

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 School Transformation Fund - Planning		
Program authority:	P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement	FOR TEA USE ONLY <small>Write NOGA ID here</small>
Grant Period:	July 9, 2018 to May 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 29, 2018	<small>Place date stamp here</small>
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAY 29 PM 1:19 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION DIVISION </div>
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	

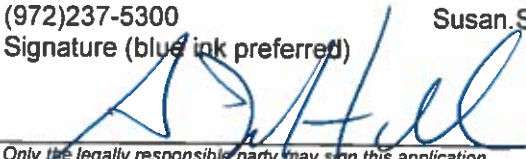
Schedule #1—General Information

Part 1: Applicant Information			
Organization name	County-District #	Campus name/#	Amendment #
Grand Prairie ISD	057910	Dickinson 057910-120 YMLA 057910-052	
Vendor ID #	ESC Region #		DUNS #
175-6001697	10		07-933-2763
Mailing address		City	State ZIP Code
2602 S. Beltline Rd		Grand Prairie	TX 75052
Primary Contact			
First name	M.I.	Last name	Title
Nugget Cunningham		Cunningham	Deputy Supt. Academics
Telephone #		Email address	FAX #
(972)237-5329		Nugget.Cunningham@gpisd.org	(972) 237- 5440
Secondary Contact			
First name	M.I.	Last name	Title
Robb		Welch	Asst. Supt. Business
Telephone #		Email address	FAX #
972-237-5500		Robb.Welch@gpisd.org	(972)237-5440
Part 2: Certification and Incorporation			

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

Authorized Official:

First name	M.I.	Last name	Title
Susan		Hull	Superintendent
Telephone #		Email address	FAX #
(972)237-5300		Susan.Simpson@gpisd.org	(972)237-5440
Signature (blue ink preferred)		Date signed	



Only the legally responsible party may sign this application

Schedule #1—General Information

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)*

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 1: Required Attachments

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

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

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057910

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.

Grand Prairie ISD serves 29,000 students in the Dallas Ft.Worth (DFW) metropolitan region. Eight of the district's forty-campuses (20%) are designated as Focus Schools for the current school year. Dickinson Elementary and Young Men's Leadership Academy (YMLA) at John F Kennedy Middle School, two feeder pattern campuses designated as 2017-18 Focus Schools, serve students in prekindergarten through eighth grade. The low performing campuses are submitting an application to the School Transformation Fund – Planning grant to transform the campuses into open enrollment Grand Prairie Independent School District ACE Program of Choice schools serving DFW metroplex students and their families. The campuses will utilize Talent Transformation design and proven Accelerating Campus Excellence (ACE) components to design a plan that ensures effective teachers are employed at each campus, educators have data tools to build learner success, students gain a sense of purpose and pride in attending school, and stakeholders have a variety of options for forming partnerships. The mission for each campus will be displayed on signage and in the hallway to keep our focus and encourage our effort: *Dickinson Elementary and YMLA Middle School will partner with parents, students, and the community to meet the unique needs of students by providing an outstanding college preparatory curriculum preparing them for lives of responsibility and leadership in a globally competitive world.* ACE Planning Teams will utilize technical assistance from the Texas Education Agency (TEA) and the Best In Class Coalition to develop a Talent Transformation Plan that effectively uses the ACE model to improve student growth and achievement and meet GPISD goals of each student succeeding in secondary school and postsecondary education.

Budget Development: Each Campus Improvement Committee (CIC) reviewed grant program requirements and Campus Improvement Plans. Because the schools will transform into ACE Program of Choice campuses focusing on preparing students for postsecondary education, the team consulted with the Best in Class Coalition, a community initiative that is sponsored by the Commit Partnership and Communities Foundation of Texas. Under the direction of the GPISD Deputy Superintendent, the team of educators, parents, and community partners reviewed the Talent Transformation design and ACE components to draft the goals and objectives for the School Transformation Fund – Planning Grant project. Then, a Talent Transformation blueprint was developed which outlines project goals for planning, implementation, and evaluation of the grant project across grade levels and campuses. Personnel, professional development, materials and resources, and operating costs were assigned to each activity to develop the grant budget.

Demographics relate to defined goals and purposes: Dickinson Elementary and YMLA at John F Kennedy Middle School serve a total of 1184 students. The diverse student population includes 83.3% economically disadvantaged (ECD) and 34.8% English language learners (ELLs). These percentages are significantly higher than district or state averages. A review of 2016 and 2017 State of Texas Assessment of Academic Readiness (STAAR) data for both schools indicates: (1) Reading, ELA, or Writing scores have declined over the two year period with no student group approaching state standards at any grade level; (2) Math scores have improved over the two year time period and each campus expects to meet standards in 2018-19; and (3) Economically disadvantaged and English language learners represent the lowest percentage of students approaching standards on each section of STAAR at every grade level. The data analysis indicates a need to hire effective teachers who have proven success working with high need learners to ensure economically disadvantaged and English language learners gain the Reading, English Language Arts and Writing skills required to pass rigorous high school courses and to prepare for college entrance.

Management Plan: An ACE Planning Team will be formed composed of students, parents, educators, PTA members, Best in Class Coalition leaders, social service agencies, business partners, and community representatives. The Deputy Superintendent for Academics and a technical assistance consultant matched to the project by TEA will lead the ACE Planning Teams from each campus to plan a Talent Transformation model for implementation in the 2019-2020 school year. A Program Director will be hired to facilitate project training and events, day to day operations, data collection and reporting, and budget management duties. The grant administrator will ensure project goals and grant requirements are met on time and as required by the campus plans and TEA Program Guidelines.

Evaluation: The Talent Transformation blueprint will delineate the vision of the project in terms of five project goals. Objectives, critical success factors and performance outcomes for each goal will be outlined on the blueprint. Milestones, action steps, evaluation methods, and indicators of accomplishment will be matched to each goal for the purposes of progress monitoring and evaluation. The ACE Planning Team will collect and analyze project level data quarterly using ACE analytics provided by the Best in Class Coalition. Formative evaluation reports will be submitted to the Campus Improvement Committees. The committees will recommend changes in personnel and resources or revise timelines and action steps to ensure grant goals are met. Summative reports will be presented by the Campus Education Improvement

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057910	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.	
<p>Committee to the District Education Improvement Committee, and the Board of Trustees at the end of each semester. The application meets statutory requirements including complying with the fingerprinting code per Section 22.0834 of Texas Education Code. Targeted School Improvement Plan: To meet statutory requirements of the grant program, each campus will develop and implement a targeted school improvement plan. The ACE Planning Team will refine the existing Campus Improvement Plan to target the five ACE components proven to improve student achievement and school success: (1) effective principals and teachers, (2) instructional excellence, (3) extended learning time, (4) social and emotional support, and (5) parent and community partnerships. Monitor Schools Receiving Title I Funds: Each Focus Schools is a Title I Schoolwide campus. The district will continue to monitor the use of Title I, Part A funds to ensure expenditures upgrade the entire educational program on the campus, supplement other nonfederal programs, and match the use of program funds specified by the district in the Title I, Part A application submitted to TEA. Under the direction of the Deputy Superintendent, the GPISD Department of School Improvement will monitor the revisions to both campuses' Campus Improvement Plans to ensure all required Title I components are included. The campuses will resubmit the plan to the District Education Improvement Committee for approval. The DEIC will monitor success of the plan in significantly improving the achievement of students in Reading, English Language Arts and Writing at the end of each semester. After three years, if the plan has not been implemented with fidelity and/or the initiative has not resulted in significant improvement in student achievement, the DEIC will recommend additional action such as removal of the Principal and redesign of the improvement plan. External Partners: Grand Prairie ISD Human Capital Department has developed a rigorous review process which will be used to recruit, screen, select, and evaluate external partners. The Project Director will work with the department to ensure district procedures are followed. Alignment of Funds: The GPISD Deputy Superintendents and Principals will work with the ACE Planning Teams to align local, state and federal resources to carry out the grant plan. Operational Flexibility: The district will provide the campuses operational flexibility to modify, as appropriate, practices and policies to enable full and effective implementation of the plans. Operational flexibility will include developing an incentive plan for educators, an extended school day, a revised transportation hours, and a restructured campus schedule for educators and students. Proven Strategies: The five ACE components used to redesign the school are evidence-based. These effective dropout prevention components were first published by the Institute of Education Sciences in 2008 as the Guide to Dropout Prevention. In 2016, the effectiveness of each strategy has been reviewed using more rigorous evidence standards by the What Works Clearinghouse. Based on evidence of success, the strategies were republished in 2017 as Preventing Dropout in Secondary Schools. In addition, the proposed talent transformation plan utilizes evidence based interventions to improve student achievement including Advancement Via Individual Determination (AVID) academic curriculum programs and strategies. The application meets TEA requirements: Both Focus Schools will plan a Talent Transformation Model during the grant period that meets TEA requirements. District Vision For Improving Campuses: The school improvement plan proposed reflects the GPISD vision that states, "We are a learning community vigorously pursuing student success". The transformation plan includes all GPISD strategic priorities for improving low-performing schools outlined in the District Improvement Plan for 2016-17: maximize student achievement, exercise responsible fiscal oversight, develop leadership capacity, and promote 21st Century Learners who are College and Career Ready. District Theory of Action: The project aligns with the System of Great Schools theory of action. The schools will become ACE Program of Choice campuses with autonomy from GPISD to restructure staff, campus hours, and school curriculum offerings. Because the district is open enrollment, parents are empowered to enroll students in the school of their choice. The district will create a performance contract with each campus and annually evaluate performance to increase the number of high performing schools. In the summer of 2017, Grand Prairie ISD was awarded a 2017-19 School Redesign Grant. With the assistance of the TEA Division of System Support and Innovation (DSSI) technical assistance network, campus stakeholders are using the System of Great Schools theory of action to explore, design, and implement the school improvement project. Conclusion: The proposed Talent Transformation Plan will utilize five research based ACE components and System of Great Schools strategies to achieve school improvement. Suzanna Dickinson Elementary and Young Men's Leadership Academy at JFK Middle School will become high performance ACE Program of Choice campuses to significantly change the future of high need students in Grand Prairie ISD.</p>	

