

Texas Education Agency Standard Application System (SAS)

2017-2019 School Redesign Grant, Pilot Cycle

Program authority:	Every Student Succeeds Act (ESSA), Public Law (P.L.) 114-95, Title I, Part A, Sec 1003, School Improvement	FOR TEA USE ONLY Write NOGA ID here.
Grant Period:	August 28, 2017, to July 31, 2019	
Application deadline:	5:00 p.m. Central Time, July 13, 2017	Place date stamp here.
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	

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Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Dallas Independent School District	057905	J.N. Ervin / 142	
Vendor ID #	ESC Region #	DUNS #	
1-75-6001278-7	10	0750963470000	
Mailing address		City	State ZIP Code
3700 Ross Ave. Box 375		Dallas	TX 75204-5491

Primary Contact

First name	M.I.	Last name	Title
James		Wallace	Principal
Telephone #	Email address		FAX #
972.749.3700	jwallace@dallasisd.org		

Secondary Contact

First name	M.I.	Last name	Title
Jolee		Healey	Assistant Superintendent
Telephone #	Email address		FAX #
214.802.8212	jhealey@dallasisd.org		

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
Michael		Hinojosa	Superintendent
Telephone #	Email address		FAX #
(972) 925-3220	HINOJOSAM@dallasisd.org		

Signature (blue ink preferred)

Date signed

Only the legally responsible party may sign this application.

7/12/2017

7/12/2017

701-17-101-034

Approved as to Form:
Patricia McHowan
Assistant General Counsel
7/11/17

RFA #701-17-101; SAS #262-18
 2017-2019 School Redesign Grant, Pilot Cycle

Schedule #1—General Information

County-district number or vendor ID: 057905

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: 057905

Amendment # (for amendments only):

Part 1: Required Attachments

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

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Portfolio Plan Questionnaire	Applicants must use the template posted on the TEA Grant Opportunities page to self-assess the district's portfolio plan.

Part 2: Acceptance and Compliance

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057905

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.

The **ACE Literacy Initiative** will provide a consistent literacy model with necessary supports to enhance the district's existing turnaround model: **Accelerating Campus Excellence, ACE**. The ACE program is a strategic staffing initiative which represents Dallas ISD's innovative approach to accelerating the transformation of historically struggling, multi-year "Improvement Required" schools. Year one results were substantial, including six of seven schools meeting state standards with average double digit gains on STAAR assessments. Early literacy, discipline, attendance and climate and culture were also improved. The program's success has led to the onboarding of a new cohort of six schools for the summer of 2017. Though success was celebrated, a clear need for improved reading instruction is evident. Students in grades three-eight carry significant literacy deficits that require expert teaching, intervention, additional time, and literacy resources. The goals of this grant align to the needs of the campus and district and will provide the needed springboard for sustainability of the ACE program by closing equity gaps to ensure all students are reading on or above grade level.

The original ACE key ingredients are strategic staffing to reconstitute perpetually struggling campuses paired with substantial financial incentives (guided by a robust, multi-input evaluation system designed to identify our district's stronger educators). All ACE schools are aligned with the implementation of five key practices within a supportive cohort model led by one assistant superintendent. These five ACE strategic components for turnaround are consistently monitored each six weeks. The **ACE Literacy Initiative** will provide the needed professional development, resources and leadership for strengthen reading instruction within the already existing five ACE (5) components.

(1.) Effective Principals and Teachers: National research supports that talented school leadership and highly effective teachers are essential in successful school turnaround initiatives. In addition to annual stipends, teachers and principals are provided additional days of professional development at the beginning of the year. The **ACE Literacy Initiative** will expand existing professional development to include the following:

- Literacy training focused on each component of a balanced literacy schedule with a special emphasis on guided reading K-5.
- Assessment training to develop a diagnostic lens for all teachers to provide right-fit text and appropriate need-matched intervention.
- A campus-based literacy instructional coach and interventionist to support teachers, support program implementation through coaching, modeling and planning, as well as support struggling readers with a reading-recovery/small group approach.
- Provide project coordinator to oversee each aspect of the program

(2.) Instructional Excellence: Each campus implements structured literacy and math blocks. Using six weeks' interim assessments data and monthly ISIP data, the schools will facilitate structured Professional Learning Communities (PLCs) focused on curriculum alignment. Data drives decision-making and is used to progress monitor goals at the campus-, classroom-, and student-level. With the ACE Literacy Initiative, Ervin will add the following elements:

- Literacy materials to ensure each literacy classroom has a leveled classroom literacy and guided reading resources, as well as other resources for literacy organization for program implementation.
- Provide teacher interventionist teachers to work with small groups or individually in the classroom setting. (Push In)

(3.) Extended Learning: One hour is added to the regular school day to ensure core content areas are allocated more time for instruction and targeted intervention. In addition, campuses will remain open two days per until 6 PM, with dinner and transportation provided: two days a week for elementary schools and four days a week for middle schools. This TEA Redesign grant will provide for expansion of services in the evening with a strong focus on literacy.

