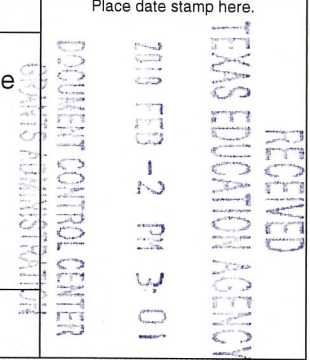


Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 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: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Klein ISD	101915		
Vendor ID #	ESC Region #		
1746002337	4		
Mailing address		City	State ZIP Code
7200 Spring Cypress Rd.		Klein	TX 77379

Primary Contact

First name	M.I.	Last name	Title
Shibani		Khanna	Director of State and Federal Programs
Telephone #	Email address		FAX #
832-249-4006	skhanna1@kleinisd.net		832-249-4322

Secondary Contact

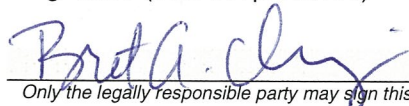
First name	M.I.	Last name	Title
Jennifer	M	White	Principal
Telephone #	Email address		FAX #
832-375-7610	jwhite4@kleinisd.net		832-375-7725

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
Bret	A	Champion	Superintendent
Telephone #	Email address		FAX #
832-249-4170	bchampion1@kleinisd.net		832-249-4015
Signature (blue ink preferred)		Date signed	



1/31/18

Only the legally responsible party may sign this application.

701-18-103-041

Schedule #1—General Information

County-district number or vendor ID: 101915 Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #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 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101915	Amendment # (for amendments only):
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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	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

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
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101915

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X 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 assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment

County-district number or vendor ID: 101915

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101915

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 101915	Amendment # (for amendments only):
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List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Blackshear Elementary - 101915127

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.

Blackshear Elementary is an innovative, forward-thinking elementary school serving 42% economically disadvantaged students in Klein ISD. During the 2017-2018 school year, leadership and teachers made a joint effort to reimagine learning to the benefit of our students. Teachers have begun challenging the status quo and being more innovative in their instruction. In many classrooms, learning has become a true partnership between teacher and students, with students taking the lead. Technology is coveted at Blackshear, with teachers signing up weeks in advance to check out iPads or Chromebooks from the 1-2 carts allocated to each grade level (each grade level has a minimum of 8 classes with a total of 58 classes in the school). One fourth grade classroom is fortunate enough to have access to one-to-one technology and learning has been 100% flipped in that classroom with students working at their own pace to watch videos of their teacher giving instruction and then creating products such as Scratch, games, choice boards, videos, and blog posts in Google Classroom. Students are able to tell you at any given time which TEKS they are working on in math, science, social studies, reading, and writing. During most of their day, the students in this classroom are working at their own pace on different subject areas at different times. There may be one student writing a blog post about the difference between nouns and verbs, while another student creates a Scratch animation to teach others about comparing fractions, and yet another watches a Youtube fairy tale animation and then records a FlipGrid response defining the story elements within it. Students “level up” through level one, two, and eventually three on the essential standards for every subject area. Evidence of mastery is collected through rubrics for projects, “level-up” quizzes administered through Google Forms, teacher-student conferencing, and many other ways. The other teachers collaborate with this innovative teacher in order to close achievement gaps through personalized learning and high quality teaching. However, it is difficult to personalize learning due to the limited number of devices we have available.

Blackshear will use the funding to allocate one-to-one, take-home Chromebooks to our projected 204 fourth grade students during the 2018-2019 school year. We have surveyed our current third grade students and determined that roughly 13.4% of them do not have access to internet at home. This means that the grant would also purchase about 28 hot spots for the homes of students who do not already have access to internet, enabling them to complete their computer work at home.