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057910 Amendment # (for amendments only):
 Program authority: P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement
 Grant period: July 9, 2018 to May 31, 2019 Fund code: 211

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$116,000	\$	\$116,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$105,000	\$	\$105,000
Schedule #9	Supplies and Materials (6300)	6300	\$6,000	\$	\$6,000
Schedule #10	Other Operating Costs (6400)	6400	\$23,000	\$	\$23,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$250,000	\$	\$250,000
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$250,000	\$	\$250,000

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

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

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

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 057910			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director	1		\$65,000
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				\$
16				\$
17				\$
18				\$
19				\$
20				\$
Other Employee Positions				
21	Title			\$
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$65,000
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay (\$80/day)		\$4,000
26	6119	Professional staff extra-duty pay (planning/workshops/training beyond contract)		\$25,000
27	6121	Support staff extra-duty pay		\$
28	6140	Employee benefits (Project Director/extra-duty fringe)		\$22,000
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$51,000
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$116,000

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

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 057910		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Matched School Transformation Partner (25% of project budget)	\$62,500
2		\$
3		\$
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:		\$42,500
(Sum of lines a, b, and c) Grand total		\$105,000

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 057910		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval: curriculum	\$6,000
Grand total:		\$6,000

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 057910		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval: Workshop and training fees, tours of schools, etc.		\$23,000
Grand total:		\$23,000

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

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

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 057910			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

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

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

County-district number or vendor ID: 057910

Amendment # (for amendments only):

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

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	986	83.3%	Number of economically disadvantaged is significantly higher than the state average of 59%.
Limited English proficient (LEP)	412	34.8%	The ELL average is significantly higher than the district average (29.1%) and state average (18.9%).
Disciplinary placements	30	2.5%	29 of the 30 student disciplinary placements are YMLA Middle School students.
Attendance rate	NA	95.8%	40% of students failing STAAR have more than 10 absences.
Annual dropout rate (Gr 9-12)	NA	NA	The project serves PK-8 th grade learners.
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	43	48.3%	Almost half of all teachers have less than five years experience.
6-10 Years Exp.	20	22.5%	
11-20 Years Exp.	20	22.5%	
20+ Years Exp.	6	6.7%	
No degree	0	0%	
Bachelor's Degree	71	79.8%	All teachers in each campus hold a Baccalaureate degree. 20% hold a Master's degree, also.
Master's Degree	18	20.2%	
Doctorate	0	0%	

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

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

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
33	25	50	55	64	66	71	278	279	263					1184

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2	2	4	4	4	5	6	21	21	20					89

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 057910	Amendment # (for amendments only):
<p>Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>Dickinson Elementary and Young Men's Leadership Academy at John F Kennedy Middle School Campus Improvement Committees conducted a needs assessment for the School Transformation Fund - Planning Grant using the Site Based Decision Making process. Step 1 Establish Data trends. The vision of Grand Prairie ISD (GPISD) is for each student to graduate prepared for college and a career. A review of Texas Academic Performance Reports (TAPR) indicates an average of 20% of GPISD students graduate "college ready" annually based on meeting college readiness standards in both English Language Arts (ELA) and Math. This percentage is lower for economically disadvantaged (ECD) and English language learners (ELLs). In 2017, only 19.8% of ECD students and 6% of ELLs graduated high school meeting college readiness standards in both content areas. Educational research shows elementary and middle school achievement in reading and math are indicators of high school success. More than 83% of students in Dickinson Elementary and YMLA Middle School are economically disadvantaged and over 34% speak English as a second language. The ACE Planning Team conducted a review of campus ELA and Math scores. <u>Reading/ELA:</u> State of Texas Assessment of Academic Readiness (STAAR) Reading data at Dickinson Elementary indicates the percentage of ECD learners approaching state standards in reading decreased from 69% to 61% between the 2016 and 2017 test administration. Student ELA scores at YMLA decreased from 64% to 61% over the same time period. A review of similar subject areas indicates Writing scores at each targeted campus decreased over the same time period and are significantly lower than state standards. <u>Math:</u> STAAR Math scores at Dickinson Elementary and YMLA increased between 2016 and 2017 test administrations for all student groups and each campus expects to meet accountability standards in 2018-19. Step 2 Set Priorities. Based on the data analysis, the Campus Improvement Committees recommended the five components of the ACE model to positively impact student performance and achievement: (1) <u>Strategic Staffing Plan:</u> The plan to place effective teachers in targeted Focus Schools will include revising recruiting and interview policies, implementing a financial incentive plan, and conducting training to develop intentional leaders. (2) <u>Instructional Excellence:</u> The transformation model for improving curriculum and instruction will include training on using data to make instructional decisions, content area meetings to refine curriculum and plan interventions, Professional Learning Community meetings to plan personalized classroom instruction, and a coaching model for Reading, ELA, and Writing. (3) <u>Extended Learning Time:</u> An hour will be added to the instructional day to allow students to attend AVID advisories. Innovative intervention and enrichment activities will be planned for afterschool activities. The food service schedule will be restructured to provide three meals daily. (4) <u>Social and Emotional Support:</u> The team will review and select a character-building program to develop mindful student, parent, and teacher leaders who trust one another and work together to meet collaborative academic, personal, and school goals. (5) <u>Parent & Community Partnerships:</u> Student, family, and school needs will be assessed. Components of the plan design will include improving communication protocols between educators, parents, and community members; establishing partnerships with community organizations that provide wrap-around services; and strengthening the existing Parent Teacher Associations. Step 3 Set Annual Goals. Goals to meet each established priorities include: (1) Increase the number of effective teachers in Focus Schools; (2) Improve Teaching and Learning; (3) Increase Student Achievement; (4) Increase positive behavior; and (5) Improve student engagement in learning. Step 4 Dissect Goals to Determine Interventions. An Ace Planning Team will be formed to will develop the Talent Transformation model during the 2018-19 school year. The team, led by the Deputy Superintendent, will include students, parents, educators, Principals, Best in Class Coalition representatives, PTA members and community partners. The team will plan the most effective strategies to address identified needs and make progress toward goals. A Talent Transformation blueprint will be developed to specify objectives, Critical Success Factors, milestones, action steps and performance outcomes. The blueprint will guide implementation and provide a tool for evaluation. Step 5 Evaluate & Make Adjustments. The ACE Planning Team will be divided into five committees. Each committee will develop one component of the plan (Effective Principals & Teachers, Instructional Excellence, Extended Learning, Social & Emotional Support, and Parent & Community Partnerships). The ACE Team will meet at least once each month during the planning year. The committee will use the blueprint, project level data, and participant feedback to determine each committee's progress toward meeting grant goals. Each Campus Improvement Committee will review and recommend revisions to grant activities and timelines to achieve milestones and expected outcomes quarterly.</p>	

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Schedule #13--Needs Assessment (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