- Afterschool programs that focus on literacy will be selected by each campus to reinforce reading and program intervention.
- Technology (Kindles and Chromebooks) will be purchased for using 1 station and other literacy programs at school and home to extend learning time.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057905

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.

(4) Social-Emotional Support: Additional personnel (assistant principals and counselors) allow campuses to place an intentional focus on social/emotional health, by teaching about growth mindset and habits of mind, which focuses on equipping the learner with tools to promote learning and positive decision-making. Furthermore, campuses use restorative justice discipline practices for positive reductions in discipline offenses. Discipline data is reviewed each six weeks for collaborative Response to Intervention (RTI) planning.

- With the ACE Literacy Initiative, student interest will be used to identify text and engage readers in culturally relevant texts.
- Group discussions around characters and themes to build relationships and promote positive values.

(5) Parent and Community Support: Campuses increase communication with families and opportunities for engagement.

- Through the ACE Literacy Initiative, parents will learn about reading levels, goal setting, and ways to support student growth in literacy.
- Provide opportunities for engagement in the community in which our families reside.
- Provide coordinator to work with family engagement.

Adding the ACE Literacy Initiative to the existing ACE program will improve long-term success for students in several ways:

- Provide a campus that creates an exceptional literacy environment with the materials, professional development and teacher talent to accelerate student learning towards consistent at or above grade level performance.
- Reading on or above grade level will allow students to access a wider variety of curriculum and learning experiences without barriers throughout their schooling, including mastery of state standards, and advanced courses in high school with dual credit and AP courses.
- Reading on or above grade level will reduce the need for aggressive interventions and allow students to explore additional extra and co curricular activities and reduce disciplinary placements of students.
- Students will develop the skills needed to be proficient readers and those skills will support learners for years to come.
- Working with the literacy in the community will provide a multi-generational benefit for families.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057905				Amendment # (for amendments only):		
Program authority: Every Student Succeeds Act (ESSA), P.L. 114-95, Title I, Part A, Sec 1003, School Improvement						
Grant period: August 28, 2017, to July 31, 2019				Fund code: 211		
Budget Summary						
Schedule #	Title	Class/ Object Code	Planning Cost	Implementation Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$	\$443121	157921	601042
Schedule #8	Professional and Contracted Services (6200)	6200	\$	30000	\$	30000
Schedule #9	Supplies and Materials (6300)	6300	\$	343439	\$	343439
Schedule #10	Other Operating Costs (6400)	6400	\$	0	\$	0
Schedule #11	Capital Outlay (6600)	6600	\$	0	\$	0
	Consolidate Administrative Funds				☐ Yes ☒ No	
Total direct costs:			\$	816560	157921	974481
3.13% <u>indirect costs</u> (see note):			N/A	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	816560	157921	974481

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

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

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Cost	Implementation Cost	Total Budgeted Cost
Academic/Instructional						
1	Teacher	3		\$	201000	201000
2	Educational aide			\$		
3	Tutor			\$		
Program Management and Administration						
4	Project director					
5	Project coordinator	1		\$	134000	134000
6	Teacher facilitator			\$	\$	\$
7	Teacher supervisor			\$	\$	\$
8	Secretary/administrative assistant			\$	\$	\$
9	Data entry clerk			\$	\$	\$
10	Grant accountant/bookkeeper			\$	\$	\$
11	Evaluator/evaluation specialist			\$	\$	\$
Auxiliary						
12	Counselor			\$	\$	\$
13	Social worker			\$	\$	\$
14	Community liaison/parent coordinator			\$	\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
20						
Other Employee Positions						
21	Literacy Specialist	1		\$	134000	134000
22	Title			\$	\$	\$
23	Title			\$	\$	\$
24	Subtotal employee costs:			\$	\$	\$
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay		\$	\$	\$
26	6119	Professional staff extra-duty pay		\$	\$52500	52500
27	6121	Support staff extra-duty pay		\$	\$	\$
28	6140	Employee benefits		\$	\$79542	79542
29	61XX	Tuition remission (IHEs only)		\$	\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	132042	132042
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$	601042	601042

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

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 057905

Amendment # (for amendments only):