It is the vision in Klein ISD to ensure that “Every student enters with a promise and exits with a purpose.” We are working to achieve this shared vision by focusing on personalized pathways for students, challenging and engaging every student in rigorous learning, ensuring equity by knowing every student by name, strength, and need, growing and retaining excellent leaders, and gathering feedback from every voice in order to facilitate continuous improvement. The 2018-2019 Technology Lending Grant will allow Blackshear Elementary to grow in at least three of these five areas. Students will work with teachers to develop personalized learning pathways and complete differentiated activities through Google Classroom. The technology will enable us to provide challenging, enagaging learning experiences both in school and outside of school. Lastly, using Google Apps and Add-ons we will be able to collect and monitor many pieces of student data which will enable us to ensure equity by truly knowing every student by name, strength, and need.

Teachers and administration at Blackshear will determine the effectiveness of this program in a multitude of ways. First, we will develop local criteria to measure student progress on the Technology Applications Texas Essential Knowledge and Skills at the beginning, middle, and end of the 2018-2019 school year for this cohort of students. Our district curriculum is designed so that the TATEKS are embedded within the grade level TEKS. Understanding that the integration of technology will also likely have an impact on subject area TEKS, we will compare STAAR data from 2018 and 2019 to look for evidence of growth in this student cohort from third to fourth grade. We will use Measurement of Academic Progress (MAP) scores to monitor this growth throughout the school year.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101915

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

With technology also having a likely impact on our student engagement and attendance, we will examine the attendance rate for this cohort of students from third grade to fourth grade, with checks at each quarter throughout the 2018-2019 school year, and we will compare discipline data (office referrals) from the 2017-2018 school year to the 2018-2019 school year with checks at each quarter.

Lastly, we will survey parents 3 times per year regarding the frequency of home technology use for educational purposes and we will survey the teachers three times regarding the frequency and purpose of technology integration their classrooms. We feel that this comprehensive and frequent data collection will be essential in monitoring the efficacy of our technology program in fourth grade.

At the beginning of the 2018-2019 school year, devices will be checked out to students by our librarian (Lisa Hales) and our assistant principal in charge of technology (Devi Carlos). At this time, parents may check out an internet hot spot if the need has been determined for their household. The process to maintain technology lending equipment in proper working condition will be the same as with our other district-issued devices. We will have a district IT representative on call to diagnose and repair any problems with this equipment.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 101915	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301	
Grant period: May 1, 2018, to August 31, 2019	Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$17,675.00	\$0	\$17,675.00
Schedule #9	Supplies and Materials (6300)	6300	\$87,006.00	\$0	\$87,006.00
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$104,681.00	\$0	\$104,681.00
Percentage% <u>indirect costs</u> (see note):			N/A	\$1,777	\$1,777
Grand total of budgeted costs (add all entries in each column):			\$104,681.00	\$1,777	\$106,458

Administrative Cost Calculation

Enter the total grant amount requested:	\$106,458
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$15,968

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 #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 101915		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		
#	Description of Service and Purpose	Grant Amount Budgeted
1	6299 DyKnow Cloud – classroom management tool	\$ 1,715.00
2	6299 Verizon MiFi - hotspots for students without Internet access at home	\$15,960.00
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$17,675.00
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$17,675.00

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

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<u>Schedule #9—Supplies and Materials (6300)</u>		
County-District Number or Vendor ID: 101915		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$87,006.00
Grand total:		\$87,006.00

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

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<u>Schedule #10—Other Operating Costs (6400)</u>		
County-District Number or Vendor ID: 101915		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$0
Grand total:		\$0

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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_____ Via telephone/fax/email (circle as appropriate)	_____ By TEA staff person:

Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 101915			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$0

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

For TEA Use Only	
Changes on this page have been confirmed with: _____ Via telephone/fax/email (circle as appropriate)	On this date: _____ By TEA staff person:

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

County-district number or vendor ID: 101915 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	410	41.58%	This is 2016-2017 data
Limited English proficient (LEP)	227	23.02%	This is 2016-2017 data
Disciplinary placements	33	3.2%	This is 2016-2017 data
Attendance rate	NA	96.79%	This is 2016-2017 data
Annual dropout rate (Gr 9-12)	NA	NA	Not applicable for elementary school

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
61	138	147	154	204	159	166								1042 (current)

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101915	Amendment # (for amendments only):
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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.