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

#	Identified Need	How Implemented Grant Program Would Address
1.	<p>Effective Principals and Teachers: National research indicates teacher effectiveness has the single largest impact on academic growth for students. Each of the focus schools targeted for transformation has a high percentage of teachers who have taught less than five years and hold only a baccalaureate degree. There is a need to create a strategic staffing plan that places the most experienced and knowledgeable educators in Focus Schools to implement school improvement.</p>	<p>The School Transformation Fund Planning grant will enable stakeholders to create a strategic staffing model for low performing schools. The process will include: (1) conducting a needs assessment for each campus; (2) developing recruitment and interview policies to employ educators with demonstrated records of success; (3) developing a financial incentive plan for educators who teach in the Focus schools; and (4) selecting and implementing training to develop campus leaders dedicated to the campus vision and mission.</p>
2.	<p>Instructional Excellence: The planning committee reviewed curriculum and instruction processes at each campus. The team determined educators conduct "data digs" during planning meetings. However, campus educators could not clearly explain how the information was used to refine curriculum or to plan instruction. There is a need to establish an ongoing system for data disaggregation and use to improve teaching and learning.</p>	<p>During the planning year, the ACE Team will restructure educator schedules to include: (1) training to use informal and formal assessment data to make instructional decisions; (2) content area team meetings to refine curriculum and plan intervention lessons; (3) PLC meetings with grade level teams to plan classroom lessons; and (4) educator coaching to develop content knowledge and instructional best practices through observation, training, and feedback.</p>
3.	<p>Extended Learning: The number of economically disadvantaged and English language learners enrolled in each Focus School is significantly higher than state averages. Student performance on the Reading, ELA and Writing sections of STAAR are well below state expectations for all student groups. The number of students approaching standards in these areas has decreased over the past two years. There is a need to improve student performance and academic achievement in Reading, ELA, and Writing.</p>	<p>During the initial planning year, stakeholders will restructure the student schedule to improve student performance and achievement in Reading, ELA, and writing. The daily student schedule at each campus will include: (1) an extra hour of AVID within the school day to improve student achievement with a focus on Reading, ELA, and Writing; (2) innovative intervention and enrichment activities aligned to student performance goals; and (3) breakfast, lunch, and dinner served during school hours; and (4) a revised transportation plan.</p>
4.	<p>Social and Emotional Support: The attendance rate of each Focus School mirrors state averages. However, a comprehensive review of campus data determined approximately 40% of students in each school who failed to meet state standards on STAAR had ten or more school absences. There is a need to implement proven social support systems to put disconnected youth back on track toward school success.</p>	<p>The ACE Planning Team will review programs such as Capturing Kids Hearts (Flippen), Leader in Me (Covey), and Momentus Institute and select a research based program to build a learning community. The plan will include: (1) events/strategies to build open relationships between students, parents, educators, and the community; (2) student and educator training to promote intentional leadership & positive behavior; and (3) a student incentive plan tied to the learner's personal and academic goals.</p>
5.	<p>Parent/Community Partnerships: 73% of learners in Dickinson Elementary and 87% of learners enrolled in YMLA are classified as economically disadvantaged. Children of poverty often fail to succeed in school because they are undernourished, exposed to stress in the home or neighborhood, or challenged by unresolved health problems. There is a need to form partnerships to strengthen the social and emotional health of children and family members.</p>	<p>The ACE Planning Team will build community partnerships to improve student engagement in school. The program will include: (1) recruiting parents & community members to present extended day ACE enrichment activities; (2) establishing partnerships with community organizations that provide wrap-around services for high need youth; (3) creating service learning projects such as campus beautification programs; and (4) strengthening existing Parent Teacher Associations.</p>

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Schedule #14—Management Plan

County-district number or vendor ID: 057910

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.	Deputy Superintendents	Deputy Superintendents responsible for oversight of planning, implementing, and evaluating the Talent Transformation project. <u>Required qualifications:</u> School district administrators who have participated in Great School cohort activities to refine district school improvement models will be selected to lead the project. The district level decision makers will possess knowledge of state law and school policy will be expected to effectively “clear the path” for campus-based changes to curriculum, operations, and leadership. Excellent team building skills will be required to develop campus and community partnerships essential to grant planning.
2.	Campus Principals	Certified Texas Principals with experience in successfully leading school reform. <u>Required Qualifications:</u> Focus School leaders selected will be able to articulate the vision and purpose of the campus and to communicate the urgency and importance of the Talent Transformation school improvement project. The principal selected will have knowledge of the Accelerating Campus Excellence (ACE) model to effectively restructure assessment, curriculum and instruction, parent participation and evaluation processes based on school needs. The school leader will be expected to lead by example and to ensure each staff member understands and takes responsibility for their role in school improvement.
3.	Talent Transformation Project Director	The director will be responsible for project management including communication and oversight of planning meetings, development of project and campus documents and reporting, requisitioning of materials and resources, and coordination of parent and community partnerships. <u>Required Qualifications:</u> The project director will have documented success in leading successful school reform in a high need campus including knowledge of the school improvement process, the Texas accountability system, and database systems used for disaggregating student data. The educator will have experience in successfully facilitating meetings, presenting professional development, and building community partnerships.
4.	TEA Technical Assistance	Technical Assistance provider who will facilitate planning for school reform. The Texas Education Agency Division of School Improvement will match the appropriate technical assistance provider. <u>Required Qualifications:</u> The consultant will have experience working with local Education Service Center (ESC) Turnaround Teams to support schools in the TAIS continuous improvement framework and in meeting intervention requirements.
5.	Elementary and Secondary Teachers and Counselors	Teachers - Full time certified TX educator with successful experience in achieving student academic goals and school accountability goals. Teachers selected will be campus leaders who are dedicated to working with high need student populations. Counselors - Full time certified TX educators with experience as school counselor. Strong communication skills including shaping the vision of recruitment and retention, developing Personal Graduation Plans, hosting project events, and facilitating the student incentive program.
6.	ACE Talent Transformation Planning Team	The team, led by the Deputy Superintendent will include students, parents, educators, Principals, Best in Class Coalition and Commit Partnership representatives, PTA members and community partners. Team members will be recruited based on their expertise and commitment to planning and implementing school reform in the district.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

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

#	Objective	Milestone	Begin Activity	End Activity
1.	An ACE Talent Transformation Planning Team will be formed by July 2018.	1. ACE blueprint published	07/09/2018	08/31/2018
		2. Transformation grant communicated to community	07/09/2018	08/31/2018
		3. Project Director recruited and hired	07/09/2018	08/31/2018
		4. Recruitment events held for ACE team members	07/09/2018	09/30/2018
		5. ACE meetings held to plan transformation	07/09/2018	05/31/2019
2.	90% of teachers in Focus Schools will have successful record of teaching high need learners	1. CIC needs analysis for staffing completed	07/09/2018	08/31/2018
		2. Recruitment, interview & incentive plans published	09/01/2018	01/31/2019
		3. Educators hired based on new system	02/01/2019	05/31/2019
		4. Stipend program created based on incentive system	02/01/2019	05/31/2019
		5. Training conducted in intentional leadership	04/01/2019	05/31/2019
3.	Focus Schools will create and train teachers in a <i>data use</i> model by December 2018.	1. CIC analysis of academic needs completed	07/09/2018	08/31/2018
		2. Workshop held-using data to inform instruction	09/01/2018	12/21/2018
		3. Data reports monitor/evaluate achievement selected	01/05/2019	03/01/2019
		4. ACE template for data reporting completed	03/02/2019	05/31/2019
		5. ACE PLC Mtgs schedule published 2019-20	03/02/2019	05/31/2019
4.	Focus Schools will extend class learning time and publish schedules by May 2019.	1. CIC analysis of academic needs completed	07/09/2018	08/31/2018
		2. Training to offer AVID curriculum completed	09/01/2018	11/30/2018
		3. AVID advisory schedule published	12/01/2018	12/21/2018
		4. Workshops to develop ACE extended day held	01/01/2019	03/31/2019
		5. Extended day model & schedule published 2019-20	04/01/2019	05/31/2019
5.	Focus Schools will publish a student support plan & conduct training by March 2019.	1. CIC analysis of attendance/discipline complete	07/09/2018	08/31/2018
		2. Data reports monitor progress&outcomes selected	07/09/2018	08/31/2018
		3. Audit of recommended programs completed	09/01/2018	09/30/2018
		4. Training conducted for all stakeholders	10/01/2018	03/31/2019
		5. ACE Social Support schedule published 2019-20	04/01/2019	05/31/2019
6.	Focus Schools will establish community partnerships by May 2019.	1. CIC analysis of wrap-around needs complete	07/09/2018	08/31/2018
		2. Partners identified provide social,emotional, health	07/09/2018	08/31/2018
		3. PTA conducts partner recruitment events	09/01/2018	01/31/2019
		4. PTA conducts family information events	02/01/2019	04/30//2019
		5. ACE Partnership Mtgs schedule published 2019-20	04/01/2019	05/15/2019
7.	Focus Schools will submit grant to fund implementation of plan by May 2019.	1. CIC writes Campus Improvement Plan 2019-20	04/15/2019	05/31/2019
		2. Goals and performance outcomes determined	04/15/2019	05/31/2019
		3. Critical Success Factors and Milestones created	04/15/2019	05/31/2019
		4. Talent Transformation Blueprint developed	04/15/2019	05/31/2019
		5. Implementation grant submitted	04/15/2019	05/31/2019
8.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

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: 057910

Amendment # (for amendments only):

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

Grand Prairie ISD plans, implements, and evaluates school improvement initiatives using the site based decision making process. The GPISD Board of Trustees sets goals annually for the upcoming school year based on the comprehensive needs assessment which identifies performance gaps and assesses campus needs using performance data from TEA Academic Performance Reports. A team of stakeholders, the District Education Improvement Committee (DEIC) is responsible for putting the board goals into action. The DEIC consists of parents, educators, administrators, community members and educational partners. The committee uses the Site Based Decision Making (SBDM) process to develop school improvement initiatives. Site-based decision making is a process for decentralizing decisions to improve the educational outcomes in the district through the collaborative efforts of participants. In this way, stakeholders will not just be informed of the plan, but will be part of each phase of planning, implementation, and evaluation. The DEIC first studies state and federal academic standards and accountability requirements, and evidence based strategies for improvement. The leaders then create a District Improvement Plan (DIP) that outlines objectives, action steps, personnel, and materials for achieving the board specified goals. The Superintendent and Board of Trustees approve the DIP and all initiatives recommended by the District Education Improvement Committee.

