2018–2020 School Transformation Fund - Implementation

		FOR TEA USE ONLY
Program authority:	P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)	Write NOGA ID here.
Grant Period:	July 9, 2018 to July 31, 2020	
Application deadline:	5:00 p.m. Central Time, May 29, 2018	Place date stamp here
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED 2018 MAY 29 PM 4:11 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION TEXAS EDUCATION AGENCY
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov; (512) 463-2617	

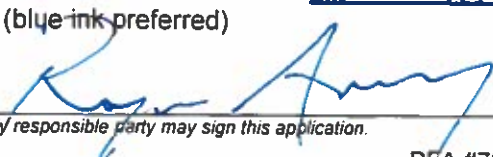### Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#		Amendment #
Manor ISD	**227-907**	**Manor Excel Academy / 227-907-002**		

Vendor ID #	ESC Region #		DUNS #
1746003097	**13**		**050223239**

Mailing address		City	State	ZIP Code
10335 US Highway 290E		**Manor**	**TX**	**78653-4686**

Primary Contact

First name	M.I.	Last name	Title
Gary	**Lee**	**Frye**	**District Grant Writer**

Telephone #	Email address	FAX #
806-787-6137	**gary.frye@manorisd.net**	**512-278-4017**

Secondary Contact

First name	M.I.	Last name	Title
Brian		**Yearwood**	**Assistant Superintendent for Curriculum and Innovation**

Telephone #	Email address	FAX #
512-278-4016	**Brian.Yearwood@manorisd.net**	**512-278-4017**

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
Royce		**Avery**	**Superintendent**
Telephone #	Email address		FAX #
512-278-4000	**royce.avery@manorisd.net**		**512-278-4017**

Signature (blue ink preferred)   Date signed

Only the legally responsible party may sign this application.

05/28/2018

701-18-112-020

Schedule #1—General Information

County-district number or vendor ID: **227-907**	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227-907	Amendment # (for amendments only):

Part 1: Required Attachments

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

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

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

Part 2: Acceptance and Compliance

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

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

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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	Schedule #2—Required Attachments and Provisions and Assurances
County-district number or vendor ID: **227-907**	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.	For **Partnership Implementation** models (**P2 Partnership** and **IMO Partnership**), the applicant provides assurance that they will award a campus charter in alignment with S.B. 1882.
8.	For **New School Implementation** models (**Reset** and **Fresh-Start**) and **Redesign**, the applicant provides assurance that the necessary operational flexibility (such as staffing, calendars, time, and budgeting) will be provided to campus leadership and the school transformation partner to fully develop and implement a school transformation. For applicants implementing the District of Innovation (DOI) operational flexibility plan, this includes an assurance that exemptions received through the DOI innovation plan will be extended to the campus developing and implementing a school redesign plan.
9.	For **Reset**, the applicant provides assurance that the campus will have new school leadership and instructional staff.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: **227-907**	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.

Manor ISD (MISD) is developing proposals for two focus campuses (Bluebonnet Trail Elementary and ShadowGlen Elementary) and one priority campus (Manor Excel Academy (MEA) with Manor Alternative Program (MAP) as a satellite-campus) - 20% of MISD campuses for 5 priority points. MISD does have its Lone Star Governance Certificate - 5 priority points. All these grant funds are used to implement the transformation model at high-need campuses - 5 priority points. This proposal is for MEA/MAP campus that works with MISD's most at-risk students. MAP goal - destination discipline education campus focused on innovative behavior reform, best practice personalized and blended instructional models, and collaborative social and emotional interventions for the students and families we serve. MEA's vision is to offer an opportunity to break free of the traditional high school setting and to overcome any individual student barriers. MEA system offers: 1) Smaller numbers for instructional setting 2) Early graduation when compared to age-peers 3) Flexible scheduling due to student employment needs and obtaining Career Certification 4) Dual enrollment with Austin Community College (ACC) & 5) Recovery and acceleration of graduation credits.

The district administration through the DIP (District Improvement Plan) and the newly developed 5-Year Strategic District Plan developed a vision to make MISD a School of Destination for Central Texas. We are defining this as a place that people see the progress in school culture, climate, family support, and meeting total students' needs (both academic and social/emotional) at such a level they move into the MISD attendance zone. For the MEA/MAP this translates into promoting a culture of success and culturally competent programs that support the staff, students, and parents in a manner where positive post-secondary Career and College Readiness (CCR) outcomes are the norm. We are focused at MEA of expanding the CTE (Career and Technology Education) and starting an AVID (Advancement Via Individual Determination) program to provide individualized instruction and family support that increases the expectations for all our students. At MAP we are focusing on similar overall goals with the inclusion of directly teaching social / emotional skills. This will allow these students to rejoin the general population of students at MISD and not to continue the behaviors that cased the MAP placement. We selected the Talent Transformation Model so that we could change the staffing of MEA while providing the additional items needed to meet the individual needs of the 158 students who have attended in the 2017/18 school year. We are also supporting systems that promote the inclusion of families, provides additional tutoring to the students to close gaps, have dedicated family involvement staff, and leadership development for teachers and administrators design to provide them with the skills to meet our students/family academic and related needs. MEA has a 2016–2017 Priority Campus Designation and Needs Improvement. From the 2015/16 TAPR (Texas Academic Performance Report) there were 110 student who have the follow make up - African American 31.8%, Hispanic 54.5%, and White 11.8%: Economically Disadvantaged 60.0%, English Language Learners 15.5%, At-Risk 66.4%, and Mobility 71.4%. The is the student population for the 2017/18 school year was higher and though this grant we will attempt to meet more CTE needs of the students to accelerate their joining of the workforce while giving them a method to promote future CCR. At MAP we will use the programs to allow these students to earn their way back into a more traditional school setting and assure that they have the credits to be on track to graduate with their age peers. For both groups of students direct SEL (Social Emotional Learning) skills will be taught so that our students have the life-skills to be successful. We will also work with the families of these students to increase these parent knowledge and skills to support their child(ren)'s CCR. These programs will allow the CIP (Campus Improvement Plan) needs to be met and promote a culture of success. These items show the clear need for the programs and resources that this grant will provide to this campus. MISD wish to implement its motto of Growth Through Innovation by providing the setting where the campus administration with support from the district can use MISD District of Innovation status to redesign the overall programs to support the academic, social/emotional, and family involvement growth for each student.

The selection of the Talent Transformation Model will allow the piloting of increasing the type of staff members who directly work with the students at MEA/MAP that will allow MISD to determine better methods of serving these students. We will use the CIP/DIP (District Improvement Plan) modifications based on this two-year pilot project to determine the programs and staffing that aids these students in having academic and general life success. The inclusion of the summative evaluation result's inclusion in the CIP/DIP will give us a method to sustain the program since these two documents directly determine how local funds are allocated. We are integrating this effort into the CIP (Campus Improvement Plan) so that the restructuring and subsequence sustaining of these efforts will be a part of the culture of the campus. At the district level various support services (Student data analysis, Special population programs, Resource development, etc.) are including items in the DIP to provide ongoing support to the Turnaround effort. We are going to use CTE (Career and Technology Education) programs in Videography to allow us to "film" various staff development trainings, exemplary lessons, and other support information to create an online library of materials in 8-12 minute

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: **227-907**	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.

"lessons" to allow for on-demand staff and parental information design to meet the goals of this grant, the CIP goals of increasing staff skills, and methods to make the campus more welcoming so that parents understand their role as their child's first teacher even at these grade levels. This library will be posted to MISD web-site and we will make it available to other school district and people who wish to learn more about effective methods of using the knowledge that we have gained to provide better instruction to similar students. MEA/MAP access to other CTE programs will allow the student students who chose to move to this campus to accelerate their ability to work to have better CCR opportunities.