Blackshear Elementary was select to apply for this grant because they are a large, diverse campus which represents the demographics of Klein ISD as a whole. During the 2016-2017 school year, Blackshear administration has supported teachers through the process of making changes in order to reimagine learning and cultivate talent to best serve an at-risk population. The campus has become more innovative, taking risks in order to improve learning and high-quality teaching for the population they serve. Technology is already being utilized to innovate, personalize, and enhance learning in many classrooms.

The needs assessment completed for Blackshear Elementary takes into account state accountability data and the Blackshear Campus Improvement Plan. The needs include: increase student growth from third to fourth grade in the areas of math and reading; increase percentage of fourth grade students mastering the essential standards in math, reading, and writing; increase English language proficiency for our English Language Learners in the areas of listening, speaking, reading, and writing on TELPAS; increase engagement during instruction which will result in fewer discipline problems and higher attendance rate; and develop students into proficient users of technology according to the Technology Applications Texas Essential Knowledge and Skills. The middle school and high school that Blackshear students are zoned to utilizes one-to-one technology, so it is imperative that we develop the skills onto which these students will build in the future.

These needs were prioritized based on urgency for the impact on student learning and future success. First, we must ensure that we fill in the gaps so that students are growing from one year to the next. Then, we can measure academic achievement to ensure mastery on essential standards, including our technology standards. Equally important is the strong language development in our early exit transitional bilingual program model. Engagement during class will increase attendance rate which results in a more consistent and higher quality education. Last but certainly not least, it is our responsibility as an elementary school to prepare our students to enter with a promise and exit with a purpose, both academically and socially as lifelong learners.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101915

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.	Increase student achievement on the Technology Applications Texas Essential Knowledge and Skills in preparation for future one-to-one technology integration in subsequent grade levels.	By providing our students with unlimited access to Chromebooks both inside and outside of the school setting, their exposure to technology will increase significantly through targeted teacher training about the effective integration of TATEKS into high quality instruction, both locally developed and web-based.
2.	Increase student growth from third to fourth grade in the areas of math and reading and increase the percentage of fourth grade students mastering the essential standards in math, reading, and writing.	This grant program would allow us to facilitate personalized learning for our students. Online pre-assessment will allow our teachers to meet students where they are in their learning, and differentiated self-paced lessons will allow students to fill in the gaps in previous learning, thus enhancing growth. By giving them the ability to progress through the standards at their own pace with teachers as partners and facilitators, we will be ensuring that we build a solid foundation for future learning.
3.	Increase English language proficiency for our English Language Learners in the areas of listening, speaking, reading, and writing.	Students will practice listening through flipped videos, Youtube, and other videos online. They will have opportunities to speak through the use of Flipgrid, Seesaw, and other online communication tools. They will practice reading through various articles and assignments at their reading levels. Lastly, they will enhance their writing skills by writing and responding to blog posts and discussion topics through a learning management system currently in place in the district.
4.	Increase engagement during instruction which will result in fewer discipline problems and higher attendance rate.	Students will have control over their learning by choice of assignments, goal-setting, and self-pacing. The activities they can choose from will be high interest such as Scratch, coding, and project-based learning. Engaged students are more likely to be present in school and to be on-task with their learning.
5.	Increase learning beyond the school day in order to level up learning.	The grant will provide each fourth grade student with a device and a hot spot (if needed), so that web-based teaching and learning can be provided to our students beyond the school day. Teachers can provide additional support through online tutorials within the learning management system, resembling online "office hours."

