already begun to put in place but time for planning is still paramount to school transformation. Perhaps the most important of these is ensuring that capable leaders are in place who can work together with teachers to triage the needs of the school and establish a strong core of personnel who are similarly dedicated to school improvement. In addition, improving schools is characterized by their strategic use of staffing and scheduling autonomy and focus on creating a culture of open, two-way communication.

Along with strategic use of increased school autonomies, establishing effective two-way communication between leadership and staff emerged as a practice characteristic of improving schools. West Handley staff has already improved communication in just a few months with regular staff meetings, newsletters, open committees, and teacher surveys. Julie Moynihan, West Handley Principal, emphasizes the importance of school leaders encouraging an open-door policy and having the opportunity to influence schoolwide decision making. Communication of instructional goals, specifically, is an essential to school improvement efforts so that staff and students alike are aware of what is expected of them. The planning year will allow for establishing clear goals and expectations; building them together as a whole team. In addition, West Handley staff, with support from external partners, will provide timely and actionable feedback, from both formal and informal observations, further helped to ensure clear and consistent communication of instructional expectations during the planning period.

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

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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.

Teaching Trust offers a one-year program to build strong leadership teams at the campus level with the right technical skills, helping principals and their school leadership teams work together to create and implement a robust plan for improvement. This program helps ready the broader leadership team within each school to realize their vision of an aspirational school culture and sustained academic gains.

The Leadership Teams program supports the principal in developing and distributing leadership talent and capacity. It is a selective program for school leadership teams that want to drive and sustain significant improvement in school culture and quality of instruction in order to increase student performance.

Teams work with a Teaching Trust Leadership Development Coach to strengthen their effectiveness, establish common goals and a common language, and create systems and skills critical to dramatically increase student achievement. At each session, teams plan and implement action-learning projects related to campus priorities. Videos are used to capture demonstrations of learning and teams receive competency-based coaching in between sessions to support implementation efforts.

Teaching Trust is getting results with 72% of schools led by Teaching Trust leaders closing the gap faster than peer schools. In 2016-2017, Teaching Trust's impact is significant, reaching over 65,000 students in North Texas. Teaching Trust has success working with a Dallas ISD urban school that has many of the same challenges experienced by West Handley's leadership team, and it is expected that results will mirror other Teaching Trust campuses with the aid of the resources and planning process afforded through the School Redesign pilot. Teaching Trust tenets are aligned with the **West Handley One Tribe** values including:

TRANSFORMATION TAKES TRUST People who care about students have more in common than is often acknowledged - whether they are in traditional districts or charter schools, are veteran educators or new to the profession. Transformation requires all of us working together for the benefit of schools.

IT TAKES A TEAM A strong school leader is the most critical lever to improve schools. However, a singular leader cannot do it alone. It takes a robust team, trained to work accountably together, to achieve significant outcomes.

ACADEMICS AND CULTURE DRIVE PROGRESS To deliver long-term results for all students, school leadership teams must set a high bar for significant improvement and build a sustainable culture. Focusing on one or the other is simply not enough.

VALUES AND SKILLS MATTER School leaders need training in hard skills for instruction, planning, and managing performance in addition to soft skills for relationship building and teamwork.

PRACTICE OVER THEORY For training to "stick," leaders need opportunities to practice and receive feedback as often as possible in their schools. Making practice public is the first step in building competence and allows leaders to model vulnerability and persistence in order to improve their practice.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 220905	Amendment # (for amendments only):

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.

FWISD continually monitors data related to recruiting, hiring, and supporting leadership. Developing a workforce of teachers and leaders who are student- and customer-centered is a key strategic goal for the District. Within that goal, the District has aligned key strategic objectives, strategies identified for meeting the objectives, and associated measures for discerning progress towards those objectives. The Department of Human Capital Management (HCM) designed SMART goals aligned with building and supporting a student- and customer-centered workforce, and progress towards those goals is reviewed on a quarterly basis. The goals centered on improving systems to enable the district to achieve the following:

- Devote more time and resources to intentional recruitment.
- Include performance measures in the application and selection processes.
- Provide new teachers with opportunities to build their skills and gradually assume increased responsibility through an assigned teacher induction specialist.
- Offer teachers opportunities and time to grow, as well as implement professional learning systems that support teachers' continuous growth.
- Ensure that teachers' compensation is similar to that of other professions requiring the same level of education and provide teachers with necessary teaching resources including incentives to teach at lower perfuming campuses.
- Prioritize teacher diversity and develop strategies to attract and retain teacher of color.

Candidates for high capacity leadership teams at FWISD are required to demonstrate skill and ability through a written exercise utilizing data sets. If an interview is granted, the applicant will also respond to interview questions on prior experience and asked to present a PowerPoint on school improvement. The administrative fit and Zero Risk applicant assessments are also methods used to identify top candidates in these roles to be considered for interviews in leadership positions. ZeroRisk is used to ensure candidates are suited to perform the duties of campus leadership. ZeroRisk is an online emotional-intelligence questionnaire based pre-employment assessment program that provides a customized behavioral interview guide that helps districts identify top talent and place that talent in the correct roles in their organization to maximize performance, reduce turnover, and increase their recruiting return on investment. Once the candidate has completed the online assessment, a Candidate Profile Report & Behavioral Interview Guide is immediately e-mailed to the hiring manager, providing valuable insight into a candidate's Emotional Intelligence Competencies such as people skills (empathy), decision-making, customer service orientation, leadership skills, willingness to adhere to policies and rules, motivation and initiative, self-awareness, self-regulation, and ability to work on a team, etc.

This year, FWISD Talent Acquisition & Development staff members implemented a Recruitment Marketing Platform. The strategy is to attract, engage, nurture, and convert talent to leadership roles in the district... One of the key strategies to attract top talent is to use:

- Content Marketing
- Social Recruiting
- Web Sourcing

In summary, **West Handley One Tribe** will align all instructional practices with high quality instruction to focus on the improvement of students' reading, writing, mathematics, and science outcomes combined with a comprehensive social emotional learning approach to address the high trauma levels of West Handley students and families.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 220905	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: 220905	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.)

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Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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