The selected implementation plan uses information gained in writing other grants where the parents, students, and staff of MEA/MAP were surveyed at the start of 2016/17 and again in March of 2017/18 school years. These surveys showed that the stakeholders at this campus wanted more information about student academic performance, extended day services, better parent / teacher communication, and ways to develop a culture of high expectations for all students that included special populations. The information gained was used in the development of the 2017/18 CIP and this grant proposal. The leadership of MEA/MAP saw the specific model staff develop required by the Talent Transformation Model as a way to build the skills of the staff that would directly result in positive outcomes for our students. MISD district staff will support the grant goals with the notification of grant award so that when the NOGA (Notification of Grant Award) is received we will be in position to spend funds to obtain the staff and materials to begin to effect instruction and related services in the first 6-weeks. This implementation plan will allow MEA/MAP to begin to change the culture of the campus so that we will have almost two full years to track our results. This will allow the CIP/DIP to be updated in a manner that will allow sustainability of our efforts. The selected operational flexibility plan comes from MISD being a District of Innovation where we have more latitude to change our system. To further this change Gary Frye will be the single point of contact to assure that needed modification are made. As the district grant writer, he obtains additional funds for various programs. Dr. Frye also has 14 teaching and 4 professional certifications from TEA which allows him to coordinate content areas and grade levels for MEA/MAP. He will work with the campus leadership team to align their goals to the district while providing grant specific related services.

The school cultural plan is to have family involvement staff funded from the grant and integrated into the newly form system of family engagement at MISD. In our inaugural family engagement conference in 2017, we had over 1000 people attend the two-day event in June. We were able to bring many area social service providers, officials from governmental agencies, community business partners, etc. to this event. The feedback showed that the families liked the chance to obtain information and felt that MISD was becoming a more welcoming place that wanted them to be a much great part of their child's public-school experience. We will be providing similar mini-conferences/training specific to MEA/MAP so that we can build on this success to increase the level of family involvement in culturally competent manner. The school leadership team will be the principal, assistant principal, grade level lead teachers, grant support staff, and district coordinator. This team will form the taskforce core group. In the taskforce we will include parents, community members, and students so that the culture of the campus is focused on the goals of this grant. The school education plan is to provide at the classroom teacher level, information from various assessment of each student's abilities and academic needs. The MISD assessment office will provide the items for day-to-day measures of meeting TEKS (Texas Essential Knowledge and Skills). The STAAR (State of Texas Assessments of Academic Readiness) EOC (End of Course) will provide end-of-year measures for MEA. The cohort of students will be measured to determine the longitudinal effects of the program. With the other related programs at MISD, we will be able to build a plan that addresses the academic needs of our students. We will include the support staff (e.g. food service, bus drivers, custodial, etc.) because these staff can be used to improve the general culture of the campus and are often overlooked in terms of the change they can create (e.g. a smiling bus driver can set a positive outlook for the students that they bring to school). We will use the new staff positions (e.g. Instructional Coach) to develop sounder lessons and management of outcome within their classroom. They will also aid in developing the online content that can be use in the future to provide on-demand staff development. The other critical feature of our school redesign program will be the linkage to other grant and local improvement programs that will be developed. The campus performance goals are to move the attendance level from 64.8% to 75.0%, raising STAAR EOC by 10% from 2015/16 levels (TAPR report for baseline) and providing focused interventions for any sub-group that is 8% points lower than the state average on any of these measures. We will provide data to teachers on the students who meet Advanced Standards so that we have a focus in moving 5% more students into that rating. We will move 6% more of the Non-Proficient Students to proficiency. We will have 5% drop in discipline referrals. We will have 10% increase for parents coming to the campus and taking part in activities.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: **227-907**		Amendment # (for amendments only):	

Program authority: P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)

Grant period: July 9, 2018 to July 31, 2020	Fund code: 211

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$ 659,820	$ 28,000	$ 687,820
Schedule #8	Professional and Contracted Services (6200)	6200	$ 135,000	$	$ 135,000
Schedule #9	Supplies and Materials (6300)	6300	$ 141,180	$	$ 141,180
Schedule #10	Other Operating Costs (6400)	6400	$ 30,000	$	$ 30,000
Schedule #11	Capital Outlay (6600)	6600	$ 3,000	$	$ 3,000
	Consolidate Administrative Funds			☐ Yes [x] No	
Total direct costs:			$ 969,000	$ 28,000	$ 997,000
1.718% indirect costs (see note):			N/A	$ 3,000	$ 3,000
Grand total of budgeted costs (add all entries in each column):			**$ 969,000**	**$ 31,000**	**$ 1,000,000**

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: 227-907   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	1		$ 82,000
2	Educational aide			$
3	Tutor			$
Program Management and Administration				
4	Project director	1		$ 116,000
5	Project coordinator (District level)		1	$ 20,000
6	Teacher facilitator			$
7	Teacher supervisor			$
8	Secretary/administrative assistant	1		$ 58,000
9	Data entry clerk		1	$ 40,000
10	Grant accountant/bookkeeper		1	$ 38,000
11	Evaluator/evaluation specialist			$
Auxiliary				
12	Counselor			$
13	Social worker	1		$ 82,000
14	Community liaison/parent coordinator	1		$ 64,000
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				
16				
17				
18				
19				
20				
Other Employee Positions				
21	Instructional Coach		2	$ 62,000
22	Title			$
23	Title			$
24			Subtotal employee costs:	$ 562,000
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		$ 4,000
26	6119	Professional staff extra-duty pay		$ 36,000
27	6121	Support staff extra-duty pay		$
28	6140	Employee benefits		$ 85,820
29	61XX	Tuition remission (IHEs only)		$
30		Subtotal substitute, extra-duty, benefits costs		$ 125,820
31		**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		**$ 687,820**

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: 227-907	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 (See Program Guidelines and Program-Specific Instructions)	$ 100,000
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:	$ 35,000
	(Sum of lines a, b, and c) Grand total	$ 135,000

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: **227-907**	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:	$ 141,180
	Grand total:	**$ 141,180**

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: **227-907**	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.	$ 15,000
6413	Stipends for non-employees other than those included in 6419	$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	$
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	$
	Subtotal other operating costs requiring specific approval:	$
	Remaining 6400—Other operating costs that do not require specific approval:	$ 15,000
	Grand total:	$ 30,000

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: 227-907			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	Book to increase CTE and STEM offerings	N/A	N/A	$ 3,000
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:	**$ 3,000**

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

County-district number or vendor ID: 227-907	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	66	60.0%	MEA is currently a non-discipline placement which we will use this grant to increase the CTE and have summer programs. We believe that we can recruit additional students to at least the summer program. This will aid in the changing of the concept of MEA being the campus that "those students" go to just get out of MISD with High School Diploma. This will allow the expectations for these students to be raised.
Limited English proficient (LEP)	17	15.5%	These students are overage age and have lower graduation credits
Disciplinary placements	5	2.2%	When they receive support services they will work to obtain graduation credits or prepare to take the GED and with SEL programs will lower this rate.
Attendance rate	NA	64.8%	The MEA/MAP student rate is greatly lower than the rest of MISD. Because some students have children, must work, and have non-academic issues.
Annual dropout rate (Gr 9-12)	NA	15.2%	The current system does not support their obtaining graduation credit in a non-traditional manner and/or time of the day.

Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	0.9	10.4	Teachers at MEA/MAP are shared for some areas
6-10 Years Exp.	5.0	56.40%	With other campuses at MISD
11-20 Years Exp.	1.9	21.9%	All data from 2016/17 TAPR report
20+ Years Exp.	1.0	11.3%	
No degree	0.0	0.0%	
Bachelor's Degree	7.0	78.9%	
Master's Degree	0.9	10.4%	
Doctorate	0.0	0.0%	

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

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

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
									10	15	25	30	35	115

Teachers

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

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Schedule #13—Needs Assessment	
County-district number or vendor ID: **227-907**	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MEA/MAP wrote TTIPS (Texas Title I Priority Schools) grant proposals at the beginning of the 2016/17 school year which was not funded but is being used as a base for this proposal. Stakeholders from the campuses were surveyed concerning their needs, programs that they would like to have, and the support systems that they felt would improve student outcomes. Students, parents, staff, and general community members were given surveys. We received approximately 350 returned surveys of the 950 that were given to these stakeholders. This return level was enough to allow us to make generalizations about the needs of the targeted campuses. The programs on this campus is based on this input from the stakeholders of the campus and other data gained from the CIP/DIP update system. The second item use to develop the needs of the MEA was based on the TAPR STAAR EOC data. On the EOC English I MEA pass rate was 30% versus 65% for the State (and 54% for other MISD high school students). English II was 16% v 67% (55%), Biology pass rate was 46% v 87% (83%), and US History 75% v 91% (91%). When data from the STAAR Percent at Level II Satisfactory Standard or Above were analysis the campus, state, district results were: All Subjects 35% v 75% v 63%; reading 22% v 73% v 61%; Science 46% v 79% v 68%; and Social Studies 75% v 77% v 67% (MEA student did better than other MISD students). The STAAR EOC comparisons did not have enough MEA/MAP students in the group to allow the State to determine these items. These students in 11th & 12th grades did not any advanced / dual credit courses. The College and Career Ready (CCR) Graduates were 22.5% v 74.5% v 68.8% which pinpointed another need to increase the CTE offering at MEA because these students were the most likely to state they had to have a job to help support their family. This seems like a contradiction of the students' stated need to work to support their families but we have not made clear CCR connection. The SAT and ACT scores showed lower general measures of students' ability to "do" college. MEA/MAP students SAT scores were 1012 v 1394 (state) v 1233 (MISD) and ACT were 13.9 v 20.6 v 16.5 both sets of scores establish the need for increase College and Career Readiness skills for these students. This is a reason that we are looking to increase the CTE offerings with this grant so that we can find the course offering at would motivation the MEA/MAP to succeed and consider post-secondary academic opportunities. Another need is to increase the number of students enrolling in Institution of Higher Education – MEA/MAP 18.4% State 57.5% and District 52.3%.

These data were used in the development of the needs for MEA/MAP. The first was for creating a more welcoming campus where parents are supported to be their child's first teacher and the non-school needs of the families' area addressed. Conway and Houtenville (2008) stated, "Parental effort is consistently associated with higher levels of achievement, and the magnitude of the effect of parental effort is substantial. We found that schools would need to increase per-pupil spending by more than $1,000 in order to achieve the same results that are gained with parental involvement." Jeynes (2005) in a Harvard Family Research Project meta-analysis of 77 studies of the effects of parental involvement supported this statement. Since our programs will be meeting specific family need, we believe that we can form a strong connection of the parents to the campus which will translate into the parents/families feeling welcomed at the campuses and therefore more involved in their child(ren)'s education. To support the social/emotion needs we are expanding wellness to include being healthy in mind and body. Student success depends on a blend of academic skills, good health, and physical and mental fitness. Black (2006) indicates that school-based physical activity may help improve students' grades and test scores and positively affect other factors that influence academic achievement. Poe (2010) showed family involvement in afterschool programs yields benefits for young people, from greater involvement in school events to increased family assistance with homework. Inclusion of the families brought an understanding between the home and school that greatly benefited the students and helped form relationships among the groups that would not otherwise have been possible. The various academic support programs will focus on the second goal of provide all the students with increase academic skills that will be measured by the STAAR EOC to show that we are increasing general level of academic expectations while closing the gaps among the sub-groups when compared to state average or our other high school students at MISD.

The other major need was to give our students a non-traditional way to gain graduation/promotion credits. We will pilot a system that uses technology to allow our students to earn credits online. In the second year of this grant we may pilot an after-hours program designed to allow students high school after normal working hours. This will be done if enough interest is created in first year of the program. For MAP specifically we will use this and SEL programs to provide another method for these students to return to MISD traditional school setting.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: **227-907**	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.	Develop systems to allow these students to obtain graduation/promote credits in accelerated manner. (Pearson , 2017)	MISD will obtain platforms with Internet connections that can be used by students at MEA/MAP to obtain credits in accelerated manner with instructional staff support. MISD will explore how to integrate online instructional methods with standard instructional methods to provide additional support to our students.
2.	Develop more systems to use data to drive the selection of instructional programs for the students that aligns to their life-goals and allows accelerated obtainment of high school diploma and industry certifications to promote CCR (College and Career Readiness). (Marsh, Pane, and Hamilton, 2006)	MISD will provide staff at MEA/MAP with extended training on the use for student historical data, results of state testing, and day-to-day measures of student learning to increase the meeting of each student's PGP (Personal Graduation Plan). The focus will be to quickly remediate any lacking skill-sets so that academic acceleration can be done to achieve the goal of at least 1.5 years of growth for each year at MEA/MAP
ui	Develop clear SEL (Social Emotional Learning) programs and supports that provide each student will the tools needed to work well with others, increase their resiliency, and provide them with more internal control of their actions. (Zins, 2004)	MISD will use SEL age appropriate, what works clearinghouse evidence based program to increase the development of favorable behaviors and actions by these students. The SEL program will provide the 'soft-skills' that a majority of these students are lacking so that they can enter the world of work and have the tools to be team player who understands how to lead but is willing to follow directions
4.	Develop systems to include the families of the students in their academic career at MISD so that they will know how to support each student and understand the benefits of post-secondary academic programs for both degrees and career certifications. (The Urban Child Institute, 2016)	MISD will build systems to make MEA/MAP welcoming for the families of our students so that we can give these other meaningful adults in their life the tools that they need to understand how they can support their student's life goals while increasing the family's role in moving to greater access of the Manor post-secondary CCR systems.
5.	Develop STEM (Science Technology Engineering Math) based programs for MEA/MAP students so that their CCR is focused in areas that the local workforce boards state will be high needs career areas. (Honey, Pearson, and Schweingruber, 2014)	MISD will increase the staff development and STEM programs to allow the students to see that there are multi-entry points into STEM-based fields. We will provide the students with mentors in various fields through inclusion of our various community business partners with the goal that training systems based on the Industry Cluster Samsung / Applied Materials program that will result in both high school diploma and Associate's degree can be done.
6.	Develop increased counseling services for MEA/MAP students so they have a better understanding of the resources that they can access while having increased support systems. (Howe, 2009)	MISD will use this grant to increase the stuff whose focus in increasing family involvement and provide extra counseling services to these students. The goal will be to increase the student's and their family's understanding of the non-MISD service providers and the extra resources that they can obtain to meet non-academic family needs.