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

Professional and Contracted Services Requiring Specific Approval

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

Professional and Contracted Services

#	Description of Service and Purpose	Planning Cost	Implementation Cost	Total Budgeted Cost
1	Outside Vendor to Provide After School Literacy Activities	\$	\$30000	30000
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:		\$	\$	\$
(Sum of lines a, b, and c) Grand total		\$	30000	30000

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

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 057905

Amendment number (for amendments only):

Expense Item Description		Planning Cost	Implementation Cost	Total Budgeted Cost
6300	Total supplies and materials that do not require specific approval:	\$	\$343439	343439
Grand total:		\$	\$343439	343439

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

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

County-district number or vendor ID: 057905

Amendment # (for amendments only):

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

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	613	96.7%	Source 2016 Data Packet
Limited English proficient (LEP)	81	12.8%	Source 2016 Data Packet
Disciplinary placements	21	3.3%	Source 2016 Data Packet
Attendance rate	NA	95%	Source 2016 Data Packet
Annual dropout rate (Gr 9-12)	NA	%	

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

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

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
47	95	77	103	102	105	105								634

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Schedule #13—Needs Assessment

County-district number or vendor ID: 057905

Amendment # (for amendments only):

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

The ACE Literacy Initiative budget was designed by conducting needs assessments that included reviewing data, existing resources, and teacher expertise. This needs assessments was conducted as the foundation of the campus improvement planning process. The process is supported by district grants office, facilities management and the department of School Leadership. Literacy was prioritized after reviewing the data of similar ACE campuses and seeing robust growth in mathematics that was not matched by growth in reading.

The current data for Ervin shows that:

- 52.8% of students 3-5 scored satisfactory in English reading and 42.1% Spanish reading.
 - 45.7% of students scored satisfactory in English writing and 41.7% in Spanish writing.
 - 49.1% of K-2 students were above the 40% on Terra Nova, and 56% of ELL K-2 were above 40% on the Supera.
 - The number of disciplinary placements is above district average
- Our desired outcome in the first year of all implementation is for:

- 3rd, 4th and 5th reading and writing scores to rise above 60% total passing and for 80% or more of scholars to meet or exceed their growth target.
- For K-2 students to have 70% of the 40% for the Terra Nova and 75% for the Supera.
- 40% reduction in disciplinary placements

The campus will have two literacy coaches next but does not have teachers to serve as literacy interventionists to work with students who are significantly below grade to improve their performance.

Our prioritized needs are:

- Provide an additional staff member to coordinate the program as well as 3 interventionist teachers to provide accelerated instruction to below grade level scholars.
- Provide leveled reading libraries in each classroom.
- Provide additional supplemental materials to allow greater differentiation for scholars.
- Provide for 1 to 1 student to device ratio in grade 1 to 5. Kindles for grades 1 to 3 and Chromebooks for grades 4 and 5.
- Purchase additional online resources to use with devices.
- Increase availability of high interest texts in the classroom and in the library.
- Provide after school literacy enrichment through an outside vendor.
- Provide literacy training and resources to parents.

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 057905

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.	Program Coordinator	Master's degree in Literacy or Educational Leadership, 3 plus years teaching experience, previous successful project management experience and familiarity with grant based programs.
2.	Reading Interventionist	Highly Qualified teacher with a strong background in literacy with that demonstrates the ability to deliver interventions to students though pull out or in class support.
3.	Principal	Master's degree in Literacy or Educational Leadership, 3 plus years teaching experience, highly skilled in campus turnaround with proven results in student achievement. Familiarity with Title 1 requirements.
4.	Big Rocks Education Services	Big Rock Educational Services works directly with school leadership teams to collaboratively identify, prioritize, and implement effective school systems we refer to as "big rocks" aimed at increasing student achievement.
5.		

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.	Provide additional literacy resources	1. Purchase classroom libraries/supplies	09/01/2017	01/09/2018
		2. Purchase computer hardware	09/01/2017	10/30/2018
		3. Purchase computer software	09/01/2017	10/30/2018
		4. Purchase library books	09/01/2017	10/30/2018
		5.		
2.	Provide additional literacy training to teachers	1. Training of teachers on classroom technology	09/01/2017	05/30/2019
		2. Training of teachers on supplemental resources	09/01/2017	05/30/2019
		3. Provide ongoing support	09/01/2017	05/30/2019
		4. Review teacher implementation progress	09/01/2017	06/10/2019
		5.		
3.	Provide after school literacy program	1. Create a RFP	09/01/2017	09/21/2017
		2. Select Literacy Partner	09/01/2017	06/30/2019
		3. Launch ongoing Afterschool Literacy Program	09/01/2017	06/30/2019
		4. Review program effectiveness	09/01/2017	06/30/2019
		5.		
	Provide additional staff to support ALI	1. Select and support ALI coordinator	09/01/2017	06/30/2019
		2. Select and support 3 ALI interventionists	09/01/2017	06/30/2019
		3.		
		4.		
		5.		
	Create and provide parent and community involvement	1. Plan and schedule family literacy nights	09/01/2017	9/30/2017
		2. Purchase supplies and materials	09/01/2017	01/30/2019
		3. Provide family literacy nights	09/01/2017	05/30/2019
		4. Review effectiveness of program	09/01/2017	06/30/2019
		5.		