Talent Transformation Grant Process and Procedures: Under the direction of the Deputy Superintendents, the Dickinson Elementary and Young Men’s Leadership Academy at John F. Kennedy Middle School Campus Improvement Committees (CICs) will draft a school improvement plan based on the Accelerating Campus Excellence (ACE) model. The team will create a School Transformation Fund - Planning Grant blueprint as a framework of campus needs, goals and objectives, critical success factors, and performance targets for developing an implementation model. The blueprint will include a separate timeline for each of the five ACE components – Effective Principals and Teachers, Instructional Excellence, Extending Learning, Social and Emotional Support, and Parent and Community Partnerships. The timeline will outline milestones to be completed quarterly for each Ace component. The Deputy Superintendent and Project Director will guide the Campus Improvement Committees in using the blueprint to monitor the attainment of grant goals and objectives each quarter. The Project Director will create a quarterly progress report.

Adjustments to the Plan: Problems and challenges are inevitable when implementing a comprehensive school reform program, no matter how well a program is planned. The Campus Education Improvement Committee meets four times each year. During meetings, the Campus Principals will present formative progress reports including grant data and participant feedback. With the guidance of district leadership, the CEIC will use the information to adjust strategies, personnel, and resources to meet grant goals.

Communication: Communication is the key to successful grant implementation. The CEIC will serve as a conduit of communication to the faculty, staff and community. A written agenda for each CEIC meeting will be developed and the group will maintain official minutes. Formative assessment reports will be created each nine weeks and presented to the campuses at faculty meetings and to the Superintendent and the GPISD District Education Improvement Committee at semi-annual meetings. Summative evaluation reports will be created at the end of the school year and presented to the campus staff, Superintendent, DEIC, Best in Class Coalition and Board of Trustees.

Celebrations of Success: One of the stated priorities of the district is spending time, energy, and effort dedicated to finding, increasing, and celebrating student achievement. Campus counselors will coordinate celebrations of school success related to grant performance targets. The Project Director will utilize the parent portal and the campus and district website to communicate grant program events and celebrations to ensure all stakeholders including students, parents, and community members are informed of project goals and successes. Communication will be provided in Spanish and English.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

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

Grand Prairie ISD has the capacity to sustain the program after the project ends. Longitudinal research commissioned by the Texas Education Agency indicates six components are essential to sustaining an effective school improvement program. The district will build upon existing resources in the district to implement each component and sustain the Talent Transformation Fund Planning project including:

(1) Establish process for using data systems to guide decisions: The campus principals and teachers attended Teacher Advancement Program (TAP) training provided by an Educator Excellence Innovation Program (EEIP) grant award to analyze Edugence student data reports from nine week Curriculum Check tests, STAAR benchmarks, and STAAR exams. Campus leadership has indicated that campus educators know how to conduct a 'data dig', but do not understand how to use the data to drive instruction. The ACE Planning Team will audit the 'data dig' process to determine if the appropriate reports are being used to identify student risk factors, monitor student progress, and determine academic achievement. The planning team will work with campus educators to refine the data use model. During the implementation year, nine week unit test scores will be monitored to determine if the data use model significantly improves academic achievement.

(2) Build Academic Support into campus schedule: GPISD has sent one teacher from each campus to Advancement Via Individual Determination (AVID) training to learn to utilize Writing, Inquiry, Collaboration and Reading (WICOR) curriculum and instruction to improve student performance. The TTP program will extend this by sending one teacher per grade level to training and establishing an AVID study lab period during the school day. Personal computers purchased by the district in the spring of 2018 will be used to provide student access to TEA Student Success Initiative intervention programs during the study lab and at home. Use of these tools in a scheduled AVID lab will maximize use of the tech based intervention tools. When the plan is implemented, STAAR benchmark and exam data will be monitored to determine if participation in the AVID class improves student performance and achievement.

(3) Establish organized plan for Social Support: For the past five years, GPISD has utilized grant and Title III funding to train campus counselors in Flippen Group *Capturing Kids Hearts* strategies for improving self-esteem, positive behavior, and leadership skills. The program has resulted in fewer discipline incidents and increased attendance for the limited number of students receiving counseling support. The ACE Planning Team will review programs such as *Capturing Kids Hearts* (Flippen), *Leader in Me* (Covey), and *Momentum Institute* and select a research based designed to develop citizenship, wellness, diversity, and leadership for implementation in both campuses. During the grant, students and teachers will attend training in the selected program. The planning team will also meet with faculty to determine when the curriculum will be taught to ensure all students benefit from the program. Once the plan is implemented, attendance and discipline data will be monitored to determine if participation in the class improves attendance rates and reduces discipline incidences at the campus.

(4) Put into place highly qualified & certified staff committed to working with at-risk students: Dickinson Elementary and YMLA Middle School have adopted the Teacher Advancement Program (TAP) model for improving teacher professional practice. In the model, Master Teachers are hired to work with Novice and Career Teachers to support strengths and diminish weaknesses. The ACE Planning Team will create a Recruitment and Incentive model to increase the number of Master Teachers who have experience and a record of success employed at each school. These core and elective course teachers will integrate Reading/ELA and Writing content into all subjects. Once the model is implemented, the effectiveness of the model will be monitored using T-TESS evaluations.

(5) Establish systems for ongoing, high-quality staff development: The professional development model established through TAP provides training institutes in the summer and ongoing training, modeling, and evaluation through weekly Professional Learning Community meetings. This model of providing high quality training with continued support will be expanded to parents and community members through the model developed. Career Events will host technology trainings and provide weekly demonstrations of homework assistance using electronic programs. The model of training and support will be continued based on a review of professional development evaluations.

Commitment: The Talent Transformation Planning project is designed to improve student performance for our most at-risk student groups. Using the ACE model that builds on five research-based components, we will develop a successful talent transformation plan. It will be the success of the students in meeting academic goals that will inspire and commit stakeholders to not only sustain but to expand the school improvement project after the project ends.

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Schedule #15—Project Evaluation			
County-district number or vendor ID: 057910		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.	ACE Planning Team formed to oversee grant planning, implementation, & evaluation	1.	Grant introduced to school/community – powerpoint presentation and flyers
		2.	Committee members selected – lists of members for five committees
		3.	ACE Planning Team meetings – attendance logs and evaluation forms
2.	Implementation Plan for Hiring Effective Principals & Teachers completed-grant documents	1.	Recruitment plan created/documented-HR & Board approval by May 2019
		2.	Interview plan created/documented – HR and Board approval by May 2019
		3.	Incentive plan created/documented – HR and Board approval by May 2019
3.	Implementation Plan for Instructional Excellence completed – grant documents	1.	Data driven decision training – attendance logs and evaluation forms
		2.	Revised best practices in Reading/ELA/Writing curriculum– Eduphoria docs
		3.	Campus schedules include PLCs & content mtgs – 2019 Master schedules
4.	Implementation Plan for Extended Learning completed – grant documents	1.	Training in AVID curriculum and support – attendance & eval. forms
		2.	Workshop to align & plan extended day activities- attendance & eval. forms
		3.	Campus schedules include AVID & ACE classes-2019 Master schedules
5.	Implementation Plan for Social and Emotional Support completed – grant documents	1.	Audit of social and emotional support programs – attendance & eval. forms
		2.	Training in support program for stakeholders - attendance & eval. forms
		3.	Workshop to align and plan program incentives - attendance & eval. forms
6.	Implementation Plan for Parent and Community Partnerships completed – grant documents	1.	Audit of parent and community partnerships – attendance & eval. forms
		2.	Workshop to align student/school needs with partners- attendance & eval.
		3.	Recruitment completed and partnerships formed – list of programs/partners
7.	Submission of a transformation implementation plan	1.	Campus Improvement Committee integrates Talent Transformation goals
		2.	District Improvement Committee integrates Talent Transformation goals
		3.	Board of Trustees approves school improvement plans
8.		1.	
		2.	
		3.	
9.		1.	
		2.	
		3.	
10.		1.	
		2.	
		3.	