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Schedule #14—Management Plan		
County-district number or vendor ID: **227-907**		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.	Family Involvement Specialist (FIS)	High School / GED with Bachelor level preferred with 3+ years related experience working with similar student populations. Teaching certificate a plus but life experience may be used. Provide direct link to the families of the students to aid in making the campus a welcoming center and have the knowledge of other resources in the area to meet the non-academic needs of the families
2.	Instructional Coaches (IC)	Bachelor level with 15+ years related experience. Teaching certificate, proven classroom success, understanding of pedagogy and ability to provide aid to new teachers to develop more effective lessons, provide support, and be a non-evaluation staff member to increase the skills and retention of the new teachers
3.	Support Staff Members (SS)	Teacher aide and PEIMS & campus attendance High School or equivalent with ties to the community, with 2+ years related experience.
4.	District (DC) Coordinator	Doctoral level with 20+ years of related experience, Multi-teaching and professional certifications. Provide overall management of the program and links the campus to central office.
5.	Social Worker (SW)	Bachelor level with 1+ years related experience, Social Worker certification a plus but life experience to provide links of the families to other social services in the Manor area design to meet the non-school needs of the families.
6.	Content Instructional Staff (CI)	Content area certifications with 3+ years of experience preferred in working with similar type of students.

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Schedule #14—Management Plan (cont.)				
County-district number or vendor ID: 227-907			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.	Increase Family Involvement with the campus	1.	Hiring of CI, FIS and SW	07/09/2018	09/30/2018
		2.	Integrate model staff development with MISD system of general training	08/01/2018	07/31/2020
		3.	Campus staff development on the use of CI, FIS & SW	09/15/2018	07/31/2020
		4.	Evaluate effects of CI, FIS & SW	05/30/2019	07/31/2020
2.	Increase Academic skills training and CTE courses	1.	Hiring of IC, CI, & SS	08/01/2018	09/30/2018
		2.	Integration of Model, MISD, and Campus trainings	08/30/2018	07/31/2020
		3.	Developing of video for on-demand staff development library	10/15/2018	07/31/2020
		4.	Weekly meetings with new teachers and bi-weekly grade level meetings	09/01/2018	07/31/2020
		5.	Expand CTE courses for these students	08/28/2018	07/31/2020
3.	Increase support to campus	1.	FIS, SS & SW staff hired	08/01/2018	09/30/2018
		2.	FIS, SS & SW staff provide related services	08/28/2018	07/31/2020
		3.	Evaluation of the work of FIS, SS & SW on grant goals	10/15/2017	07/31/2020
4.	Training on Talent Transformation Model	1.	Additional needs assessment	08/28/2018	07/31/2020
		2.	Schedule of training provide to staff	09/10/2018	07/31/2020
		3.	Evaluation of the results of the program	01/15/2018	07/31/2020
		4.	Integration of model data into the CIP / DIP	06/01/2018	07/31/2020
		5.	Monthly meetings with DC	09/15/2018	07/31/2020
5.	Support from other MISD department	1.	DC give other departments evaluation and schedules of trainings	08/28/2017	07/31/2020
		2.	Other department integrate services into grant	07/09/2018	07/31/2020
		3.	Evaluation of MEA/MAP done to determine changes related to having this grant formative & summative	10/30/2018	07/31/2020
		4.	DIP integration of findings	06/01/2019	07/31/2020
		5.	Increase the Manor CTE links to this campus	08/28/2018	07/31/2020
6.	Increase use of data-driven decision making for the academic & SEL offering	1.	MISD evaluation system used to determine the day-to-day effects of the program on student outcomes	09/15/2018	05/30/2020
		2.	MISD evaluation of summative items used to update CIP & DIP	05/30/2019	07/31/2020
		3.	Formative district assessments done at MEA/MAP to determine the progress of the students obtaining TEKS and skills to pass STAAR/EOC	08/28/2018	05/25/2020
7.	Dissemination of information concerning MISD finds	1.	Grant and MEA/MAP conduct action research to provide scholarly data on the effects of our program	12/01/2018	07/31/2020
		2.	Presentations on MEA/MAP programs developed	12/01/2018	07/31/2020
		3.	Articles developed for practitioner and scholar publications to expand the knowledge base on how to effective educate the targeted student population	06/01/2019	07/31/2020

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: **227-907**	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.

At MEP/MAP the current system to tracking ongoing progress of students in meeting academic goals will be maintained. Over this standard system that will be unique to this grant will be to look to adding social/emotional outcomes to see if the program items help the students have better perceive outcomes in term of feeling that they are more effective academically and make better life-choices. The 3-week reports will give staff members 'eye-ball' statistics where student trends can be seen without a formal evaluation. The formal formative evaluation will begin at the end of the first 6-weeks and then use the 3-weeks data. This will give us enough time to see if the additional programs to obtaining credits in accelerated manner, the SEL programs, and the increased staffing related to the model are having the desired effects. If staff see a program that was not part of this proposal they will bring it up at the bi-weekly meetings of that grant staff and senior MISD staff can determine if changes need to be made outside of the planned evaluation system of change. We will have a 6-week meeting/survey for the parents to ask them if they have notice any changes in their child's feeling toward school and their ability to be more reliant when engaging in homework, obtaining graduation/promotion credits, understanding real world base for CCR, etc. We will establish this pattern so that parent understand their role in supporting their child and can more to the First Teacher role every at these grade levels (Levy, 2010; Taylor, 2015; Parents as Teachers, 2018 - https://parentsasteachers.org/). At the staff meeting, one-page summary of what we are seeing will be presented. We will also develop PLC (Professional Learning Communities) that are based on how the information gained from the program can be used to improve instruction for all students. This will include classroom management methods that build on these students taking more ownership of their education. This grant-driven methods of determining the effects of instruction aligns with the Hunter Lesson Cycle of - testing for understanding and if not achieved at the desired level reteach in a new manner. We will work with the staff to provide them with system where students who obtain the TEKS in accelerated manner can 'work with or teach' the targeted students. This will increase the accelerated students' understanding of the concept and could well provide Exemplary examples for the on-line library (Paul, 2011; Strauss, 2015). Once a quarter grant central staff will prepare School Board updates so they are aware of the ongoing effects of the grant program.

At the MISD Report Card Night information concerning the effects of the program will be included in the campus/district community presentation. Additionally the MEA/MAP newsletters and web-site will have links to the grant program so that others can find out information concerning our program. This will allow the campus stakeholders to have current information concerning the effects of the program and the improvements that we are making to the overall instructional outcomes for the students and how we are increasing their CCR.

The formative MISD evaluation system will provide the projected growth for each student. We will track this growth to assure that we are receiving 1.5 years of growth for each year at MEA/MAP. We will use this evaluation system to determine the projected outcomes on STAAR/EOC to assure that our students are gaining the TEKS to pass both of these tests. The CCR will be tracked by using SAT/ACT and similar measures set forth by TEA to determine college readiness. The tracking of CTE endorsements and obtaining of industry certifications will give MISD another method to determine that CCR is being met for all students. The counseling staff will track the graduation credits to assure that all MEA/MAP students are gaining these at a rate that will at least allow them to rejoin age-peers if not graduate early so that they can enter the workforce. The various tracking of student performance of MISD will be used to project if we are seeing this 1.5+ years of growth and if not work with individual student on their PGP to assure that changes are made in timely manner so that they can reach their life goals. We will promote at least 1 on-line credit for graduation being obtained so that our student understand how to use the Internet to truly become life-long learners who understand that continuing education will be required for almost every career of the 21st Century.

The items that are found to increase the outcomes for our most at-risk students will be shared with the other campuses and departments at MISD so that we can use these data as a pilot to improve the outcomes for all students. This work at MISD will be used to provide a roadmap to other ISDs in Texas so that the benefits of funding our grant go beyond MISD to provide systems that other ISDs can used to better serve the targeted students in a cost effective manner.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: **227-907**	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.