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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By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057905

Amendment # (for amendments only):

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

As an ACE campus, Ervin implements and monitors structured literacy blocks by using six weeks' interim assessments data and monthly ISIP data, the schools will facilitate structured Professional Learning Communities (PLCs) focused on curriculum alignment. Data drives decision-making and is used to progress monitor goals at the campus, classroom, and student-level. Being a part of the ACE program, all will be supported by pre-existing strategic staffing to reconstitute a perpetually struggling campus paired with substantial financial incentives (guided by a robust, multi-input evaluation system designed to identify our district's stronger educators). All ACE schools are aligned with the implementation of five key practices within a supportive cohort model led by one assistant superintendent. These five ACE strategic components for turnaround are consistently monitored each six weeks. The campus instructional leadership team in coordination with the program coordinator and Assistant Superintendent will ensure coordination between stakeholders to maximize effectiveness of grant funds and commitment of participants to the project during the six weeks meetings.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057905

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.	Reading STAAR (State of Texas Assessments of Academic Readiness)	1.	% Passing - end of year indicator
		2.	% of student at or above Growth Measure - end of year indicator
		3.	Percentage points gained in % passing - end of year indicator
2.	Reading ACP (Dallas ISD Assessment of Course performance)	1.	% of students at passing - middle of year indicator
		2.	SE master at (above) state passing thresholds - three-six week indicator
		3.	
3.	Demonstrations of Learning	1.	% of students mastering SE - daily indicator
		2.	
		3.	
4.	ISIP (IStation Indicators of Progress)	1.	% of students at grade level - monthly indicator
		2.	% of students above grade level - monthly indicator
		3.	% of students on track to reach grade level - monthly indicator
5.	Participation Rates	1	Number of students served each week
		2	Number of parents attending trainings
		3	Number of students and total minutes of tech usage

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.

Reading STAAR - In March, 8th grade students will take the Reading STAAR, as standardized assessment of grade level skills in Reading. A second administration of STAAR will given in May for 8th grade student who did not meet performance expectations, as well as for 6th and 7th grade students.

Istation- At three week intervals, we will review lexile levels for individual students, class periods, teachers, grade levels and entire campus.

ADDITIONAL STUDENT GROWTH MEASURES-

Reading ACP- In December, 6th-8th grade students will take the Dallas ISD Assessment of Course Performance (ACP), to measure student achievement for the fall semester.

Common Assessments- At the end of the 1st, 2nd, 4th, and 5th six weeks grading periods, students will take district created common assessments to measure achievement at critical points within the fall and spring semesters.

Demonstration of Learning (DOL)- DOLs are daily assessments that measure student mastery on a daily basis. DOLs are directly aligned to STAAR in both complexity and rigor. Students will be provided opportunities to show mastery in both qualitative and quantitative DOLS throughout each week. Quantitative data will be collected using All In Learning, which is a software application used for collecting and tracking data.

Data Meetings and Action Plans-

DOLS-Weekly review and discussion on DOL Tracker in All In Learning will help identify gaps in learning, students in need of small group instruction, or whole group reteach. Both small group and whole group reteach will be conducted during the regular school day due to the double-block ing of of Reading and Mathematics classes

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057905

Amendment # (for amendments only):

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

J. N. Ervin is a Priority campus. Our strategic planning process includes creating a committee to develop a Comprehensive Needs Assessment and using the CNA information to create the Campus Improvement Plan (CIP).

Comprehensive Needs Assessment (CNA):

The purpose of a CNA is to examine multiple sources of data to identify the priority needs and direction for the school. This critical process is the pre-work to the development of the district and campus improvement plans and decisions regarding the justification for use of NCLB and other funds. The data helps schools monitor and assess the impact of programs, instruction, and other resources related to student achievement by developing a school profile. When conducted thoroughly, the CNA tool provides schools with identified strengths and weaknesses and specifies priorities for addressing student achievement and meeting challenging academic and performance standards.