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Schedule #14—Management Plan					
County-district number or vendor ID: 101915			Amendment # (for amendments only):		
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1.	Principal, Meagan White	Experience leading the Blackshear Instructional program			
2.	Assistant Principals, Devi Carlos, Ashley Johnson	Ms. Johnson is the grade level administrator for 4 th grade and Mrs. Carlos is the technology admistrator.			
3.	Specialist, Kelli Clough	Experience teaching a self contained 4 th grade class with one-to-one devices, using flipped and paced instruction to personalize learning. Mrs. Clough will be allocated full time to the fourth grade team for the entirety of the program.			
4.	Librarian, Lisa Hales	Experience overseeing the check in and check out process of technology at a middle school, current library/media specialist at Blackshear			
5.	4 th grade teachers	A team of skilled and innovative fourth grade teachers will be assembled to implement the program.			
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 attendance rate of 4 th grade cohort from 97.02% to 97.10%	1.	Increase first quarter attendance to 97.04	August 2018	October 2018
		2.	Increase attendance rate to 97.06 by 2 nd quarter	October 2018	December 2018
		3.	Increase attendance rate to 97.08 by 3 rd quarter	January 2019	March 2019
		4.	Increase attendance rate to 97.10 by 4 th quarter	March 2019	May 2019
2.	Increase 4 th grade STAAR scores from 81% math, 77% reading, and 67% writing to 85% in all subject areas.	1.	Beginning of year MAP Projected Proficiency Reports project 81% math, 77% reading, and 67% writing.	October 2018	October 2018
		2.	Middle of year MAP Projected Proficient Reports project 83% math, 81% reading, and 76% writing.	January 2019	January 2019
		3.	End of year MAP Projected Proficiency Reports project 85% in math, reading, and writing.	May 2019	May 2019
		4.	STAAR scores show 85% mastery in math, reading, and writing overall.	June 2019	June 2019
3.	Decrease number of discipline referrals in 4 th grade to 80% of 3 rd grade referrals.	1.	First quarter reduction of 5%	August 2018	October 2018
		2.	Second quarter reduction of 10%	October 2018	December 2018
		3.	Third quarter reduction of 15%	January 2019	March 2019
		4.	Fourth quarter (and overall) reduction of 20%	March 2019	May 2019
4.	Increase frequency of instructional use of technology at home and school	1.	Surveys indicate at least 5 opportunities per subject per week in school, and 2 at home.	August 2018	December 2018
		2.	Surveys indicate at least 10 opportunities per subject per week in school, and 4 at home.	August 2018	December 2018
5.	Increase student proficiency on TATEKS.	1.	Student performance shows at least 50% mastery by MOY locally-developed assessment performance	January 2019	May 2019
		2.	Performance shows at least 85% mastery by EOY	January 2019	May 2019

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101915

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.

Klein ISD and Blackshear Elementary set rigorous goals and continuously monitor progress toward those goals, making adjustments as needed. First, we have ensured that the goals outlined in our Campus Improvement Plan (CIP) are directly tied to areas of need according to student performance. Throughout each school year, we revisit our CIP as a leadership team a minimum of three times per year, in grade level Professional Learning Communities (PLCs), and as a Campus Instructional Development Council (CIDC) to monitor progress toward our goals. We have our goals posted in the front office for students and parents to see, and believe in full transparency during staff, student, parent, and community conversations. In order to achieve student success and prepare our students for the future, we must work to ensure that all of our arrows are pointed in the same direction according to Klein ISD's shared vision.

In addition to our CIP, we have established Guiding Coalitions for special populations so that we can monitor their progress more closely and ensure that we are meeting the diverse needs of all of our students. Additionally, we have established a campus ELL Task Force to enhance linguistically differentiated instruction on our campus and are in the planning stages for our first bilingual Parent University, which will focus on our academic goals and provide parents with strategies and materials to help at home while having fun with their children.

When goals need to be adjusted, it is a collaborative process between our grade level PLCs, our leadership team, and our CIDC. Our decisions are made based on multiple sources of data and our decisions are communicated via updates to our posted goals and our PTO board of directors.