MISD will continue to leverage Title, Comp-Ed, and related traditional resources to provide these students with the base for instruction. The regular education staff members will be asked what additional items that they would see as aiding the targeted students when they are in their classroom and we will determine if these fall within this grant's guidelines to purchase. Items not found to specifically align to the grant will be sought from other grants and community donations. We will be able to do this because of Developing a Program of Grant Writing instead of Writing a Grant for a Program. MISD will provide information to the general community about how this program is allowing these at-risk student to have academic success. We will use campus newsletters to provide information on the program and how businesses or people could adopt a classroom as a service project to provide materials that are not available from the grant. The Project director/administrator will provide information to the business offices for the effective coding of the grant resources versus other resources to assure that the program supplements what is currently occurring at MISD. Dr. Frye will also provide MEA/MAP with his grant writing book and serve as initial reviewer for campus level developed grant proposals. This will allow MEA/MAP to develop local skilled people who can obtain small grants ($200-500) for specific classroom needs. We are planning to submit a GEAR UP federal grant to seek a 6th grade cohort from the 2017/18 school year that will provide additional CCR (College and Career Readiness) programs. We are looking at Promise Neighborhood grant (due out 5/29/18) which will allow all of the campuses at MISD to have benefits to increase the outcomes for all students. These programs will be used to develop afterschool services that would be leveraged to better service the targeted student as program are done with all of the students at MEA/MAP. This aligns with the MISD goals from the System of Great Schools and our new take of seeking grant funds. This will allow MEA/MAP to seek MISD foundation support.

The CIP/DIP process promotes all staff members understanding the sustainability process and have more input into the overall plans of MEA/MAP to meet the needs of these students. The central office staff, with aid from the district coordinator, support the program by provide support services to MEA/MAP, evaluation services, and formative assessment testing to assure that TEKS are being learned by the students. This system of support allow central office to give MEA/MAP additional no-cost to the grant support that is designed to meet the DIP goals and aligns to the 5-year Strategic Plan of MISD.

When/if staff are replaced they will be given an orientation to the various systems so that they understand the support that is planned for MEA/MAP to meet this grants and the CIP goals. This will assure that we build a culture that support the goals of this grant in terms of obtaining 1.5+ years of growth for each year attending MEA/MAP. This aligns with the 5-year strategic plan of making MISD a destination district where people move to Manor to attend our schools.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: **227-907**	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.	Grant staff will work with the campuses/district to obtain data on the academic & social / emotional progress of student	1.	By the start of the first full of the first semester we will have template for the system of evaluation for staff develop and its effects on students, parents and staff
		2.	The system of evaluation will be done bi-weekly team meeting initially.
2.	We will collect a wide-range of information that will provide data on effectiveness of the program	1.	Curriculum pedagogical data obtained and used to inform continuing efforts
		2.	CIP/DIP integrated with these data to drive qualitative and quantitative items use to determine the goals that are being met
		3.	Staff development data collected and used to align ongoing improvements to the training of the ISD staff and meeting parent needs for training
3.	The data collected will be evaluation in on going manner to assure rigor and effectiveness of the service to meet student academic needs and move all MEA/MAP ratings	1.	The staff of the organizations will regularly meet to determine that these data are providing "good" information to improve the program in a timely manner and improve the CIP/DIP along with the TEA ratings of the related programs
		2.	The STAAR, regular student grades, surveys from parent & teachers, and other general measure will be evaluated to determine wide-range of outcomes base on TEKS and Social/Emotional measures
4.	Determination of the effects of the Talent Transformation Model trailing	1.	Determination of the effects of the various items using model provider assessment tools that have been tested and validated
		2.	Provide Campus and District staff with data for formative and summative assessment
5.	Determine the academic outcomes for the students	1.	Determine the obtaining of skills by the student using MISD current systems of formative and summative assessments
		2.	Use TAPR results for summative evaluation of academic gains
		3.	Use TEKS MISD's assessments for formative evaluation of academic gains
		4.	Determine the effects of the Instructional Coaches on the ability of the teachers to meet student academic needs
6.	Determine the non-academic skill gain in social/emotional area	1.	Evaluate the student discipline referrals
		2.	Use the Social Emotional Learning (SEL) programs assessment tools to determine the effects of these leveraged program
		3.	Evaluate the Family Involvement and Social Worker
7.	Determine the effects of having more CTE programs	1.	Determine if more student become College and Career Ready
		2.	Determine if employment outcome are improved
8.	Determine the level of parental inclusion / involvement with MEA/MAP	1.	Provide the increases in the number of parents and family members who work with the campus and are more involved with their students
		2.	Track the number of parents / family members who come to MEA/MAP student celebration programs
		3.	Track the number of families that that use support staff to access other community resources
9.	CIP/DIP integration of these data from the MEA/MAP programs	1.	MAE/MAP used data from this grant as a set of data used in the updating of CIP
		2.	CIP in second year used to drive changes to the program to increase student outcomes
		3.	DIP update to take information from MEA/MAP CIP to provide district level changes at MISD to increase general student support programs
10.		1.	
		2.	

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Schedule #15—Project Evaluation	
County-district number or vendor ID: **227-907**	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.

Multiple types of data will be collected for the entire grant period, including data for (1) **student performance indicators** (e.g., overall student academic achievement; state assessment test results by subject, and grade level; percentage of students performing at/above grade level by subject area; attendance and promotion rates; and disciplinary referrals); and (2) **staff development and parent involvement and training indicators** (e.g., what is the impact of the staff development and parent involvement and training). The evaluation plan will both aggregate and disaggregate measures of student academic achievement, by sub-populations of students (i.e., African American, Hispanic, White, Native American, Asian/Pacific Islander, Male, Female, Special Education, Economically Disadvantaged, and Limited English Proficient). CTE measure will be done with the aid of the CTE Center director.

Attendance and grade data will be collected on the district's grading program, Skyward (which also reports on failure, attendance, and other information regarding student performance in classes). Campus administrators will run these reports each grading cycle to determine failure rates by grade, teacher, subject, ethnicity and other demographic factors relevant to assuring all students are successful. In addition, the school, on a weekly basis, will review discipline data, grades, and attendance. Parents will also be empowered by being informed how to use Skyward to monitor, via a computer with Internet access and by cell phone, their student's academic progress and class attendance rates. Climate surveys will be used to assess how well instruction has improved.

The overall responsibility for implementing the project's evaluation plan for qualitative and quantitative data collection methods, at the campus level, is the responsibility of the Campus Principal, designated grant staff, model trainer provider staff, and the District Assessment team. The Campus Principal will ensure that qualitative and quantitative data is collected for the school. Data collection methods will include project records, student records, test results, and survey results – including but not limited to: student and faculty climate surveys conducted annually; student achievement and test scores reported and evaluated by grading period, semester, and annually; numbers of parents, community members, students and faculty participating in project activities reported annually; and student surveys and evaluation of work-based learning experiences reported by semester. Within this system we have develop formative evaluation system that will determine if there are and problems with the delivery of service and Talent Transformation Model training has systems to correct these problems in the delivery of services.

The information and data will be used to update the CIP/DIP. These update ongoing improvement planning efforts will be used to update MISD's 5-year Strategic Plan that is being used to provide long-term goals for us that go beyond any one school board. This will allow us to better serve the students at MEA/MAP and develop programs that will meet the needs of this sub-group of MISD students.