Step 1: Review the purpose and outcomes

Step 2: Establish committees

Step 3: Determine which types of data will be collected and analyzed by committee to develop the school profile.

Step 4: Determine areas of priority and summarize needs.

Campus Improvement Plan (CIP):

Using data and input from the Comprehensive Needs Assessment and the Root Cause Analysis, the Campus Improvement plan is developed according to Texas Education Agency guidelines.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057905

Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ACE schools monitor the implementation of campus improvement strategies through a bi-monthly cycle of observation and six week data analysis cycle.

The Assistant Superintendent and Academic facilitators for ACE visit campuses weekly to monitor effective implementation of campus improvement plans. Visits follow a regular protocol of instructional exemplar rubric review, classroom visits with rubrics to calibrate and record strengths and needs, then a debrief to collaboratively plan next steps for action> Next steps include a combination of coaching, professional development, modeling, and resource allocation. All visits and action steps are recorded in a Google drive to support accountability and follow through.

Each six weeks, data is provided to measure progress towards goals. The data includes attendance, discipline offenses, interim assessment, reading progress and classroom observation data. Principals of the ACE schools review these collectively to share ideas, then make individual plans for continued improvement. When data indicates a lack of progress, the team analysis from multiple viewpoints and modified actions for greater results. Teams are encouraged to be nimble and quickly responsive to data.

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

Dallas ISD utilizes a combination of procurement options authorized by Texas Education Code, Section 44.031(a). More specifically, our formal procurement process is listed below:

- Department procurement request received by Procurement Services
- Timeline set and Board of Trustees approval date identified
- Specifications/scope of work for request goods/services written
- Department review of documentation
- Procurement documentation, including all Procurement Department forms, Term or Master Agreement, and finalized specifications/scope of work, prepared
- Legal Notice of the procurement opportunity is a minimum of two consecutive weeks
- Pre-proposal conference if necessary
- Receipt of questions from potential bidders
- Addendum(s) posted if necessary
- Closing date of proposal/bid
- Evaluation and analysis of bid offers and negotiation, if necessary
- Preparation of the recommendation to the Board of Trustees for approval if the expenditure of funds will exceed \$150,000
- Master Agreement, Term Agreement or contract executed after Board approval
- Process purchase orders (includes Assignments of Work, Customized Supplemental Service Agreements for services).

To allow for a fair and competitive bidding process for external partners Dallas ISD Board of Trustees has adopted a stringent Restricted Contact policy that is in effect throughout the entire procurement process. The Restricted Contact policy prohibits any communications between all prospective suppliers, their parent companies, and any subsidiaries.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057905

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.

The ACE program is supported through federal, state and local dollars. In addition to regular school allocations, cohort ACE 2.0 is receiving an additional \$4.9 million dollars in general operating monies. These funds provide the following:

- Stipends to recruit highly effective teachers and leaders to struggling schools
- Additional administrative personnel to assist with campus cultural changes, including increased attendance, improved discipline management, and improved instructional coaching and supervision
- Additional professional development focused on teaching, learning, and social-emotional support
- Transportation for extended school hours until 6 PM two to three nights each week to ensure all students have adequate time for tutoring, intervention and enrichment
- Funds are allocated for each student to receive new school attire as an effort to rebrand the school and set high expectations for school spirit.

ACE schools also Title I dollars according to the district's PPA. In previous years they have also received focus and priority school dollars.

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

As a district initiative to transform low performing schools, the schools within the ACE network have flexibility to modify practices and provide operational flexibility in the following ways:

- One hour extended school day for additional, intensive reading and math support with longer instructional blocks
- Open until 6 PM two to three nights a week for tutoring, intervention and enrichment with transportation and dinner provided free of charge for students
- Provide intensive, additional professional development days for teachers
- Provide standard dress attire for each student
- Provide additional administrative support

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057905

Amendment # (for amendments only):

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

The International Reading Association asserts widespread agreement among literacy experts concerning the particular literacy practices and experiences in which effective teachers routinely engage children. The following list of 10 research based best practices posed by Gambrell and Mazzoni (1999) represent evidence-based practices that will be incorporated into the ACE Literacy Initiative.