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.

As mentioned previously, one of our fourth grade classrooms has been provided with one-to-one technology for students. Students in this class are working at their own pace on their own assigned TEKS, producing different products based on their unique learning pathways. Examples of student products include Scratch animations to show mathematical concepts, Flipgrid videos in response to reading assignments, presentations prepared and shared with each other in Google Classroom, blogs, and countless other creative ways for students to learn and show their learning. They are able to "Level Up" to a new set of challenges after one of many types of assessment which may include a quiz in Google Forms, something they must create and submit in Classroom, or sometimes a conference with the teacher to assess understanding. Students in this class are also using technology to set and track progress toward their goals. Each student has a Sheet or Slides in Google Classroom which outlines his or her personal goals with checkpoints to track progress. Using this electronic goal setting and progress tracking, students were recently able to lead their own parent-teacher conferences.

Our fourth grade team, through the support of the instructional specialist, are strong and collaborative, which has resulted in other teachers trying to implement some of the innovative practices happening in this classroom. They are hungry for technology; Chromebooks in the hands of these teachers will be transformational for our students! If awarded the opportunity to supply each of our students with a Chromebook, we will monitor commitment and progression toward the goals of the program during grade level planning, Professional Learning Communities (PLCs), and weekly leadership team meetings. The data that we will consider will include attendance rate, number/percentage of discipline referrals, achievement on in-house and state assessments as compared to the same students when they were in third grade, progress toward TATEKS mastery from beginning to end of year, and frequency of both home and school Chromebook usage according to walkthrough observations and surveys.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101915

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.	Locally developed 4 th grade TATEKS project-based assessment BOY, MOY, and EOY	1.	Preassessment of all 4 th grade TATEKS
		2.	Mid-year assessment of project-based learning to demonstrate growth of the development of each TATEK to increase to 50% from BOY
		3.	End of the year assessment of project-based learning to demonstrate growth and mastery to 85% from BOY
2.	STAAR data	1.	Increase math and reading overall scores to 85% proficiency
		2.	
		3.	
3.	TELPAS data	1.	Increase growth measure for ELLs to master one year's growth
		2.	
		3.	
4.	Discipline data	1.	Decrease discipline referrals by 20%
		2.	
		3.	
5.	Attendance data	1.	Increase attendance rate by .8%
		2.	
		3.	

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

The district will create a locally-developed rubric of evaluating all the TATEKS that will be embedded into curriculum lessons to serve as project-based learning. Students will be assessed at the beginning of the year over the fundamentals of the TATEKS to determine personalized learning pathways for their progression. The middle of the year will be evaluative by assessing the TATEKS through project-based learning examples, with specific rubrics to determine mastery of each TATEK. The same assessment will be provided to all 4th grade students at the end of the year to accomplish 85% of the students meeting mastery of the TATEKS. All students (204) will be evaluated and a learning profile created for students. Formative data will be used through lesson design and delivery and on-going feedback of learning through curriculum-based assessments. Teachers will have personalized professional learning to support web-based delivery and competency-based assessment of student learning. Attendance and discipline data will be reviewed quarterly to monitor goals. TELPAS and STAAR data will be summative assessments of learning.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101915

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technology is a desired commodity at Blackshear, with teachers signing up weeks in advance to check out iPads or Chromebooks. 1-2 carts are allocated to each grade level with each grade level having a minimum of 8 classes. The carts hold 20-30 devices with class sizes of 22:1 in all grade levels except for 5th grade. Technology equipment at Blackshear is nearing the end of its lifecycle with an average device age of over five years. Currently at Blackshear, a mixed environment exists for student use with 69 Chromebooks, 49 iPads, 180 Lenovo 11E Windows and 45 HP 8440 laptops. 343 devices for a campus with an enrollment of 1042 is not adequate so the district continues to seek innovative ways to close the 1:1 gap at the elementary level. Klein ISD's shared vision is *"Ever student enters with a promise and exits with a purpose"*. To fulfill this vision, Klein is moving to personalized pathways for all students. Access to student devices are necessary at the elementary level as we move toward 1:1 environment to accomplish personalized learning for students