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Processes for Collecting Data: The ACE Planning Team will meet during the first month of the grant program to refine the Talent Transformation Planning Blueprint. The blueprint will be edited to include ACE Planning Team Meetings, ACE Committee meetings, Campus Improvement Committee (CIC) meetings, trainings, workshops, and events. The Program Director will provide attendance logs for all grant events that include the attendee's name and organization. Grand Prairie ISD Professional Development Evaluation forms will be used to collect information from trainings and workshops.

Program-Level Data: The Ace Planning Team will include five committees. Each committee will be responsible for planning one component of the Talent Transformation Plan. The five committees and associated data to be collected:

(1) Effective Principals & Teachers Committee - This committee will be responsible for working with the Deputy Superintendent for Academics and the Human Capital Director to develop recruitment, interview, and incentive plans for the Focus Campuses. In addition, the committee will be responsible for working with the Human Capital department to develop and publish recruitment, interview and incentive plans. The team will present plans to the Board of Trustees by May 2019. Attendance logs and staffing plans will be used as data to indicate accomplishment of grant goals.

(2) Instructional Excellence Committee - The committee will be responsible for working with the Deputy Superintendent Teaching and Learning to review data use strategies. The team will select professional development training, sponsor training workshops, and revise curriculum documents to include data use strategies. The committee will also be responsible for working with the Campus Principals to restructure the campus schedule to include Professional Learning Community meetings to develop classroom instruction and content area meetings to develop intervention/enrichment instruction. Attendance logs, evaluation forms, and the printed master schedule will be used as data to indicate accomplishment of grant goals.

(3) Extended Learning Committee - This committee will be responsible for working with the Deputy Superintendent for Innovation and School Improvement to add an hour of learning to each school day. The team will review elementary and secondary AVID programs to develop a plan for integration of the curriculum into each campus schedule. The team will organize training for stakeholders and equip the AVID lab based on the plan. In addition, the committee will attend workshops with Focus School teachers to review content area academic needs and to plan innovative ACE intervention or enrichment classes to meet student needs. Data will include attendance logs from all meetings and workshops. Evaluation forms will be completed at workshops as feedback. Campus master schedules that include AVID and ACE classes will also be used as indicators of accomplishment.

(4) Social & Emotional Support Committee - This committee will be responsible for working with the campus Principals and Counselors to review and select a leadership program to be implemented during the 2019-2020 school year. The team will attend training with teachers, parents, and students. The committee will also hold workshops with counselors to develop an implementation plan and to identify student incentives to promote positive behavior. Data collected will include attendance logs at meetings and workshops, evaluation forms at workshops, and a written plan for implementation and incentives.

(5) Parent & Community Partnership Committee - The committee will be responsible for working with the Assistant Superintendent of Student Services and the campus Parent Teacher Associations (PTA) leaders to determine student and school needs. The team will hold ACE events to recruit partners who have been identified to provide wrap-around services to meet identified needs. The committee will also sponsor workshops with partners to develop a plan for coordinating services such as a local nursery sponsoring an ACE class to add landscaping to the school, local artists conducting an ACE class to paint a mural on hallways, etc. Data will include attendance logs from meetings and events, evaluations from workshops, and a Partner List aligning student needs with planned services and partners.

Problem Correction: The ACE Planning Team will meet four times each year to review data. The Program Director will provide formative reports to the Campus Improvement Committee (CIC) each quarter. The campus-based team will review data and feedback to recommend changes to timelines and activities to meet grant goals. Continuous data collection and problem correction will allow implementation problems to be identified and addressed in a timely manner. The Project Director will provide a summative report and the proposed Talent Transformation Plan to the CIC at the end of the 2018—2019 school year. The information will be used to develop the 2019-2020 Campus Improvement Plan.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dickinson Elementary and YMLA at John F Kennedy Middle School utilize guidance from the Texas Education Agency to develop Campus Improvement Plans:

Step 1. Data Analysis and Needs Assessment: Both campuses are Focus Schools. Under the direction of the Deputy Superintendent for School Improvement and Innovation, the campus Campus Improvement Committees (CICs) utilized the five steps of the Texas Accountability Interventions System (TAIS) framework to collect and analyze data and to conduct the 2017 comprehensive needs assessment. First, the committee clarified and prioritized problem statements. Next, to set the purpose of the needs assessment, the team studied the mission of the campus. Membership of the CIC was then reviewed data based on TAIS guidelines, GPISD Board Policy, and the plan to transform the campus using the proven Accelerating Campus Excellence (ACE) model. The type of stakeholders involved in the planning process was increased to social services providers, local business owners, community members, and parents representing targeted economically disadvantaged and English language learner student populations. Each committee worked with an ESC Region 10 consultant to collect appropriate data in four STAAR performance indexes: achievement, progress, closing performance gaps and post-secondary readiness. The committee identified topics for each performance index and collected data from multiple sources including formative and summative, quantitative and qualitative, short term and long term, and objective and subjective information. Once data was organized and collected, the team utilized TAIS questions to determine trends and patterns in data over time, the impact of trends and patterns, and the root causes that contributed to each problem. The team found the economically disadvantaged subpopulation of learners had the lowest number of students meeting state standards in Reading/ELA and Writing. Further analysis noted the scores were significantly lower than district and state averages.

Step 2. Selection of Model, Goals, and Interventions: After identifying the problem and cause, the CIC reviewed the components of school improvement models from the School Transformation Fund grant to determine the model that best addresses student and campus needs. Using TAIS handouts outlining Critical Success Factors and required interventions for each model and information from the Division of System Support and Innovation (DSSI), each CIC selected the Talent Transformation model. Once the model was selected, the CICs set project goals for improved achievement in Reading/English Language Arts and Writing. Each committee then drafted a Campus Improvement Plan based on Critical Success Factors that are essential to accomplishing a comprehensive change of expectations and behaviors to result in a transformation of systems:

- (1) Leadership Effectiveness and Teacher Quality: Create a strategic staffing plan that places the most experienced and knowledgeable educators in Focus schools to implement school improvement.
- (2) Increase Learning Time and Student Achievement: Extend the school day using AVID and ACE classes to improve student performance and achievement in Reading, English language arts, and Writing;
- (3) Increase Use of Quality Data to Drive Instruction: Provide staff ongoing, job-embedded professional development in Professional Learning Community (classroom instruction) and Content Area meetings (intervention and enrichment instruction) to use data to provide differentiated instruction for targeted subpopulations;
- (4) School Climate: Implement proven social support systems that include incentive programs to put disconnected youth back on track toward school success; and
- (5) Family and Community Engagement: Expand partnerships to strengthen the social and emotional health of children and family members.

Step 3: Implementation: The ACE Planning Team at each campus will develop a blueprint that outlines campus needs, goals and objectives, critical success factors, and performance targets for developing a Talent Transformation implementation plan. The framework will be used to guide implementation and to conduct the grant evaluation.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

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

All Grand Prairie Title I, Part A Campuses are designated as Schoolwide campuses. Schoolwide campuses are able to use Title I, Part A funds to supplement services, programs and activities that impact the entire school population.

Monitoring School Improvement Plans: The Deputy Superintendent for Innovation and School Improvement serves as the designated District Coordinator of School Improvement (DCSI) and leads the Grand Prairie ISD School Improvement department. School Improvement staff members work with the Campus Improvement Committee (CIC) to use the Site Based Decision Making Process (SBDMP) to analyze data and conduct a comprehensive needs assessment. The staff further works with the CIC to use the Texas Accountability Intervention System (TAIS) continuous improvement framework that is aligned around Critical Success Factors (CSFs) and the ESEA turnaround principles to develop a Schoolwide Campus Improvement Plan.

Critical Success Factors	USDE Turnaround Principles Framework for Continuous and District and School Improvement
Leadership Effectiveness	Providing strong leadership by (1) reviewing the performance of the current principal; (2) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.
Teacher Quality	Ensuring that teachers are effective and able to improve instruction by (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the transformation effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs
Increased Learning Time	Redesign the school day, week, or year to include additional time for student learning and teacher collaboration;
Academic Performance	Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with Texas Essential Knowledge Skills
Use of Quality Data to Drive Instruction	Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data
School Climate	Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs
Family and Community Engagement	Providing ongoing mechanisms for family and community engagement

GPISD School Improvement staff members also work with the CIC to develop a campus budget that utilizes Title I, Part A funds to provide supplemental funding for items specified in the schoolwide plan. Once the Campus Improvement Plan and budget have been approved by the Board of Trustees, the DCSI assists Focus Schools in implementing the plan for improvement. The District Coordinator of School Improvement attends required trainings with Focus School staff members and works with campus leaders to meet Texas Education Agency reporting requirements.