1. Teach reading for authentic meaning-making and literacy experiences including reading for pleasure, to be informed, and to perform a task.
 - a. Our classrooms will incorporate Book Clubs and Literature Circles to promote relevant literacy engagement and discussion.
 - b. Students will read award-winning literature independently and together in small groups with the teacher modeling and facilitating comprehension and vocabulary development activities.
2. Use of high-quality literature.
 - a. The grant will support the purchase of classroom library and sets of books for Book Clubs and Literature Circles.
 - b. Awarding winning, relevant literature will be purchased from the following nationally recognized lists: Newberry, Caldecott, Coretta-Scott King, National Book Award, and Library Services.
3. Integrate a comprehensive word study/phonics program into reading/writing instruction.
 - a. Kindergarten through third grade will implement a daily, developmentally sequenced phonics program (Neuhaus).
 - b. Throughout the ACE Literacy Initiative, instructional coaches will work with teachers to diagnose reading difficulties and provide targeted intervention in phonics for students 4-8th. We will use a phonics screener, fluency probes, and running records to assess students' needs.
4. Use of multiple texts that link and expand concepts.
 - a. Genres will be balanced for wide-exposure and expansion of relevant concepts to promote treading and writing within the content areas, across the curriculum.
5. Balance teacher- and student-led discussions.
 - a. During Book Clubs and Literature Circles, students will use Habits of Discussion to discuss text connections and understanding.
 - b. Training will be provided to teachers to support implementation of Teach Like A Champion and Habits of Discussion.
 - c. Strategies will be used to assist students and support implementation, such as anchor charts, book marks, sentence starters.
6. Build a whole-class community that emphasizes important concepts and builds background knowledge.
7. Work with students in small groups while other students read and write about what they have read.
 - a. Writer's Workshop will occur daily. Students will study a mentor text, then write in response to that they have read.
 - b. Students will engage with whole group modeling, then work in small groups and confer with classrooms and teachers to enhance their work.
8. Allot adequate time to read in class.
 - a. All classrooms will ensure twenty-minutes of silent, sustained reading with authentic, right fit literature.
 - b. Monitor student progress using Accelerated Reader.
9. Provide direct instruction in decoding and comprehension strategies that promote independent reading while balancing time spent with direct instruction, guided instruction, and independent learning.
10. Use a variety of assessment techniques to inform instruction.
 - a. Each classroom will use reading assessments to match text, intervention and growth.
 - b. Students will maintain individual portfolios to set goals and develop agency.
 - c. Teachers will receive training in running records (Fountas and Pinnell)

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057905

Amendment # (for amendments only):

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

ACE is a model intended to activate the three primary enablers of campus success: a strong leadership team, effective teachers in every classroom, and consistently high expectations for both staff and students. When these three enablers work in concert on a campus, the rate of growth for students with the greatest need is accelerated and student achievement is significantly amplified.

The backbone of the ACE model is effective leadership teams and teachers. In the 2014-15 school year, the distribution of top talent in the district was inequitable: 27% of teachers at magnet schools were eligible for the Distinguished Teacher Review (DTR), and only 7.9% of teachers at Improvement Required (IR) schools were DTR-eligible.

ACE campuses prioritize: Effective principals and teachers, Instructional excellence in planning, delivery, and support (e.g., curriculum alignment with backwards design, data-driven instruction, and research-based pedagogy), Extended learning time (an additional hour of instruction each day plus optional extended tutoring hours until 6 PM daily), Positive culture for social-emotional development (including Habits of Mind and consistent routines), and Parent and community partnerships.

Principals were selected for their willingness and ability to implement the model, and each principal selected teachers from among the pool eligible for Distinguished Teacher Review. Instructional staff at each campus - including principals, assistant principals, instructional coaches, counselors, media specialists, and teachers - receive incentive stipends for taking on the challenge ranging from \$8,000 to \$15,000.

Specific expectations were outlined for staff, students and parents in alignment with the tenets of high performing schools:

- Staff Expectations: Attend additional summer PD in preparation for the school year
- Teach for an additional hour daily
- Spend an additional three hours a week to support tutoring and/or enrichment
- Allow students to retake/redo assignments and assessments until they achieve a passing grade
- Help students build habits of mind to strengthen character

Student Expectations:

- Arrive to school on time and appropriately dressed in uniform
- Complete all homework every night
- Stay after school for homework help, tutoring, and activities, if necessary/required
- Always try to improve and give best effort
- Respect teachers and classmates, follow the Student Code of Conduct, and behave appropriately at all times

Parent Expectations:

- Ensure the student arrives to school on time and dressed in uniform
- Ensure the student completes his/her homework every night
- Ensure the student stays after school for homework support, tutoring, and enrichment, if necessary/required
- Maintain consistent and positive communication with the student's teachers
- Work collaboratively with campus staff

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

County-district number or vendor ID: 057905

Amendment # (for amendments only):

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

Through our partnership with BRES we will ensure differentiated support for campuses aligned to unique needs via the systems and summarized and outlined below.

BRES customizes each implementation plan to the unique needs of its client organization. Below is a breakdown of its services, processes and customization model.