Klein ISD, whether take home or classroom use only, purchase student devices using technology bond funds. Bond elections were passed in 2008 and 2015 with student devices included in the technology area in both bonds. Through the use of these bond funds, Klein ISD has a take home 1:1 program at all secondary campuses and 1-2 carts of devices per grade level at elementary. The district continues to seek innovative ways to close this 1:1 gap at the elementary level. This grant will allow MiFi hotspots to be purchased for student use at home since these devices cannot be purchased with technology bond funds.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101915

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

It is the vision in Klein ISD to ensure that “Every student enters with a promise and exits with a purpose.” We are working to achieve this shared vision by focusing on personalized pathways for students, challenging and engaging every student in rigorous learning, ensuring equity by knowing every student by name, strength, and need, growing and retaining excellent leaders, and gathering feedback from every voice in order to facilitate continuous improvement. The 2018-2019 Technology Lending Grant will allow Blackshear Elementary to grow in at least three of these five areas. Students will work with teachers to develop personalized learning pathways and complete differentiated activities through Google Classroom. The technology will enable us to provide challenging, engaging learning experiences both in school and outside of school. Lastly, using Google Apps and Add-ons we will be able to collect and monitor many pieces of student data which will enable us to ensure equity by truly knowing every student by name, strength, and need.

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

County-district number or vendor ID: 101915

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We have surveyed our current third grade families to determine the current availability of devices and internet in their homes. Of 144 surveys returned, 23 students (16%) report not having a device to use at home and 19 (13.4%) report no access to home internet. Based on these projections and the fact that about 60 students did not complete the survey, we estimate providing hot spots to 28 students so that they will be able to access the internet from the Chromebooks at home.

These hot spots will be checked out to the parents or guardians at the beginning of the school year and returned at the end of the year or upon the student's withdrawal from Blackshear.

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

County-district number or vendor ID: 101915	Amendment # (for amendments only):
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TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Blackshear students currently use many online tools for learning, creating, and communicating including but not limited to FlipGrid, Seesaw, Google Classroom and Google Apps, Scratch, and many district-funded internet software programs for instruction and assessment. As outlined above, the fourth grade classroom that is currently one-to-one has developed tools and procedures for implementing and monitoring student progress within our state standards and district curriculum. The other teachers on the fourth grade team have begun implementing pieces of this approach as possible with their limited technology in their own classrooms. They are ready to go “all-in” once their students have access to one-to-one Chromebooks!

It is a thrilling time to be an educator in Klein ISD! Work is underway to truly reimagine learning for every student and provide them with a personalized pathway to success. At Blackshear, we are working ahead of the curve to try innovative things in order to purposefully challenge the status quo with the end goal of making this a place where kids want to learn and where they can be successful. This grant program will give us the tools necessary to continue making this shift for our students.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teachers and school leadership at Blackshear Elementary have begun challenging the status quo and being more innovative in their instruction. In many classrooms, learning has become a true partnership between teacher and students, with students taking the lead. Teachers have started to integrate Google Apps and Classroom into their instruction frequently and they are allowing their students to chat using websites such as Flipgrid. We also have many district-funded programs for instruction and practice such as Stride Academy, Waterford K-12, Reflex Math, Flocabulary, etc. Three times per year, students take the MAP test on computers in the core content areas. Technology is coveted at Blackshear, with teachers signing up weeks in advance to check out iPads or Chromebooks from the 1-2 carts allocated to each grade level (each grade level has a minimum of 8 classes).