The pilot of using technology to allow students to gain graduation/promotion credits in accelerated manner will be assessed to determine if students can 'do' this after-hours program on their own or if in the second year of the program we need to have staff keeping MEA/MAP 'open' in the evening to promote student credit acceleration. We will also determine if some similar configuration is needed for CTE courses lab-work. This is because during the regular school day MEA/MAP student might not be able to access some of the labs because of their location and other students' enrollment. We will use the first year of the grant to determine the best methods for MEA/MAP to achieve industrial certifications so that their CCR goals are met. MISD will use its District of Innovation status to build an overall program that best meets the needs of this sub-group of students.

We predict that we will see 10% increase of the students who choose MEA to receive their high school diploma once the first year changes are known to the Manor community. We will integrate information concerning the program in MISD yearly recover walk when we go into the community to see if we can recover students who stopped attending. This year's walk is schedule for June 2 and teams will have general information concerning what we are attempting to do with these grant resources to create a better system of meeting these students CCR goals.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **227-907**	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.

MEA/MAP is a Priority the school with Improvement needed. The CIP is being use as the base for the development of the school improvement plan. When the Talent Transformation Model training is done the staff members selected to serve on the CIP yearly updating committee will provide suggestions to update the 2017/18 current CIP. This system uses the establish system at MISD for the development of the initial changes to the CIP based on information gain during the school year. MISD as a district has contracted to develop a total strategic plan that will help assure that reforms and improvements to the culture of MISD are maintained beyond any one person.

The basic 5-year strategic plan was done over the 2016/17 school year started with the 2017/18 school year and is in the process of being integrated into the DIP. This DIP update is being used for the CIP to drive updates that are aligned with the overall district vision of making MISD a Destination District in Central Texas. MEA/MAP leadership team and MISD leadership team will be working together to assure that the CIP and DIP align to this grant's goals and the overall goals of MISD.

To drive these updates multiple types of data will be collected for the entire grant period, including data for (1) **student performance indicators** (e.g., overall student academic achievement; state assessment test results by subject, and grade level; percentage of students performing at/above grade level by subject area; attendance and promotion rates; and disciplinary referrals); and (2) **staff development and parent involvement and training indicators** (e.g., what is the impact of the staff development and parent involvement and training). The evaluation plan will both aggregate and disaggregate measures of student academic achievement, by sub-populations of students (i.e., African American, Hispanic, White, Native American, Asian/Pacific Islander, Male, Female, Special Education, Economically Disadvantaged, and Limited English Proficient).

Talent Transformation Model training will provide data driven decision making systems to MEA/MAP and the central office assessment team will link this training to MISD's current methods of determine success of campus programs. Attendance and grade data will be collected on the district's grading program, Skyward (which also reports on failure, attendance, and other information regarding student performance in classes). Campus administrators will run these reports each grading cycle to determine failure rates by grade, teacher, subject, ethnicity and other demographic factors relevant to assuring all students are successful. In addition, the school, on a weekly basis, will review discipline data, grades, and attendance. Parents will also be empowered by being informed how to use Skyward to monitor, via a computer with Internet access and by cell phone, their student's academic progress and class attendance rates. Climate surveys will be used to assess how well instruction has improved this aspect of culture at MEA/MAP.

The Family Involvement and Social Worker staff members will have their effects determined as part of the normal job evaluation. This will be done to determine that the culture of the campus is welcoming and the non-academic needs of the students and families are being met. Talent Transformation Model training and the STAAR TAPR system provides other measures that will allow for a total picture of the results of the program to be obtained.

The CTE related to the Talent Transformation Model items will be included on this campus. The staff at MEA/MAP with work with the CTE Center Director and District Coordinator to determine the students at MEA that might be able to be a part of the funded Industrial Cluster grant program where MISD is working with Samsung and Applied Materials to allow students to obtain an Associate's degree in Applied Technology Manufacturing. This would allow the students at MEA/MAP to have access to much better job and high rate of pay than most of the current level of these students' jobs.

MISD is applying for Implementation programs for its priority campus (MEA/MAP) along with each of its focus elementary campuses (Bluebonnet Trail & ShadowGlen). This will allow for MISD to seek the extra resources similar to Decker Elementary who received a school restructuring grant in the 2017/18 school year. Information gain from the first year of this grant is being used as general information to create campus specific programs for all these MISD campuses that qualify for this grant.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: **227-907**	Amendment # (for amendments only):

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

    The Federal Programs Director tracks the funds received by the Title 1 Campuses (MEA/MAP does not directly receive funds because of MISD focusing of the majority of these funds at the elementary level). In the CIP/DIP process the amount of Title funds by campus are allotted. From this allotment, the Business Office provides the campus with fund-codes. Requests for purchases are given to the Federal Programs Director who reviews the request and supporting documentation to assure that the Title 1 guidelines are being met and then the request is forwarded to the Business Office for processing. This system assures that Maintains of Effort requirements are met and the grant funds supplement these funds.

    MISD DIP provides systems for Title 1 set-aside funds for those students who are not on a Title campus. This general system will be used if students who qualify for Title 1 services at MEA/MAP would need additional resources to have their educational needs met. We will model this after the system developed for MISD's homeless students.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **227-907**	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.

The review of Talent Transformation Model provider and their selection will use MISD's. Requests for Talent Transformation Model will be sent to a number of companies. Once proposal are received an evaluation committee made up of MEA/MAP and central office staff will be formed to assess the proposals. A rubric will be used to determine MISD past history with the provider, the establishing that the services were evidenced based, and the cost of the services. This provided an objective system to determine the best value for MISD in meeting the grant goals.

If any other partners are needed for the program this same system will be used. Items such as being on a State Buy Board, other district's comments about providing, TEA recommendations and similar items are used in the determination of who to let a contract. Last programs inclusion in the What Works Clearinghouse and their level of research base will be another factor in the selection of programs.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: **227-907**	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.

MISD's new focus on developing a Program of Grant Writing instead of Writing a Grant for a Program is the one of the methods that we assure the leveraging of resource. The use of the Family Involvement and their focus on making sure that students are in class will increase the ADA (Average Daily Attendance) rate of the campus which will bring additional funds into the campus. The services provided by the social worker will again aid MISD in connecting to all our families.

The cultural changes that the Growth Through Innovation vision brings will be built into the CIP of MEA/MAP. The link to the CIP will allow the program items to have a way to obtain tax-based resources for program operations. This will allow a standard operational system to be accessed to continue various aspects of the program.

MISD is experiencing rapped growth and the overall ADA of the district is growing. With increased attendance that we believe will be a byproduct of the grant we will have more tax-based funds to maintain various aspects of the program in addition to the new funds gained by increase enrollment.

All of these items will help MISD maintain the program beyond the life of the grant and assure that all funds from all sources are used effectively. The various departments at the district offices will use Maintenance of Effort concepts to link the other funding sources to this program so that the most effective use of all resources is achieved.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: **227-907**	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 current District of Innovation guidelines will be used by MEA/MAP to allow for campus level changes to be made that supports the efforts of this program. Talent Transformation Model provider will work with the development of policies and procedures that promote the goals of this grant. The CIP/DIP process will be used to develop campus specific systems that support the efforts and make the Talent Transformation Model a success. The various district offices at MISD, because of goals set in the strategic plan, have system to change methods of providing services that align with the District of Innovation guidelines and allow for the effective operation of grant funded programs.