Additional Actions: The GPISD School Improvement Department conducts programmatic review to ensure school improvement goals are being achieved using quarterly and summative Campus Improvement Committee reports. The reports outline program-level and student-level data related to the accomplishment of each Critical Success Factor. The School Improvement Department staff also conducts budget reviews semi-annually to ensure funds are being used only to address instructional needs that are directly linked to the school's needs assessment and are identified in the Campus Improvement Plan. When a Focus School does not accomplish school improvement goals over a period of three years, the principal is replaced and a district leader who has a record of success in transforming high need campuses is appointed to the position. In addition to ensuring effective leadership, school improvement strategies are reviewed and refined to ensure all Critical Success Factors are addressed and campus systems and process are reviewed to remove unsuccessful practices and maintain commitment to continuous improvement. The GPISD school improvement process ensures proven improvement plans built on innovation to bring success for targeted students and schools.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

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

Grand Prairie ISD will contract with matched technical assistance support from the Texas Education Agency to develop the Talent Transformation plan. Twenty-five percent of the application budget has been designated as "Matched School Transformation Partner" to support the services provided by the school transformation partner. In addition, the Campus Improvement Committee has recommended both Focus Schools contract with external service providers to provide training workshops for stakeholders in three areas – using data to drive instructional decisions, developing and facilitating student leadership programs, and planning innovative ACE extended day courses aligned to student and school needs.

Recruitment: Grand Prairie ISD has access to a large pool of external providers from the Dallas Ft. Worth metropolitan region and the state. In 2017, the district was accepted into the TEA System of Great Schools, Cohort 1 initiative which will provide to additional access to prospective partners and technical assistance providers.

Screening and Selection: GPISD utilizes TCDSS guidance and follows the procedures outlined in the *Handbook on Effective Implementation of School Improvement Grants (2010)* for screening and selecting external providers: (1) Identify reasons for hiring an external provider based on the Comprehensive Needs Assessment and Campus Improvement Plan; (2) Engage stakeholders in determining the need to hire external providers and ensure the entire process is transparent and fair; (3) Articulate specific goals of the relationship with the external provider, including stating measurable expectations and the criteria to be used to select and evaluate external partners; (4) Create conditions to attract multiple high quality external partners including providing flexible timelines for consultation and appropriate space and technology tools for conducting training; and (5) Budget adequate funding to support relationships with the external partner during the duration of the contract. Once an external partner has been selected, the campus team will utilize the Grand Prairie ISD Human Capital policies for securing contracted services including conducting an interview with the external partner's leadership team to determine experience and qualifications to meet specific school improvement goals and to determine a history of prior success in positively impacting student achievement in low achieving schools. The hiring process will include checking references of the external provider. The GPISD Business Operations Handbook procedures will be used to negotiate and execute a contract that outlines roles and responsibilities of the external partner and district, and to specify conditions for termination or modification of contracted services.

Evaluation: Contracts will be negotiated annually based on evaluation of services rendered as determined by the ACE Planning Team and Deputy Superintendents leading the school improvement project.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

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

Grand Prairie ISD (GPISD) will coordinate funds from a variety of funding sources including Foundation School Program, Title I, Title III, State Compensatory Education, and GPISD Education Foundation funds to maximize effectiveness of grant funding. Examples of funding include:

- technology funding approved by the Board of Trustees in the spring of 2018 will be utilized to provide Apple computers, technical support, and technology training to each campus. Technology will support the campuses in implementing extended school day initiatives including AVID and ACE classes.
- professional development funding provided through the district Teaching and Learning department will be used to facilitate professional development training and workshops held during the planning period;
- transportation resources will be used to transport students home at the end of the extended day schedule;
- instructional coaches will be paid using district personnel appropriations;
- facilities funding for furniture and educational materials will be used to support use of technology tools including computers, digital projectors, white boards, audio visual equipment, etc; and
- Education Foundation funding will be used to include Dickinson Elementary and the Young Men's Leadership Academy at John F. Kennedy Middle School in *The GPISD Experience* which introduces Grand Prairie ISD families to school choice programs and enrollment instructions. The schools will be introduced as ACE campuses during the 2018-19 event.

Grand Prairie ISD leaders have experience in restructuring schools using innovative models, technical assistance, and funding provided by grant awards to improve student performance. Multiple grant awards will support implementation of the School Transformation Fund-Planning grant initiative. Grand Prairie ISD was awarded an Educator Excellence Innovation Program award which provides funding for professional development and technical assistance in establishing teacher incentive programs. In 2016, the district was awarded the 2016-2018 Innovative Academy – The Next Generation of ECHS grant to establish a career based early college high school. During the same year, the district was also accepted into the TEA Division of System Support and Innovation, System of Great Schools Cohort I training to research innovative and effective school improvement initiatives. In 2017, the district was awarded a 2017-19 School Redesign grant to transform Adams Middle School, a Focus campus, into a high performing campus using the blended learning model. In each project, the district has supplemented local, state, and federal funds to successfully transform low performing campuses into high expectation, high achievement schools. GPISD is committed to using all available funding sources to ensure full and effective implementation of the proposed School Transformation Fund Planning grant.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

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

The Focus Campuses will create a Talent Transformation Plan to ensure comprehensive change in the structure and systems of the school. Grand Prairie ISD will ensure Dickinson Elementary and Young Men's Leadership Academy at John F Kennedy Middle School teams have operational flexibility to refine practices and policies to effectively implement the plan.

1. Restructure the campus staffing plan to recruit, interview, and hire highly qualified and certified Texas teachers who have proven success in working with high need learners in grades PK through 8th grade;
2. Restructure the salary schedule to include incentives for administrators and teachers employed in Focus Schools;
3. Restructure teacher schedules to include ongoing professional development, Professional Learning Communities meetings to design classroom instruction based on data, content area meetings to design intervention and enrichment instruction.
4. Restructure professional educator evaluation protocols to emphasize student growth and achievement.
5. Redefine the campus schedule to include an additional hour of instruction during the school day for AVID.
6. Extend the hours of operation of the school to six o'clock to offer ACE intervention, enrichment, and safety activities.
7. Restructure course curriculum and PTA offerings to include leadership training and strategies for students and families.
8. Redefine family and community partnerships to include participation in ACE activities that focus on school beautification, family education, safety, social services, etc.

Grand Prairie ISD will ensure the campus receives ongoing, intensive technical assistance and related support from the district and external consultants to modify campus and district policies as appropriate during planning to enable planning for school improvement.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

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

The Accelerating Campus Excellence (ACE) initiative was designed based on national research surrounding the principle that transforming schools requires strong principal leadership and effective teachers coupled with an environment of high expectations for students and staff. According to research conducted to determine the effectiveness of Dallas ISD ACE programs, 30% more K-2 students on ACE elementary campuses read at or above grade level according to I-Station assessments, doubling the percentage of students at or above level from the year prior. Also, ACE campuses saw gains on 13 of 14 STAAR tested subjects with an average gain of 16 percentage points. With the support of the Best in Class Coalition, the Dickinson Elementary and Young Men’s Leadership Academy at John F Kennedy Middle School will develop a plan that uses five ACE evidence based strategies to implement successful school reform.

Effective Principals and Teachers: A strategic staffing plan created to include:

- Effective principal and teaching staff, as identified by teacher evaluation system and data analysis identifying teachers with a demonstrated record of significant student growth year over year;
- 3-year financial incentives provided to ACE educators (\$15K for principals and \$10K for teachers annually);
- Targeted and differentiated professional development to improve teaching and learning; and
- Teacher leaders who emphasize and serve as role models for the school mission and purpose.

Instructional Excellence: Teacher schedules restructured to include:

- Ongoing training to focus on using disaggregated data to drive decisions;
- Grade level meetings for planning classroom instruction based on data;
- Content area meetings to plan intervention, enrichment, and safety instruction;
- Frequent observation, coaching and feedback.

Extended Learning: Campus schedules restructured to include:

- An extra hour embedded into the instructional day, specifically for Reading, English Language Arts, and Writing intervention;
- Campuses remain open until 6pm for interventions, student enrichment, and safety activities;
- Breakfast, lunch and dinner are served to all students

Social and Emotional Support: Campus classes restructured to include:

- Intentional leadership strategies to create and maintain positive relationships between adults and students;
- Restorative justice practices to reduce student suspensions and disciplinary issues; and
- Joyful incentives for students to increase positive behavior.

Parent and Community Partnerships: New partnerships with community organizations providing formed to provide:

- Increased communication protocols between educators and parents/community members;
- Wrap-around services, including but not limited to faith based organizations, municipal/city organizations, charities, and early education programs;
- Campus beautification efforts both externally and internally; and
- Improved collaboration with established Parent Teacher Associations (PTA).

Grand Prairie ISD will partner with the Best in Class Coalition to plan the evidence based program.