One fourth grade classroom is fortunate enough to have access to one-to-one technology and learning has been 100% flipped in that classroom with students working at their own pace to watch videos of their teacher giving instruction and then creating products such as Scratch, games, choice boards, videos, and blog posts in Google Classroom. Students are able to tell you at any given time which TEKS they are working on in math, science, social studies, reading, and writing. During most of their day, the students in this classroom are working at their own pace on different subject areas at different times. There may be one student writing a blog post about the difference between nouns and verbs, while another student creates a Scratch animation to teach others about comparing fractions, and yet another watches a Youtube fairy tale animation and then records a FlipGrid response defining the story elements within it. Students “level up” through level one, two, and eventually three on the essential standards for every subject area. This has transformed the classroom culture to students owning their learning and the teacher facilitating. Evidence of mastery is collected through rubrics for projects, “level-up” quizzes administered through Google Forms, teacher-student conferencing, and many other ways. The other teachers on the fourth grade team have begun using the technology available to them to implement similar learning experiences.

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

County-district number or vendor ID: 101915

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Over the past 5 years, the Klein ISD has continually improved the infrastructure of the district. The district moved to gigabit switches at all campuses and by the end of summer 2018 all campuses will have wireless AC connectivity. We increase our internet bandwidth every year. Currently the district provides 3G of aggregated bandwidth to each campus and 7G of Internet bandwidth to the district. Over the past 5 years, we have added over 3,000 new Access Points (APs).

At Blackshear, for wireless access there are 83 APs using the current N technology. All Aps will be upgraded to AC technology during the summer 2018. There is one AP in each classroom, multiple Aps in the cafeteria to support larger user count, outside AP coverage for the entire campus for anytime - anywhere learning. The AP deployment at Blackshear mirrors a 1:1 secondary campus.

Klein ISD provides technical support to all of the campuses. For Blackshear, a dedicated technician will be assigned to the campus. This technician will provide level 1 repair of devices as well as software troubleshooting and instructions, account management, device setup and distribution and inventory control.

Klein ISD is a self-maintainer and provides warranty repairs for all the top tier manufactures providing the devices. Currently Klein technicians support almost 18,000 student Chromebooks and 24,000 student Windows devices.

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

County-district number or vendor ID: 101915

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our Librarian, Lisa Hales, will facilitate the check out and check in process for the Chromebooks and the hot spots. First, another survey of needs will be administered to our 4th grade families in order to determine the need for hot spots at students' homes. Then a check-out day will be scheduled for after school. Parents will come to pick up their students' device and hot spot (if needed). Prior to beginning check-out, we will have a student and parent meeting to outline care procedures for the devices.

The devices will be maintained using the same procedures that Klein ISD currently has in place for other devices. We will have a daily check-in from an IT representative to diagnose and repair any problems with the technology. In the case that the device must be sent away for repair, an alternate device will be provided if available. We will purchase durable cases for the devices in order to ensure that they can be transported between home and school with no damage.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technology equipment is individually assigned to each student in our inventory system. This allows us to see at any point in time exactly who has what device. Each device is also individually labeled with the student's name and ID number. The case that their device goes into is also individually labeled and their chargers are engraved so we can track both missing cases and chargers. Students sign receipts of acceptance that also list each item they are responsible for and must return when they leave the campus.

We have procedures in place for lost and missing devices that work with campus administration and our district's police force. We also track the student devices through additional software that allows us to see if a missing device is connecting internally or externally.

We have a ticketing system in place to track any issues with the student devices including warranty and damage claims. We purchase insurance that covers these damages.

Devices are checked for damages and proper assignment at random and at scheduled Chromebook checks once a semester. Devices are turned in at the end of each year and students are held accountable for returning all peripherals. If a student leaves before the end of the year we also have processes in place to ensure everything is accounted for and if an item cannot be found, charged for a replacement.

Technology equipment is kept in a secured area in the library with limited access. This ensures that extra, unassigned, or damaged items do not accidentally walk away. We audit these storage areas at the end of each year to balance items that were originally assigned at the beginning of the year to that area.

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