Within this system MISD uses guidance provide by TEA and TASB (Texas Association of School Boards) which we are a member. TASB provide information for the management of schools that has both local and legal updates. TASBO (Texas Association of School Business Officials) is another organization that MISD staff are members. This organization is designed to provide staff of district with the knowledge to meet all business office rules and regulations that TEA establishes. The membership in these two organizations provides MISD with sound systems to manage all aspects of this grant.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 227-907	Amendment # (for amendments only):

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

The major evidence-based strategy for the Talent Transformation Model will be taken from the What Works Clearinghouse (https://files.eric.ed.gov/fulltext/ED497609.pdf). The *Talent Development High Schools* program is listed as a Clearinghouse potentially positive or promising practice program. Within the content areas and the social/emotional learning system we are using programs that provide links to their being determined to be evidence based. We will use this framework for determining with a vender or program is evidence based.

Does the program:
   1) Having a strong theory as demonstrated by a well-conceptualized framework articulated in a logic model; or
   2) Meeting the conditions of having a statistically significant or substantively important favorable finding in a correlational study with statistical controls for selection bias; a quasi-experimental study that meets the What Works Clearinghouse Evidence Standards with reservations; or a randomized controlled trial (RCT) that meets the What Works Clearinghouse Evidence Standards with or without reservations.

Within this overall framework we will determine if the program we will determine if the program uses any or all of the seven research-based principles that are designed to work synergistically to help under-performing schools graduate all students ready for college and careers. The seven principles serve as a framework to transform a school's organizational and educational practices to a personalized and rigorous educational program that embodies the values and goals of the school community and produces a college-going culture.
   1. A college-preparatory instructional program to provide all students with rigorous inquiry-based curriculum and instruction aligned with state standards, and which embeds content and numeric literacy in the content areas;
   2. An extended school day and year to provide additional opportunities for student enrichment and remediation;
   3. A dedicated team of teachers and counselors that provides a consistent support network and safety net throughout students' four years of high school;
   4. Counseling in which all faculty take responsibility for students' academic, social, and emotional development and produce trusting and caring relationships with students that can be leveraged to increase students' achievement;
   5. Continuous professional development to establish a collaborative professional learning community in which teachers, counselors, and school leaders participate in job-embedded coaching and other forms of professional development opportunities;
   6. Parental involvement and engagement in their child's education;
   7. Continuous organizational improvement through the use of multiple forms of data to monitor program implementation and student progress and performance outcomes.

Having a great number of these guiding factors will aid in the capacity-building approach that includes individual and team job-embedded coaching, summer and winter institutes, workshops, technology, and other professional development strategies to help schools: (1) improve student academic achievement and attainment; (2) build school leadership skills for implementing the organizational and instructional changes necessary for whole school reform; (3) improve teaching and learning in the disciplines as well as numeracy and literacy in the content areas; (4) provide students with the social and emotional (non-academic) supports necessary for school success; and (5) foster family and community engagement. This will allow MEA/MAP and MISD to meet the goal of having effective evidence based program that build College and Career Readiness (CCR) for all our students.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: **227-907**	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 Implementation

☐ **P2 Partnership**

☐ **IMO Partnership**

New School Implementation

☐ **Reset**

☐ **Fresh-Start**

Transformation Implementation

☒ **Talent Transformation Model**

☐ **Redesign**

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: **227-907**	Amendment # (for amendments only):

TEA Program Requirement 1b: Describe the school transformation plan, including but not limited to, how the transformation will improve student outcomes, as well as how the applicant will apply lessons learned throughout the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MISD and MEA/MAP are looking to a Grow Your Own (GYO) model for improving the effectiveness of each of our campuses. The Talent Transformation Model is based on the following:

> To change educational outcomes, we need to change our practices. A data-driven action plan guides teachers and school leaders through the implementation of research proven strategies. Shoulder-to-shoulder support helps you work through the challenges in real time, and:
> - Re-engage your educator workforce
> - Build teacher capacity and school leadership
> - Create a new culture of collaboration
> - Uphold rigorous standards
> - Personalize learning for participants
>
> Change takes time. Talent Transformation Model consultants will work alongside MEA/MAP staff until the desired student results are achieved. A long-term commitment of systemic engagement consists of connected parts. We begin with a comprehensive needs analysis. This helps us create a plan of personalized professional learning and job-embedded, targeted coaching. Progress monitoring ensures that training is relevant and always informed by need. One of the best ways for educators to continuously improve! Job-embedded professional learning allows for one-on-one guidance, modeling, teamwork, and application of day-to-day teaching practices. Ask questions, share thoughts, get fresh perspectives, and build lasting relationships.

This system from Talent Transformation Model provider aligns to what our superintendent, Royce Avery, was looking to bring to MISD. Dr. Avery saw that we must support teachers to allow them to effect students in the manner that would allow us to meet our motto of Growth Through Innovation and raise the outcomes for all our student groups. He felt that a district-wide strategic plan was need to determine what the Manor community wanted from their school and how MISD could become a Destination District where people would move to Manor just to have their children in our schools. To operalizationalize that statement the teacher is the adult in the room so they need to figure out how to 'reach' every student by meeting their academic and social/emotional needs while central office with campus leadership needs to find the teachers the resources to let them reach every student! MEA/MAP is moving towards a "Great" campus in the manner describe in the book "Good to Great" (Collins, 2011). So we can achieve MISD vision of Growth Through Innovation while giving other ISDs, through publications and presentations, our K-12 CCR (College and Career Readiness) concept. The new central office leadership team is another reason for the urgency in that we wish to validate the school board's belief that this team can move MISD to provide a world class education to all our students where college focus is the norm. Also, we believe, that we can providing more value to Texas beyond only having MISD improves its two campuses because of the framework will be produced that other schools can use which is a secondary but value added goal of both our proposals. We are committed to:

- Responsibility- honesty, integrity, transparency, strong work ethic, high morals & standards
- Respect- honor self, one another, the district, and the community
- Culture- positive community, diversity, collaboration, standard of excellence, "Team Manor" to develop Mustang Pride
- Service- quality customer service, effective communication, and developing welcoming campus where all community members feel supported
- Discovery- all stakeholders are life-long learners, continuous improvement, and innovative practices where the power of technology to gain knowledge is understood

We are using this grant to aid in the development of this demonstration concept which will allow our campus to better meet the needs of all our stakeholders but increase the knowledge base on how to effectively provide a world class education to this population of students that builds future visioning that college graduation is the norm. MISD has developed campus level programs that have had similar national impacts - the best example is on May 9, 2013 President Obama visited Manor New Technology High School where he stated "students are learning the real-world skills they need to fill the jobs that are available right now" but we have not been as successful at bringing evidence based effective programs to all of our campuses as we would like which the funding of this grant will correct.

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: **227-907**	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 LEA 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.

MEA/MAP and MISD are looking to partner with Talent Transformation Model to provide the systems to turnaround this campus while providing the services and evaluation of the effects of the program on meeting the grant goals. The turnaround conceptl is designed to respond have this basic framing of now to make school-wide changes:

Collective Actions to Fill Gaps

Gaps	Collective Actions
Capacity	Promote the entry of new quality providers and scale proven operators. Create training and recruitment approaches to attract and develop turnaround talent. Create and staff distinct turnaround offices or divisions.
Funding	As possible, repurpose current ongoing funding sources to address turnaround needs. Ensure that specific turnaround funding streams are included in ESEA reauthorization. Promote the use of one-time funding to build long-term capacity and infrastructure.
Public and Political Will	Build awareness of the need for change among students, parents, educators, policy makers, and communities. Engage and mobilize stakeholders, and build public demand to advocate for needed changes. Establish laws and policies that support those making difficult decisions.
Conditions	Change the culture of engagement between schools, districts, and states from compliance to cooperation. Establish laws and policies that ensure needed school and district autonomies and capacity. Develop and implement shared accountability systems at the system and school levels.
Research and Knowledge Sharing	Ensure funding and attention are directed to rigorously studying and comparing the efficacy of turnaround interventions. Document and share turnaround successes and challenges to improve implementation. Create opportunities and infrastructure to collect, organize, and share research and best practices.