ACE Planning Team Training: During planning, campus representatives will meet with the ACE Learning Community. In the meetings, districts implementing ACE components during the 2018-19 school year will share best practices, lessons learned, and program progress. Campus teams will also attend regional ACE Professional Development to learn about national best practices. Dickinson Elementary and YMLA Middle School representatives will continue to meet with the ACE Learning Community and attend ACE Professional Development during the three year implementation process

Evaluation: It will be important to measure project effectiveness for each ACE component. Best in Class representatives will work with the planning team to include ACE evaluation tools in the campus plans including a teacher climate survey administered twice each year and an ACE program evaluation administered at the end of each project year. Utilizing the same analytics for all districts to benchmark progress will enable GPISD to compare program effectiveness with non-ACE campuses and to share results with stakeholders.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

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

Partnership Planning

P2 Partnership

IMO Partnership

New School Planning

Reset

Fresh-Start

Transformation Planning

Talent Transformation Model

Transformation Strategy

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

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

The Grand Prairie Independent School District (GPISD) Board of Trustees vision summarizes the strategic priority of the district: "We are a learning community vigorously pursuing student success."

Strategy for improving low-performing schools: The 6 Plays of Grand Prairie ISD outline the strategic theory of action the district will use to improve student performance and achievement in low performing schools. Each of the priorities will be addressed in the Talent Transformation Plan: (1) *Vertically and Horizontally Aligned Curriculum* will be employed using content area meetings to promote ongoing communication, enable customization of content, and to make connections within and across grade levels; (2) The *5E Model of Instruction* will be part of Professional Learning Communities. This foundation enables students to engage, explore, explain, elaborate and evaluate learning; (3) *Data-driven Decisions* will be a focus of planning to empower participants to collect appropriate data, analyze data in a meaningful fashion, disseminate information into the hands of people who need it, and to use the information to increase school efficiencies and improve student achievement; (4) *Relational Capacity* will be built through increasing family and community partnerships to explore and expand classroom and campus relationships for greater student inclusion and performance; (5) *Intentional Leadership* will be a focus of the social and emotional support program selected to empower educators to bring innovation, increased student engagement and higher level performance of all grade levels; (6) The *Visit What You Value* priority will dedicate time, energy and effort to finding, increasing, and celebrating student achievement.

Strategy for increasing the number and percent of students in higher-rated schools: Grand Prairie Independent School District (GPISD) is a fully open-enrollment district, offering 23 Schools of Choice and Programs of Choice throughout the district. Each school has been designed based on the needs of students and their families and the community. As a TEA designated District of Innovation, GPISD is afforded more local control over district operations in order to support innovation and local initiatives to improve educational outcomes for the benefit of students in the community. Schools of Choice are stand-alone schools that provide unique learning opportunities for students seeking a non-traditional educational experience. Five of the GPISD Schools of Choice are campus charters. Elementary Schools of Choice include two early education schools, two college preparatory campuses, three digital arts campuses, five STEM campuses, and 1 world language center. Secondary Schools of Choice include two Career and Technology Education campuses, two collegiate academies, one fine arts school, two leadership academies and three STEM campuses. In addition to Schools of Choice, Grand Prairie ISD has two IB campuses, Dickinson Elementary serves PK through 5th grade learners and Sally Moore College and Career Preparatory Academy serves PK through 8th grade students. Programs of Choice give students the opportunity to put their future college and career plans on the fast track. The focused coursework of each program is geared to help students secure licenses, certifications and even college credit before graduating from high school. In many instances students are able to secure careers immediately upon graduation. Programs of choice are designed for students who desire the setting of a traditional school atmosphere yet want to pursue more concentrated areas of study based on their own college and career interests. GPISD Programs of Choice include: tuition based Prekindergarten, International Baccalaureate (K-8), Junior Cadet Corps (6-8), Environmental Science and Technology (6-12), Aerospace Academy (9-12), Construction Management and Construction Technology (9-12), Early College High School (9-12), Education and Leadership Preparatory Academy (9-12), Firefighter Academy (9-12), Government and Public Administration (9-12), Landscape Design (9-12), Registered Nurse Academy (9-12), The Center for Law and Public Safety (9-12), the Center for Sports Medicine (9-12), and Veterinary Studies (9-12). The innovative system developed by Grand Prairie ISD has been successful in improving student achievement, increasing student progress, closing achievement gaps, and advancing postsecondary readiness. This results in a higher number of GPISD students being enrolled in higher-rated schools. In 2016-17, all Grand Prairie ISD schools 'Met Standard'— the highest rating that can be earned from the Texas Education Agency. In addition, 20 GPISD schools received a total of 64 distinctions for the 2016-17 school year. The state awards distinctions for achievement in multiple areas. Distinction designations are presented to campuses based on achievement on performance indicators compared to a group of 40 campuses of similar type, size and student demographics. Dickinson Elementary and Young Men's Leadership Academy at John F Kennedy Middle School will become programs of choice offering the Accelerating Campus Excellence (ACE) program. **Summary:** The proposed Talent Transformation planning grant utilizes each strategy to meet the GPISD vision of a community pursuing and achieving student success.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

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

Grand Prairie ISD operates under the System of Great Schools theory of action. The mission of the district is to ensure student success through engaging learning experiences, collaborative leadership and a focus on maximizing student achievement. The mission is echoed in the district vision, "We are a learning community vigorously pursuing student success". The Superintendent annually works with the Board to analyze the district's comprehensive needs assessment, develop student outcome goals, and select goal progress measures (GPMs) for each student outcome goal. The Board's student outcome goals, as aligned with the GPISD vision, are: Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of Reading, English Language Arts and Writing. Goal Progress Measures: The district has established rates of progress for the 2017-18 school year based on nine week unit test scores, district STAAR benchmark and exam data, retention rates, and attendance rates. Goal 2: Highly Qualified/Effective Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Goal Progress Measures: The district has established rates of progress for the 2017-18 school year based on recruitment data, retention rates, training records, classroom walkthroughs, teacher evaluations. Goal 3: Parent and Community Engagement: Parents and community members will be full partners with educators in the education of GPISD students. Goal Progress Measures: The district has established a goal for the 2017-18 school year based on the number of parent/community engagement meetings, community partnerships established, Educator Improvement Committee and Campus Improvement Committee meetings, parent workshops/trainings, parent-school compacts (Title 1), and volunteer participation. Goal 4: Instructional Technology: Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Goal Progress Measures: The district has established a goal for the 2017-18 school year based on the inclusion of technology in the campus Needs Assessment, purchase orders with CIP references, and technology usage logs. Goal 5: Safe and Orderly Environment: GPISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. Goal Progress Measures: The district has established rates of progress for the 2017-18 school year based on safety audit reports, behavior records, PEIMS data. Based on these goals and progress measures, the district implements campus improvement that is reflective of the System of Great Schools theory of action: Campus Autonomy: Grand Prairie Independent School District (GPISD) is a fully open-enrollment district, offering 23 Schools of Choice and Programs of Choice throughout the district. Each program is developed by campus staff and has complete autonomy in hiring, campus schedules, length of the school day, etc. to meet the academic goals of the school. The proposed program will expand this work by opening Dickinson Elementary and Young Men's Leadership Academy at John F Kennedy Middle School as an ACE Program of Choice in the 2019-2020 school year. Parent/Student Choice: Grand Prairie ISD *Kaleidoscope* Schools and Programs of Choice website introduces families to career and school options to unleash each child's potential through choice in education. The *GPISD Experience* held annually in November showcases all school offerings. Prospective families from across the Metroplex are invited to explore educational settings for their children and to enroll through an online application system. Through Schools and Programs of Choice, GPISD is turning a kaleidoscope of dreams into college and career opportunities for its students and their families. Performance Contracts: Grand Prairie ISD implements performance contracts with Focus and Priority campuses. The contracts specify the expectations for student achievement, student progress, closing performance gaps, and postsecondary readiness domains. Performance Evaluations: GPISD annually evaluates performance of and demand for high performing campuses. The proposed Talent Transformation project will allow only four teachers to transfer from a high performing campus to a Focus School. Strategic Improvement: GPISD Programs of Choice give students the opportunity to put their future college and career plans on the fast track, educators the opportunity to teach rigorous courses in their chosen field or content area, campuses the opportunity to move from low performing to high performing educational environments, and communities the opportunity to "grow their own" credentialed and experienced employees. The ACE Program of Choice planned and implemented at the targeted Focus Schools will offer all stakeholders the ability to plan and participate in a personalized education environment designed to promote student, school, and community success.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 057910			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 057910

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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

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

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Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

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

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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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2602 S. Belt Line Rd.
Grand Prairie, Texas 75052
972.264.6141
www.gpisd.org

Susan Simpson Hull, Ph.D.
Superintendent

May 10, 2018

Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

RE: Letter of Intent for GPISD – Talent Zone Planning Grant

GPISD, a district of 29,435 students, is committed to providing a quality education to all students, regardless of race, socioeconomic status, or physical zip code. On a personal level, I am going to always make decisions that are in the best interest of my students long term success, and planning to implement the Accelerating Campus Excellence (ACE) program beginning in the 2019-2020 school year is one of those key decisions.