School Diagnostics – The end goal of the School Diagnostics service is to objectively and accurately collect data on a school's priorities or "big rocks", highlight strength and growth areas, and provide recommendations to improve student achievement.

- BRES collaboratively creates a diagnostic rubric by aligning the organization's district priorities with the BRES frameworks to ensure district alignment and meaningful data is collected. For instance, when working with the Dallas ISD ACE program the BRES rubrics were aligned with the TEI rubric. The rubric is evidence based and consists of clear ratings to ensure accuracy and objectivity.
- BRES utilizes the diagnostic rubric to complete a day-long comprehensive school diagnostic of the school(s). The diagnostic can include observation of school-wide areas (arrival area, lunchroom, dismissal area, hallways, etc.), classrooms, school performance data, staff interviews and/or surveys, shadowing the principal, etc. The exact components of the diagnostic day are determined by BRES and the client organization and the construction of the diagnostic rubric. The diagnostic day concludes with a 60 – 90 minute report of findings with the school leadership team in which the BRES consultant presents an overview of all data collected, highlights strengths of the school, highlights growth areas and provides recommendations for improvement.

School Leadership Coaching - The end goal of the School Leadership Coaching service is for BRES and the client organization to collaboratively set a metric for success on a specified school priorities or "big rocks", meet that metric via coaching services, and build the capacity of the principal or leadership team in the process.

- BRES and organization work together through a combination of phone calls and meetings to identify big rock(s) to be implemented via coaching services.
- Similar to School Diagnostics, BRES collaboratively creates a rubric by aligning the organization's district priorities with the BRES frameworks to ensure district alignment and accurate data is collected on the big rock(s) selected for coaching.
- BRES utilizes the rubric to collect baseline data to understand current state of organization's big rock(s) selected for coaching.
- BRES and organization collaboratively agree on a specified metric to attain via BRES coaching services. This metric can be a certain percentage increase on rubric created, percentage decrease of discipline referrals, etc.
- BRES informs organization of coaching services needed to reach agreed upon metric.
- An accountability partner is assigned at the organization level to ensure metrics are met and to learn the process involved for sustainability.
- A contract is created, signed by both parties and coaching services begin to reach the agreed upon metric.
- Data is collected at the end of the process to ensure agreed upon metric is met.

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

County-district number or vendor ID: 057905

Amendment # (for amendments only):

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

☐ Restart☒ Turnaround☐ Closure/Consolidation

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

The campus was selected by the district to become a school redesign school using the ACE campus model based on a number of factors including student progress, campus climate and cultured survey, parent surveys, and disciplinary data. The ACE school redesign model was piloted by seven campuses to years ago. ACE campuses prioritize:

- Effective principals and teachers
- Instructional excellence in planning, delivery, and support (e.g., curriculum alignment with backwards design, data-driven instruction, and research-based pedagogy)
- Extended learning time (an additional hour of instruction each day plus optional extended tutoring hours until 6 PM two or three days per week)
- Positive culture for social-emotional development (including Habits of Mind and consistent routines)
- Parent and community partnerships.

Based on a fall 2015 review by the Evaluation and Assessment department, the ACE campuses met or exceeded their middle-of-year learning targets on 83.3% of the ACP tests administered in December and demonstrated growth on 91.7% of tests administered, rapidly closing achievement gaps and performing competitively with peer campuses districtwide. Moreover, the average number of disciplinary offenses decreased by 60.9% at each ACE campus, representing tremendous growth in campus culture, safety, and stability.

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

County-district number or vendor ID: 057905

Amendment # (for amendments only):

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

☐ Phase-in Redesign

☒ Whole-School Redesign

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

We are choosing the whole school redesign because our data and our campus needs assessment shows that our scholars are in need of additional targeted literacy interventions at each grade level. To build a successful vertically aligned literacy program at each campus we saw a need for the entire campus to have:

- Access to supplemental literacy materials including leveled readers, classroom libraries and ancillary literacy materials.
- Additional personnel to support literacy training, instruction and interventions.
- Providing afterschool literacy interventions with campus and outside agencies.
- Adequate access to technology to integrate digital learning.
- Social emotional support by choosing culturally relevant and high interest texts.
- Parent outreach and training to support literacy on campus in and in the community

We also recognized an opportunity to tightly align literacy instruction across the school that exists because Ervin is an ACE campus that will be staffed with teachers who are new to the campus and therefore practices can be standardized across grade levels through a school wide roll out.