This Model of the turning around a campus, in terms of making an effective program align to MISD DIP and MEA/MAP's CIP, is another reason why we selected this model. While MISD cannot provide all of above items, we support the general concepts and see the ongoing non-traditional funding sources as something we can use to support the long range goal of making MISD a School Destination for Central Texas. Further, when we answered the following questions in the turnaround system model it aligned to MISD goals.

"Turnaround is a dramatic and comprehensive intervention in a low-performing school that: a) produces significant gains in achievement within two years; and, b) readies the school for the longer process of transformation into a high-performance organization."

How do you determine what is significant?

Is turnaround part of an ongoing performance-management system at the district level?

Should building district and state capacity also be addressed?

Will a focus on quick results overshadow capacity building to sustain improvements?

Is the time frame longer? Does it vary by type of school?
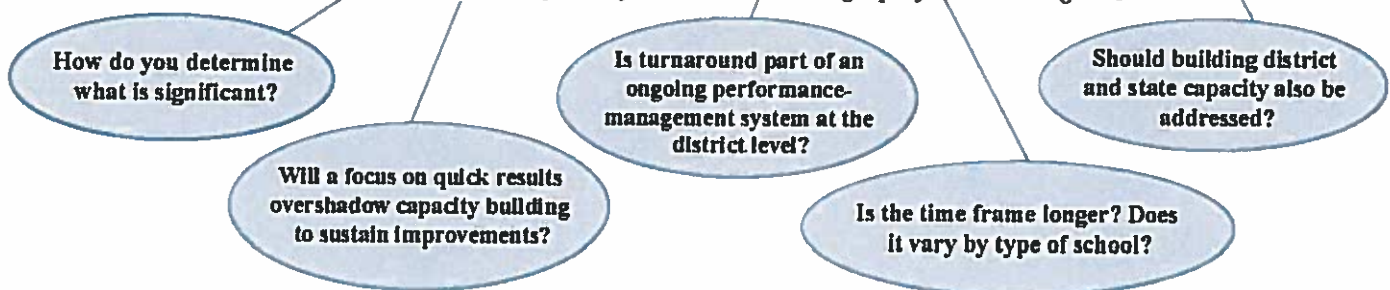
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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: **227-907** | Amendment # (for amendments only):

TEA Program Requirement 3: Explain how high-level district and community stakeholders were educated about the selected school transformation strategy, including a description of stakeholders engaged in and supporting the school transformation strategy. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MEA/MAP worked with central office staff beginning in the 2016/17 school year to look to change the nature of this campus to better meet the needs of this sub-group of MISD students. We chose the Talent Transformation Model system for our general turnaround model. This was done so that MEA/MAP could make a dramatic and comprehensive intervention in a low-performing school that: a) produces significant gains in achievement within two years; and b) readies the school for the longer process of transformation into a high-performance organization. This framing of the change at MEA/MAP uses a Grow Your Own (GYO) focus that lends increase teacher and school leader effectiveness, institute comprehensive instructional reforms, increase learning time, create community-oriented schools, and provide operational flexibility and sustained support. This system with the Talent Transformation Model training and MISD support will allow MEA/MAP to implement the following:

Planning
- Identify school leadership early so as to build in planning time to engage the community, establish the vision, and create a new school culture.
- Prepare to meet student needs that are severe and pervasive — hire specialized staff, recruit and train teachers with specific capabilities, and engage with effective external providers, as appropriate.

Human Capital
- Provide strong classroom and teamwork skills and additional support to teachers.
- Empower principals and leadership teams with key autonomies over staffing, program, budget, schedule, and data.
- Ensure principals and school leadership teams have the will, skill, and authority to drive change in demanding environments.

Maintaining Support and Building Sustainability
- Signal change early and build momentum by delivering and communicating "quick wins." • Build capacity for long-term sustainable results.

Creating Conditions and Building System Capacity
- Create the necessary school-based conditions for success, collaborating with relevant partners.
- Develop turnaround-specific capabilities and capacity.
- Build accountability and data systems to track progress and inform decisions.
- Build systems and structures that allow for sharing lessons across schools.

This model with MISD District of Innovation and the partners / programs will allow MEA/MAP to benefit from the research on the model, Talent Transformation Model system to support the above items, and the new system at MISD to obtain non-traditional funding sources to drive improvements for our staff, students, and their families. This will allow MEA/MAPto have a clean break from the past and establish that there are new goals for all of the students' sub-groups. This total approach will allow to see how to best use the District of Innovation status that MISD has already received. Further the new strategic plan for MISD support bold moves that are intended to accelerate student outcomes in terms of academic, social/emotional, and College and Career Readiness (CCR). Additionally several studies have shown that change a whole campus culture is more effective than have different grade levels doing different "things" (Anderson, 2010; Bifulco, Bordeaux, Duncombe, & Yinger, 2002; Borman, Hewes, Overman, & Brown, 2003; Chiu, Ho, & Zhang, 2013; Heck & Hallinger, 2009; Hubbard, Mehan, & Stein, 2006; McChesney, 1998; Sleegers, Thoonen, Oort, & Peetsma, 2014; Staresina, 2004; Yung, 2017).

Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: **227-907**	Amendment # (for amendments only):

TEA Program Requirement 4: Describe how the selected school transformation strategy would be managed or supported, including which offices and LEA and/or district positions will oversee the effort and why they are particularly qualified for such a task. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MISD has received the District of Innovation from TEA and is using the flexibility that this system provides to restructure the programs at the 15 campuses. The District of Innovation concept, passed by the 84th Legislative Session in House Bill 1842, gives traditional independent school districts most of the flexibilities available to Texas' open-enrollment charter schools. This allows MEA/MAP and all of MISD to have the benefits of:

- Local control: Districts decide which flexibilities best suit their local needs.
- Customization: Districts can create an innovation plan for a level of school (e.g., only high schools), grade level, or a single campus.
- Autonomy: Districts must submit a district of innovation plan to the commissioner of education, but approval is not required.
- Flexibility: Districts will have the flexibility to implement practices similar to charter schools, including exemptions from mandates such as:
    - School start date
    - 90% attendance rule
    - Class-size ratios
    - Site-based decision-making processes
    - Certain student discipline provisions
    - Use of planning and preparation periods
    - Teacher appraisal requirements

This allow the Talent Transformation Model and the programs done by technical provider to be tailored to the needs of the MEA/MAP's stakeholders while pursuing specific innovations in curriculum, instruction, governance, parent / community involvement, etc. that align to the goals of this grant.

The staff of MISD and MEA/MAP have current certifications to engage in their various roles. They also have a wide-range of past experiences that allow them to provide systems that will provide for the success of the Talent Transformation Model. The other district programs used in the developing a District of Innovation are being integrated into the grant so that we will be able to leverage funds and sustain the new culture that we are developing at MEA/MAP. This will allow the staff development that is occurring before the start date of the grant to be aligned with the goals of this grant.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: **227-907**	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☐	☐	☐

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

County-District Number or Vendor ID: **227-907**	Amendment number (for amendments only):

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☒	☒	☒
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

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

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Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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