There are without a doubt numerous bright spots across our district, and I am proud each and every day of the accomplishments made by our students and staff. However, there also exists serious inequities in academic performance within GPISD, and those underperforming campuses all experience some, if not all, of the following characteristics: (1) 80%+ economically disadvantaged student population, (2) high year over year teacher turnover, (3) significant achievement gaps by race and/or income level, (4) year over year principal turnover, and (5) above average discipline referrals, that in many cases, are disproportionately represented by one race/gender compared to the district average. As the Superintendent, I refuse to accept these outcomes as the norm in GPISD. As a result, my leadership team and I have followed the ACE program from afar, seeing the tremendous success for students in challenging circumstances, and we are committed to planning in the 2018-2019 school year for implementation in 2019-2020 school year.

Through collaboration with current ACE districts leadership (Dallas, Fort Worth, Richardson and Garland ISD), GPISD is committed to planning for implementation of the ACE model, adhering to the following five programmatic requirements, as well as a core set of principles (see below) to ensure the model is implemented with fidelity over a 3-year period. There will of course be local elements to the GPISD version based on buy in and input from key stakeholders within our district.

1) Effective Principals and Teachers:

- Strategic Staffing: campuses are fully reconstituted and strategically staffed to include effective principal and teaching staff, as identified by teacher evaluation system or data analysis identifying teachers with a demonstrated record of significant student growth year over year.
- 3-year financial incentives provided to ACE educators (\$15K for principals and \$10K for teachers annually)
- Targeted and differentiated professional development
- Emphasis on mission and purpose

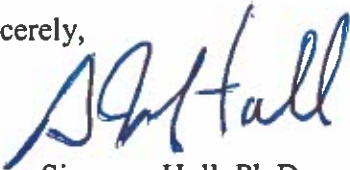
2) Instructional Excellence:

- Focus on data analysis and high quality professional learning communities (PLCs)
- Specified planning and collaboration time for teachers in grade level and subject alike settings

- 3) **Extended Learning:**
 - Extra hour embedded into the instructional day, specifically for reading and math interventions
 - Campus remains open until 6pm for interventions, student enrichment, community partnerships and safety
 - Breakfast, lunch and dinner are served to all students
 - 4) **Social and Emotional Support:**
 - Emphasis on creating and maintaining positive relationships between adults and students
 - Reduction of student suspensions and disciplinary issues through restorative justice practices
 - Creation and implementation of joyful incentives for students
 - 5) **Parent and Community Partnerships:**
 - Increased communication protocols between educators and parents/community members
 - New partnerships with community organizations providing wrap-around services, including but not limited to faith based organizations, municipal/city organizations, charities, and early education programs
 - Strong parent teachers association engagement
 - Campus beautification efforts both externally and internally
- **Administration of teacher climate survey 2x per year (December and May)**
 - **Joining the ACE Learning Community and maintaining the ACE brand for selected campuses**
 - **Aligning GPISD teacher professional development days to align with other ACE districts**
 - **Conducting an ACE program evaluation at the end of each year, utilizing the same analytics framework as partner ACE districts**

GPISD is committed to planning for a successful implementation of the ACE model in the 2019-2020 school year, as our students in greatest need deserve nothing less from us. We are excited about this opportunity with TEA to support this work, we are excited to collaborate with our district peers who are already implementing such an amazing program, and we are excited to see our students realize their true potential once they are afforded the resources, both human capital and physical, that they have needed all along. GPISD is committed to a quality education for ALL students, and this is a big step in making that commitment a reality.

Sincerely,



Susan Simpson Hull, Ph.D.
Superintendent



Best In Class

MEMORANDUM

TO: GPISD and Texas Education Agency

FROM: Dottie Smith, Managing Director, Best in Class

DATE: May 4, 2018

RE: Letter of Support for GPISD – Talent Zone Planning Grant

The Best in Class Coalition is a community initiative that is powered by The Commit Partnership and Communities Foundation of Texas. Alongside education leaders and willing partners, we have agreed to align the work of the coalition to achieve one overarching goal:

Grow the proportion of students in Dallas-Fort Worth who are on track for college and career success by increasing access to effective and diverse teachers and school leaders.

To achieve this, Best in Class is focused on four key levers:



The Accelerating Campus Excellence (ACE) Overview: The Accelerating Campus Excellence (ACE) model has closed historically persistent achievement gaps for students in Dallas ISD, and replication of the model in 2017-2018 school year to Fort Worth ISD. In the 2018-2019 school year, ACE will expand to Richardson ISD and Garland ISD, with many more districts entering in implementation for the 2019-2020 school year. This is a strategic staffing effort that places a district's more effective teachers and school leaders, as demonstrated by student growth data, at campuses identified by academic performance that is far below the district average and in many cases, are unacceptable based on state accountability standards.

Best in Class Progress – Summary of Support: Best in Class has played a pivotal role with GPISD in their exploration of the Accelerating Campus Excellence (ACE) model by engaging with key district leaders, from the initial conversation through planning and implementation to day one in the classroom. The Best in Class team serves as a resource for district leaders after year one, including, but not limited to:

- Facilitation of the ACE Learning Community, of which GPISD is a member. This learning community gathers districts to discuss key ACE implementation topics from Curriculum & Instruction to Human Resources. Meetings are held at current ACE campuses, allowing time for districts to tour schools and create a community of learning and continuous improvement.



- Conducting data analysis for campus selection and effective teacher and campus leader identification through an analysis of absolute and relative growth performance as well as demographic analysis.
- Enhancing the ACE Toolkit, which serves as a warehouse of implementation resources: Resources developed by Best in Class as well as from participating districts, including communication materials, run of shows for ACE events, Master Schedules, and logistical implementation timelines to name a few.
- Ongoing support to key district leaders via communications and planning meetings
- Identifying opportunities for grants and external philanthropic support for ACE: Best in Class team assists district with identification of grants and philanthropic donors to align private resources to supplement public investments.

Through coordination by the Best in Class Team, GPISD has agreed to the following five ACE Programmatic Requirements, as well as a core set of principles to ensure the ACE model is implemented with fidelity. While local flexibility is encouraged, GPISD has agreed to the following programmatic pillars for a minimum 3-year period per campus.

1) Effective Principals and Teachers:

- Strategic Staffing: campuses are fully reconstituted and strategically staffed to include effective principal and teaching staff, as identified by teacher evaluation system or data analysis identifying teachers with a demonstrated record of significant student growth year over year.
- 3-year financial incentives provided to ACE educators (to date, \$15K for principals and \$10K for teachers annually – local flexibility is allowable in financial incentives, not to fall below \$12,500 for principals and \$8,000 for teachers)
- Targeted and differentiated professional development
- Emphasis on mission and purpose

2) Instructional Excellence:

- Focus on data analysis and professional learning communities
- Specified planning and collaboration time for teachers in grade level and subject alike settings
- A culture of frequent observation, coaching and feedback

3) Extended Learning:

- Extra hour embedded into the instructional day, specifically for reading and math interventions
- Campus remains open until 6pm for interventions, student enrichment, and safety
- Breakfast, lunch and dinner are served to all students

4) Social and Emotional Support:

- Emphasis on creating and maintaining positive relationships between adults and students
- Reduction of student suspensions and disciplinary issues through restorative justice practices
- Creation and implementation of joyful incentives for students

5) Parent and Community Partnerships:

- Increased communication protocols between educators and parents/community members
- New partnerships with community organizations providing wrap-around services, including but not limited to faith-based organizations, municipal/city organizations, charities, and early education programs



- Campus beautification efforts both externally and internally

Administration of Best in Class (or similar) teacher climate survey 2x per year (December and May): allowing for assessment of ACE progress after the first semester in year one regarding climate and culture as compared to the end of the previous non-ACE year.

Join the ACE Learning Community and maintain the ACE brand for selected campuses: existing ACE districts come together multiple times each year to share best practices, lessons learned, and program progress leveraging the power of collaboration and a shared regional brand.

Align district teacher professional development days across ACE districts: coordination between districts on teacher in-service days allows for joint, high quality ACE PD across districts where national best practice organizations can be solicited, given the number of districts/teachers involved.

Conduct an ACE program evaluation at the end of each year, utilizing the same analytics framework for all ACE districts: benchmarking district and regional ACE progress against non-ACE campuses and districts will result in strong proof points that can be shared back to stakeholders (education prep programs, Texas Education Agency, Legislature, etc.) to change behavior and inform decision making.

Grant Recommendation:

Best in Class strongly recommends GPISD to be named for Talent Zone Planning Grant given their commitment to implement the ACE model with strong fidelity in the 2019 school year on campuses that are in "Improvement Required" status or those that have significant achievement gaps by income and/or race. Furthermore, Best in Class has partnered with GPISD to provide guidance and assistance in the model design and planning process to date and can attest to the fidelity in which GPISD is intending to implement the model, with ongoing support from the Best in Class team. We feel confident this model will result in significant academic gains for the students who need it the very most.

Sincerely,



Dottie Smith
Managing Director, Best in Class