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

County-district number or vendor ID: 057905

Amendment # (for amendments only):

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

☐ Alternative Management

☐ Campus Charter

☒ District of Innovation

☐ Applicant Assurance

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

Dallas ISD is a District of Innovation based on the District of Innovation concept, passed by the 84th Legislative Session in House Bill 1842, that gives traditional independent school districts most of the flexibilities available to Texas' open-enrollment charter schools.

Dallas ISD Local Innovation Plan:**School Start Date*****Benefits of Exemption***

To better balance the school year such that the number of days in each semester is relatively equal and each six weeks period is approximately six weeks in length, the District seeks flexibility to begin the school year before the fourth Monday in August. Beginning the school year earlier may also incur the following advantages:

- More instructional days in advance of standardized assessments, such as Advanced Placement and STAAR exams;
- Additional instructional time after the last official day of school for students retaking a STAAR exam over the summer;
- Completion of fall semester exams before dismissing for Winter Break;
- Opportunity for students to take advantage of the full array of summer dual-credit offerings at institutions of higher education; and
- More balanced distribution of instructional time for one-semester coursework, as students who currently take a one-semester course in the fall have fewer instructional days to master course content than students who take the same one-semester course in the spring.

Teacher Certification

- Career and technical education¹ (CTE) and
- Dual-credit².

Benefits of Exemptions

To staff hard-to-fill and high-demand positions in the areas of career and technical education and dual-credit coursework in grades 9 through 12 only, the District seeks flexibility to recruit, select, and place instructors who do not hold a certificate or permit required by these statutes when high quality, certified teachers are not available. Flexibility on teacher certification in these areas may also incur the following advantages:

- Ability to hire credentialed postsecondary instructors to teach dual-credit courses to students in grade 9 through 12;
- Ability to hire instructors with industry experience that align to career and technical pathways offered to District students in grades 9 through 12; and
- Opportunity to increase the number of career and technical and dual-credit course offerings to students in grades 9 through 12.

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

County-district number or vendor ID: 057905

Amendment # (for amendments only):

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

☐ Planning and Implementation

☒ Implementation Only

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

The rationale for selecting "implementation only" is based on the amount of campus pre-work conducted throughout the past school year, 2016-17. With the advent of a new leadership team, the campus conducted an in-depth needs assessment and root cause analysis. Data was gathered through teacher observations, campus resource inventory review, and teacher surveys. The analysis determined that literacy remains a priority.

Campus leaders then met with district Reading/Language Arts specialists and ACE district-level leaders to study best practice related to balanced literacy. Research reviewed was consistent with next steps related to balanced literacy and the campus team is ready to embrace implementation. The team choose implementation because support is also being offered through the ACE program, such as a longer school day for more literacy instruction, an instructional coach, and ACE core team walks and coaching.

We have selected planning and implementation because BRES's collaborative model ensures that all services will be grounded in Dallas ISD district priorities. This facilitates planning sessions because both organizations are focused on common goals, which are those of the district. BRES will also be instrumental in implementation because their coaching model is metrics-based with the end goal of building the capacity of school leadership teams. This will be valuable as it empowers our principals with the necessary leadership skills to be successful.

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

County-district number or vendor ID: 057905

Amendment # (for amendments only):

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

We intend to contract with Big Rock Educational Services, LLC (BRES) to support the development and implementation of the school redesign. BRES works directly with school leadership teams to collaboratively identify, prioritize, and implement effective school systems aimed at increasing student achievement. They have worked closely with Dallas ISD in the past in several capacities to provide quantitative and qualitative school diagnostics, metrics-based principal coaching and leadership professional development. BRES has had extensive training in and experience operationalizing change in many of the key areas encompassed in this school redesign plan. They have worked with over 100 schools in the past three years and have seen significant gains in student achievement in the schools they serve.

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

County-district number or vendor ID: 057905

Amendment # (for amendments only):

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

As an ACE campus principals were selected for their willingness and ability to implement the model, and each principal then chose assistant principals instructional coaches to support the unique needs of the campus. The leadership team then selected teachers from among the pool eligible for Distinguished Teacher Review. Distinguished teachers are teachers that achieve high scores in the three components of Dallas's teacher evaluation system, the Teacher Excellence Initiative, that evaluates instructors based on teacher performance, student achievement, and student experience surveys (if applicable). Through a concerted recruitment effort 39 out of 41 teachers were replaced with teachers who were selected by the principal. Instructional staff at each campus - including principals, assistant principals, instructional coaches, counselors, media specialists, and teachers - received incentive stipends for taking on the challenge ranging from \$8,000 to \$15,000.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057905

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: 057905

Amendment number (for amendments only):

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

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

Barrier: Gang-Related Activities

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

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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/Tuancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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